



SCHOOL of
SOCIAL WORK

**Leadership, Mezzo and Macro Practice
Learning Agreement and Evaluation**

Instructions for Completing Form

This form has three sections:

- 1) Learning Agreement
- 2) Midterm Evaluation
- 3) Final Evaluation

For all three sections, input is needed from the following individuals:

- 1) Student
- 2) Internship Supervisor
- 3) Liaison

This form is meant to be completed collaboratively. Although students, Internship Supervisors, and Liaisons each have different read/write permissions, please complete each section of the form together, via an in-person or virtual meeting.

Placement Information

Student Name	Agency Name	Start Date	End Date

I confirm that I have reviewed the number of hours required for my internship with my Internship Supervisor and have created a plan to complete the hours during the semester.

I confirm that my Internship Supervisor and I have reviewed the Home Visit policy in the Internship Manual.

I confirm that my Internship Supervisor and I have discussed the safety policies, procedures, and emergency plan of the agency.

I confirm that my Internship Supervisor and I have reviewed the Syllabus and are familiar with the Internship Education Manual and policies therein.

The Council on Social Work Education (CSWE), the national accrediting organization for social work education, created 9 key competencies that students are to achieve during their Internship year. We recognize that each site provides various learning opportunities and therefore students and Internship Supervisors can select or create activities that reflect the agency's unique mission and goals.

Consider creating a list of remote distance learning activities in the event "Shelter in Place" is reinstated during your internship. The Loyola Liaison can provide additional support to sites and students to complete remote distance learning activities. Loyola University School of Social Work can also share a list of possible remote activities. Please reach out to your Liaison for more information.

The 9 Competencies include:

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Advance Human Rights and Social, Economic, and Environmental Justice

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Instructions for completing Learning Agreement:

Learning Agreement Instructions**Student:**

1. At the beginning of the semester, complete the Learning Agreement in collaboration or with input from your Internship Supervisor.
2. Click the SAVE DRAFT button at the bottom of the form to save your work.
3. Submit the Learning Agreement AFTER reviewing with your Internship Supervisor.

Internship Supervisor:

1. Review the Learning Agreement *with your student in supervision*.
2. After reviewing, log in to your Sonia account to comment and submit.

Liaison:

1. review the student's learning activities for each competency and any comments from the student and Internship Supervisor.
2. After reviewing, make comments and then click the SUBMIT button at the bottom of the form.

Competency 1: Demonstrate Ethical and Professional Behavior

Task examples that could develop this competency are listed below. Please check all that apply.

- Complete a formal orientation to the agency, including policies, procedures, and resources such as: dress code, attendance policies, confidentiality policies, mandated reporter policies, safety procedures for staff and clients, and appropriate use of social media.
- Research the agency's mission and history to build familiarity with the organization.
- Discuss expectations related to agency meetings, in-service trainings, and team meetings.
- Review expectations of supervision: how to prepare, what to bring, and how to engage.
- Receive an overview of Internship Supervisor's theoretical approach and structure to supervision.
- Discuss the importance of supervision and discuss the ways that it provides value to the internship learning experience.
- Actively participate in weekly supervision and assist in creating a supervision agenda.
- Discuss what professional consultation means, if/when it's appropriate to engage in it at the agency and with whom, and how to recognize the limits and boundaries of professional roles.
- Review appropriate professional communication with staff, taking into consideration the agency's culture and norms of email and in-person communication.
- Learn about effective and professional communication with the agency's clients.
- Discuss the NASW Code of Ethics, how it relates to the agency, and the steps to managing ethical concerns.
- Learn about proper documentation at the agency, including: orientation to documentation processes and requirements, reviews of appropriate completed documentation, learning how documentation impacts the agency, and reviewing how documentation is worded and written.
- Develop professional identity through mentoring, observing, and shadowing the Internship Supervisor and other staff.
- Develop skills of reflection to demonstrate appropriate affect, including: completing a weekly reflection journal and engaging in reflection during weekly supervision with Internship Supervisor.
- Complete readings related to client population and services provided by the agency.

