

Social Work Practicum Evaluations

University of Montana School of Social Work
Field Education Program



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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



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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



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Final Practicum Evaluation

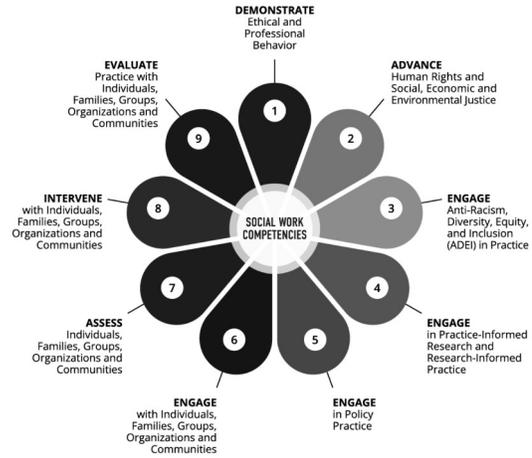
- Occurs once the student is close to or has completed the required 450 hours of practicum
- To be completed before the final site visit (generally in mid-April and no later than mid-May to ensure timely grade entry)
- **Quantitative evaluation** completed only by the AFI via their Sonia account
- 1-5 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



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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



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Competency Based Rating Scale 1-5

<p>1: No Competency Student <u>does not demonstrate competency</u> with this behavior and no awareness, knowledge, and skills related to particular competence.</p>	<p>2: Minimal Competency Student <u>rarely demonstrates competency</u> and limited to no awareness, knowledge and skills related to a particular competence.</p>	<p>3: Developing Competency with Assistance Student demonstrates <u>inconsistent competency</u> with this behavior and thus <u>requires assistance and/or coaching.</u></p>	<p>4: Emerging Competency Student demonstrates <u>beginning-level competency with this behavior, consistently demonstrates awareness, knowledge and skills</u> but requires ongoing opportunities to demonstrate mastery.</p>	<p>5: Demonstrates Competency Student demonstrates <u>competency and a beginning autonomy with this behavior in complex situations.</u></p>
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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



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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



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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



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



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