Quick Overview of Practicum Evaluations

- Two evaluations
  1. Mid-Term evaluation – qualitative
  2. Final evaluation – quantitative; includes final grade for practicum (CR/NCR)

- Purpose:
  - AFI evaluates student in each behavior/ competency
  - Evaluations are designed to measure progress towards/ achievement of competency

- Collaborative process:
  - AFI and student should review learning agreement and competencies together on a regular basis and before completing the evaluations
  - Completed evaluations are reviewed with field liaison during the mid-term and final site visit
**Mid-Term Practicum Evaluation**

- Occurs at approximately 225 hours of the required 450 hours
- To be completed before the mid-term site visit (generally in early December and no later than end of January)
- **Qualitative evaluation** that both the student and the AFI complete via their Sonia accounts
- Five Prompts:
  1. Areas of Success
  2. Areas for Growth
  3. Learning Goals for Semester 2
  4. Use of Supervision
  5. Other Comments
- Students and AFIs are encouraged to review the learning agreement and individual activities to ensure they are still up to date or make adjustments as needed

**Final Practicum Evaluation**

- Occurs once the student is close to or has completed the required 450 hours of practicum
- To be completed before the final site visit (generally in mid-April and no later then mid-May to ensure timely grade entry)
- **Quantitative evaluation** completed only by the AFI via their Sonia account
- 1-5 Competency Based Rating Scale:
  1. No Competency
  2. Minimal Competency
  3. Developing Competency with Assistance
  4. Emerging Competency
  5. Demonstrates Competency
- Students and AFIs are encouraged to review the learning agreement and individual activities before the final evaluation is completed to ensure the AFI has a clear picture of student’s overall development and completed activities
What should I know before rating my student’s competency in each area?

- Competency-based education emphasizes the **measurement of SKILL ATTAINMENT** as the primary focus of training.
- Student readiness for professional practice in the field is measured against a set of core competencies as set by the Council on Social Work Education.
- Your role as the AFI is to **assess the level of skill development and competence** students have achieved throughout their 450 hours of practicum.
- Rating based on **practice behavior, activity accomplishments, and overall competency achievement** for each of the competencies.

### Competency Based Rating Scale 1-5

1: No Competency
   - Student does not demonstrate competency with this behavior and no awareness, knowledge, and skills related to particular competence.

2: Minimal Competency
   - Student rarely demonstrates competency and limited to few skills, knowledge and skills related to a particular competence.

3: Developing Competency with Assistance
   - Student demonstrates inconsistent competency with this behavior and thus requires assistance and/or coaching.

4: Emerging Competency
   - Student demonstrates beginning-level competency with this behavior consistently demonstrates awareness, knowledge and skills but requires ongoing opportunities to demonstrate mastery.

5: Demonstrates Competency
   - Student demonstrates competency and a beginning autonomy with the behavior in complex situations.
Importance of Ongoing & Accurate Feedback

• Regular supervision throughout practicum should serve as space for ongoing feedback on competency development and potential concerns
• Evaluations should just formalize the ongoing feedback given during supervision – no surprises!
• It can be difficult to give negative feedback
• Strength-Perspective - Highlight what a student is doing well!
• Provide ongoing productive feedback (in supervision and during mid-term evaluation) and give clear examples of how a student can improve

Performance Concerns

• Gatekeepers of the Profession
• When to give low scores? – see examples
• Ratings of 1-2 should not be given because a student did not have exposure to a competency
• AFI should document example(s) that substantiate 1-2 ratings
SONIA
• Practicum Software Program
• Used for all things practicum – including learning agreements and evaluations
• AFI has 4 steps on this form:
  • Initial approval of LA
  • Mid-term Eval
  • Final Eval
  • Final Grade
• Important: Evaluations can only be submitted if LA has been approved!
• Resources on website and on Sonia landing page

Thank you!
More information about the evaluation of practicum can be found on our website.