Students: In collaboration with your Internship Supervisor, please add any other tasks you will engage in under this competency. **Please note:** this field is designed so that only students have permission to edit it

Competency #2: Advance Human Rights and Social, Economic, and Environmental Justice

Task examples that could develop this competency are listed below. Please check all that apply.

- Engage in a community activity or gathering offered by the agency to learn more about the agency and how it interacts with its community and its clients.
- Find out how the agency is involved in advocacy at the local, state, and federal levels. If possible, schedule a brief meeting with another staff member who is involved in advocacy on the agency's behalf.
- Determine what and how state, local, and federal policies impact how your agency is run, what services it offers, and how these policies impact clients.
- Sign up for social media alerts for the state legislature or advocacy groups through Facebook, Twitter, or other outlets to learn about new policies being introduced and policy concerns that could impact your clients.
- Discuss the living and learning environment that the clients at the agencies live in or come from and how their environment impacts their health, wellness, and quality of life.
- Connect the mission of the agency to an unmet societal need. Explore why the agency/organization was created, what services it provides, and to what clientele.
- Discuss how the agency promotes social justice for its clients. Provide feedback on what the agency could do differently or any additional suggestions for change.
- Explore and discuss barriers clients may be facing and how social workers help them advocate for themselves and for others facing similar injustices.

Students: In collaboration with your Internship Supervisor, please add any other tasks you will engage in under this competency. **Please note:** this field is designed so that only students have permission to edit it

Competency #3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Task examples that could develop this competency are listed below. Please check all that apply.

- Discuss in supervision the importance of diversity at the agency and in social work practice.
- Seek out a variety of learning opportunities to work with clients from culturally diverse backgrounds.
- Discuss self-awareness in supervision about any personal bias in working with diverse clients.
- Experience different practice styles of agency staff in working with clients.
- Discuss discrimination and privilege with Internship Supervisor and explore what it may be like to change places.
- Create tasks that address each level: individual, group, organization, or community as examples of the micro, mezzo, and macro levels.
- Discuss how to recognize, address and express personal biases/values in working with diverse groups.
- Use videos or create a vignette to process with Internship Supervisor if speaking from personal experience is too sensitive.
- Learn and practice the technique of mindfulness as a tool to remain self-regulated when becoming agitated or triggered.
- Identify and describe how the agency's population is impacted by oppression, marginalization, and alienation.
- Review the NASW Code of Ethics and discuss what it states regarding Engaging in Diversity and Differences in Practice.
- Attend trainings related to diversity and difference in practice, and explore the perspectives and information presented with Internship Supervisor.
- Discuss how to use knowledge of the effects of oppression and discrimination to improve practice with clients.
- Identify and discuss any concerns about identified or unidentified biases during weekly supervision. Discuss how bias can impact service delivery and practice.
- Check in weekly about biases and any reflections that have come up during work with clients.
- Research what level of practice (micro, mezzo, macro) the agency engages in to promote diversity and advocate on behalf of the population it serves.
- Recognize ways in which individual clients and client groups are advantaged and disadvantaged.
- Learn about the use of empathy in work with clients. Discuss, reflect on, and practice empathy during supervision.

Students: In collaboration with your Internship Supervisor, please add any other tasks you will engage in under this competency. **Please note:** this field is designed so that only students have permission to edit it

Competency #4: Engage in Practice-Informed Research and Research-Informed Practice

Task examples that could develop this competency are listed below. Please check all that apply.

