



SOCIAL WORK PROGRAM

SWK 326 Generalist Practice Lab

Student Self Final Evaluation

Student

Practicum Agency

Agency Field Supervisor

Students will earn 10 points for completing and submitting the Final Student Self-Evaluation.

Evaluation Scale Guide:

Using this scale, rate how capable you assess the student to be in performing each of the practice behaviors:

NA = No opportunity to observe the practice behavior

1= Inadequate performance- fails to meet basic requirements of the practice behavior (Has not demonstrated the ability to apply the knowledge, values, or skills necessary to perform the practice behavior)

2= Inconsistently meets basic requirements of the practice behavior (At times is able to demonstrate the ability to apply the knowledge, values, or skills necessary to perform the practice behavior at the beginning skill level, but does not do so consistently)

3= Consistently meets basic requirements of the practice behavior (Consistently demonstrates the ability to apply the knowledge, values, or skills necessary to perform the practice behavior at a basic, beginning, or foundational skill level)

4= Consistently meets basic requirements of the practice behavior and occasionally exceeds expectations (Demonstrates the ability to consistently apply the knowledge, values, or skills necessary to perform the practice behavior at a foundational skill level and occasionally exceeds basic performance standards)

5= Consistently exceeds basic requirements of the practice behavior (Consistently demonstrates the ability to comprehensively apply the knowledge, values, or skills necessary to perform the practice behavior beyond basic performance standards)

Circle the appropriate number for each competency using the scale above as your key.

Competence #1: 1. The student will demonstrate ethical and professional behavior.

1.1	Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context	5	4	3	2	1	N/A
1.2	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	5	4	3	2	1	N/A
1.3	Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication	5	4	3	2	1	N/A
1.4	Use technology ethically and appropriately to facilitate practice outcomes	5	4	3	2	1	N/A
1.5	Use supervision and consultation to guide professional judgment and behavior	5	4	3	2	1	N/A

Competence #2: The student will engage in diversity and difference in practice.

2.1	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	5	4	3	2	1	N/A
2.2	Present themselves as learners and engage clients and constituencies as experts of their own experiences	5	4	3	2	1	N/A
2.3	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	5	4	3	2	1	N/A

Competence #4: The Student will engage in practice-informed research and research-informed practice.

4.1	Use practice experience and theory to inform scientific inquiry and research	5	4	3	2	1	N/A
4.2	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	5	4	3	2	1	N/A
4.3	Use and translate research evidence to inform and improve practice, policy, and service delivery	5	4	3	2	1	N/A

Competence #6: The Student will engage with individuals, families, groups, organizations, and communities.

6.1	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	5	4	3	2	1	N/A
6.2	Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	5	4	3	2	1	N/A

Competence #7: The Student will assess individuals, families, groups, organizations, and communities.

7.1	Collect and organize data, and apply critical thinking to interpret information from clients and constituencies	5	4	3	2	1	N/A
7.2	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	5	4	3	2	1	N/A
7.3	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	5	4	3	2	1	N/A
7.4	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	5	4	3	2	1	N/A

Competence #8: The student will intervene with individuals, families, groups, organizations, and communities.

8.1	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	5	4	3	2	1	N/A
8.2	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	5	4	3	2	1	N/A
8.3	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	5	4	3	2	1	N/A
8.4	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	5	4	3	2	1	N/A
8.5	Facilitate effective transitions and endings that advance mutually agreed-on goals	5	4	3	2	1	N/A

Competence #9: The student will evaluate practice with individuals, families, groups, organizations, and communities.

9.1	Select and use appropriate methods for evaluation of outcomes	5	4	3	2	1	N/A
9.2	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	5	4	3	2	1	N/A
9.3	Critically analyze, monitor, and evaluate intervention and program processes and outcomes	5	4	3	2	1	N/A
9.4	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	5	4	3	2	1	N/A

What do you believe are 2 strengths and 2 areas in which you need further development?

Strength #1: _____

Strength #2: _____

Need Further Development #1: _____

Need Further Development #2: _____

 Student

 Date

 University Instructor

 Date