



University of Montana School of Social Work

Practicum Evaluation Overview & Rubric

Semester 1 – Evaluation – Qualitative

At the end of the first semester of practicum (at approximately 225 hours of the required 450 hours; early December and no later than end of January), students coordinate the mid-term site visit with their AFI and field liaison. The mid-term visit focuses on progress in practicum so far, learning goals for the second half of practicum, and allows for the review of the qualitative mid-term evaluation. The evaluation has five prompts and both the student and the AFI are required to complete these sections and submit the mid-term evaluation via their Sonia accounts:

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 meet before completing the evaluation and before the site visit and review the learning agreement and individual activities to ensure they are still up to date or make adjustments as needed.

Semester 2 – Evaluation – Quantitative

At the end of the second semester of practicum (once the student has completed the required 450 hours of practicum; mid-April and no later than mid-May) students coordinate the final site visit with their AFI and field liaison. The final visit serves as an opportunity to celebrate completion of practicum, reflection of the overall learning experience, and allows for the review of the quantitative final evaluation and final practicum grade. The final evaluation is completed by the AFI in Sonia and is quantitative in nature following a competency based rating scale of 1-5. This final evaluation is designed to measure the achievement of competency in the core areas of the learning agreement and it takes into account the student's performance on the learning activities for each of the behaviors. **Your role as the AFI is to assess the student's level of skill development and competence in each area at the end of their practicum.**

5: Demonstrates Competency

Student demonstrates competency and a beginning autonomy with this behavior in complex situations. Some students may perform at an advanced level of performance, displaying creativity, flexibility, and imaginativeness reflecting a potential to perform at a superior level. A rating of 5 indicates that the **student expertly demonstrates awareness, knowledge and skills** and is likely to occur infrequently, and as such should be accompanied by supporting rationale.

4: Emerging Competency

Student demonstrates beginning-level competency with this behavior, consistently demonstrates awareness, knowledge and skills but requires ongoing opportunities to



demonstrate mastery. **A student should attain a rating of 4 on a majority of the 9 program competencies by the end of the field course in order to receive a grade of Credit (CR).**

3: Developing Competency with Assistance

Student demonstrates inconsistent competency with this behavior and thus requires assistance and/or coaching. While there may be periods of unevenness (with some limited degree of regression or immobilization, mainly at points of stress or pressure), the student gives evidence of both the motivation and capacity to perform satisfactorily the set of practice behaviors associated with a given competency. Ratings of 3 in a *majority* of competencies at the *end of placement* could indicate insufficient progress or no to minimal competency. See section on Performance Concerns which follows. **Students should receive a rating of 3 or above on a majority of the competencies in order to receive a passing grade at the end of the practicum course.**

2: Minimal Competency

Student rarely demonstrates competency and limited to no awareness, knowledge and skills related to a particular competence. **Please refer also to section below, “Performance Concerns (Ratings of 1 and 2)”.**

1: No Competency

Student does not demonstrate competency with this behavior and no awareness, knowledge, and skills related to particular competence. **Please be advised that this rating should not be given should a student not have had the opportunity to engage in a specific behavior or activity.**

It is important for agency field instructors to give accurate feedback as you serve as gatekeepers of the social work profession. If a student’s performance is unacceptable or clearly needs improvement in order to meet the basic standards of performance, it is important to reflect this both early in practicum (ideally during the mid-term evaluation so areas of concern can be addressed and support can be provided) and in the final evaluation. If a student earns a rating of “Minimal or no competency” in any outcome area, the agency field instructor should document example(s) that substantiate that rating.

Performance Concerns (Ratings of 2 & 3 = minimal/ developing competency)

When assigning ratings it is important to consider whether the student’s overall performance is uneven or slow. Difficulties in the following areas suggest ratings of 2 (student rarely demonstrates competency and related skills) or 1 (student never demonstrates competency and related skills):

- Inability to establish relationships at the basic level due to lack of sensitivity and feeling for people as well as difficulty disciplining his/her own feeling responses.
- Preoccupation with own needs and feelings.
- Inability to do case planning.



- Persistent problem viewing client systems objectively with overemphasis on either positive or negative aspects of a situation.
- Inability to be self-reflective and lack of insight.
- Limited ability to conceptualize.
- Behavior in supervisory relationship indicating limited ability to involve self in the learning process and a high degree of defensiveness. Frequent need for external controls and propulsion for learning.
- Evidence of a lack of personal integrity throughout performance.

Unacceptable Performance (1 Rating = no competency)

Any one of the following characteristics would automatically indicate that a student is failing, and ratings of 1 (student does not demonstrate competency) would be expected. Normally you would not expect to find only one of these characteristics in isolation, but rather in combination with others. The student demonstrates:

- Consistent lack of empathy and un-relatedness to the individual/family/group/organization/community.
- Evidence of destructiveness with clients.
- Inability to move or to think independently.
- Preoccupation with own needs and feelings, negating effective use of self as a helping person.
- Hostile behavior when given constructive criticism.
- Inability to relate the goals and values of the social work profession to one's own behavior and social work practice. Confusion in role and identification as a social worker.
- Evidence of disorganization in responding to the basic demands for use of time, in the learning situation, in submitting recording and/or setting up appointments. No reference to theoretical concepts about behavior or no ability to begin to implement the beginning aspects of the treatment process including concepts of social study, assessment, and evaluation, as derived from class, field teaching, and readings.
- Complete inability to conceptualize or to recognize principles.
- Inaccessibility to learning in use of supervisory process as evidenced by the inability to look at own performance in a self-evaluative manner. High degree of self-protectiveness, requires a high degree of pressure to function and to meet deadlines, unrealistic perception of self, unrealistic expectations of others, motivation to learn only to "get through", or a need to control all in his/her learning.
- Evidence of lack of personal integrity in performance with individual/family/group/organization/community, or in relationship with field educator. Does not adhere to professional Code of Ethics.
- Persistent problems with attendance and/or tardiness.