- Discuss perspectives regarding evidence-based and evidenced-informed research with the Internship Supervisor.
- Find out how the agency utilizes research-informed practice and what, if any, research the agency engages in. Discuss ways in which research can benefit the agency and further inform its practice.
- Discuss how research-informed practice impacts how the agency provides services, how it relates to the population served, how it guides social work practice.
- Conduct research by locating articles, research studies, and books related to the agency's population and services. Create a list of research findings and resources to share with the Internship Supervisor and other staff at the agency.
- Develop a list of best practices conducted by other agencies providing services to similar populations. Present findings and resources to staff at the agency.
- Find out if/how the agency keeps statistics and data on specific issues and whether there are any research projects currently happening at the agency.
- Share information learned in research courses that might be helpful or interesting to the Internship Supervisor and agency.

Students: In collaboration with your Internship Supervisor, please add any other tasks you will engage in under this competency. **Please note:** this field is designed so that only students have permission to edit it

Competency #5: Engage in Policy Practice

Task examples that could develop this competency are listed below. Please check all that apply.

- Attend community meetings and trainings related to agency or policies that impact the agency's client population.
- Attend a policy planning meeting.
- Conduct literature reviews on specific policies and perspectives.
- Discuss, explore, and participate in data-driven decision making.
- Discuss integration of theory, policy, and practice in supervision.
- Explore policy issues with the Internship Supervisor as they relate to the population served.
- Explore the agency's policies to find a policy of interest, and discuss with the Internship Supervisor why the policy was created.
- Review the safety policies at agency and discuss whether anything should be added to them.
- Participate in program evaluation tasks and responsibilities.
- Discuss current social media alerts for the state or federal legislature or advocacy groups through Facebook, Twitter, or other outlets. Discuss new policies being introduced and policy concerns that could impact agency's clients.

Students: In collaboration with your Internship Supervisor, please add any other tasks you will engage in under this competency. **Please note:** this field is designed so that only students have permission to edit it

Competency #6: Engage with Individuals, Families, Groups, Organizations, and Communities

Task examples that could develop this competency are listed below. Please check all that apply.

- Discuss how incorporating theory guides engagement with clients.
- Discuss expected timeframe with the Internship Supervisor of when to expect direct contact with clients.
- Learn about intervention strategies and how the agency evaluates the effectiveness of its engagement with individuals, families, groups, organizations, and communities.
- Explore how the agency engages with the community in which it resides and brainstorm ways the agency could improve community engagement.
- Outline with the Internship Supervisor the ways in which to engage in client interactions.
- Use supervision to discuss the process of engaging with clients.
- Discuss how to engage in self-reflection on verbal and non-verbal interactions with clients.
- Discuss the meaning and use of empathy and other skills with clients.

Students: In collaboration with your Internship Supervisor, please add any other tasks you will engage in under this competency. **Please note:** this field is designed so that only students have permission to edit it

Competency #7: Assess Individuals, Families, Groups, Organizations, and Communities

Task examples that could develop this competency are listed below. Please check all that apply.

- Review the methods, process, and purpose of assessment at the agency.
- Determine how to critically evaluate and apply knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities.
- Observe assessment and engagement with clients.
- Complete a client assessment, discuss the outcome, and get feedback from the Internship Supervisor on areas of improvement.
- Discuss interprofessional collaboration in the assessment process with the Internship Supervisor and engage in this type of collaboration with other staff.
- Collect and organize data, and apply critical thinking to interpret information from clients.
- Explore how personal experiences and reactions may affect assessment and decision making. Write a reflection on a series of interactions with a particular client and examine how bias may impact objectivity in assessing the client.
- Research best practices and theories regarding assessment of clients, families, and other groups serviced by the agency.
- Conduct a needs assessment (either for a group of clients or a certain department or team) via a survey or focus group.

Students: In collaboration with your Internship Supervisor, please add any other tasks you will engage in under this competency. **Please note:** this field is designed so that only students have permission to edit it

Competency #8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Task examples that could develop this competency are listed below. Please check all that apply.

- Research and discuss best practices and theories regarding intervention with clients, families, and other groups serviced by the agency.
- Discuss how to critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
- Discuss how to develop mutually agreed upon intervention goals and objectives with clients based on the assessment of strengths, needs, and challenges.
- Identify evidence-informed interventions used by the agency and discuss how these will be used to achieve client goals.
- Observe use of assessment and how it impacts engagement with clients.
- Complete interventions with clients, discuss the outcome, and get feedback from the Internship Supervisor.
- Discuss benefits of interdisciplinary, interprofessional, and inter-organizational collaboration.
- Use interprofessional collaboration as appropriate to achieve beneficial practice outcomes.
- Facilitate effective transitions and terminations with clients and discuss how these impact client goals.
- Provide rationale for an intervention initiated with a client and discuss the outcome during supervision.
- Discuss the meaning of the word advocacy, how the agency advocates for clients, how social workers can advocate for clients, and tasks that involve advocacy.

Students: In collaboration with your Internship Supervisor, please add any other tasks you will engage in under this competency. **Please note:** this field is designed so that only students have permission to edit it

Competency #9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Task examples that could develop this competency are listed below. Please check all that apply.

- Practice self-reflection and self-correction through use of supervision, process recording, role playing, or journaling.
- Discuss professional roles and boundaries during supervision.
- Review cases in supervision to initiate discussion and identify questions and concerns.
- Discuss theories that apply to the student's practice and explore how to connect theory to practice.
- Discuss how to evaluate client outcomes.
- Explore whether to use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.
- Discuss a case from beginning to end, including trust-building, engagement, initial phase of treatment, assessment, and evaluation. Discuss expectations regarding termination with the agency and with clients.
- Use experiences at agency to further explore a specific competency or aspect of social work.

Students: In collaboration with your Internship Supervisor, please add any other tasks you will engage in under this competency. **Please note:** this field is designed so that only students have permission to edit it.

Additional Projects or Responsibilities

Please outline any additional projects, tasks, or responsibilities that the student will engage in that do not fall under the competencies listed above:

LEARNING AGREEMENT SUBMIT BUTTONS

Student Comments:

Has not been actioned

Internship Supervisor / Task Supervisor Comments (Off-site MSW Liaison may also provide comments).

Has not been actioned

Liaison Comments:

Has not been actioned

Midterm Evaluation

Midterm Evaluation Instructions

Internship Supervisor:

1. Use the column in each table to rate your student in comparison to a beginning-level generalist social worker. Please provide comments in the comment box below each competency rating table.
2. Click the **Save Draft** button at the bottom of the form periodically to save your work.
3. Click the **Internship Supervisor Submit** button at the bottom of the form.
4. Discuss evaluation with your student in supervision.

Student:

1. Review your evaluation with your supervisor.
2. Make comments
3. Click **Student Submit** button at the bottom of the form.

Liaison:

1. Review the evaluation.
2. Make comments at the bottom of the evaluation
3. click **Liaison Submit**

Rating Scale

Rating	Rating Description
1	No Competency <i>Demonstrates no competency in this area. Does not have sufficient experience to evaluate skill.</i>
2	Minimal Competency <i>Demonstrates minimal competency, knowledge or skill; Limited evidence of growth or change; Rarely demonstrates progress on tasks/behaviors; Does not take initiative for learning.</i>
3	Emerging Competency <i>Emerging competency but requires continual feedback and support; Requires continued practice and/or assistance; Progress on tasks and behaviors is inconsistent; Takes limited initiative for learning.</i>
4	Developing Competency <i>Demonstrates the ability to independently apply skills in simple situations; Demonstrates ongoing progress in skill development; Takes initiative for learning.</i>
5	Competency Developed <i>Demonstrates competency to begin independent social work practice; Demonstrates the ability to apply skills in complex situations; Demonstrates consistent growth and change; Demonstrates the ability to complete assigned tasks and activities; Takes full responsibility for learning.</i>

Competency #1: Demonstrate Ethical and Professional Behavior

Behaviors	Rating
<ul style="list-style-type: none"> Practice self-reflection and self-evaluation in working through competing personal and professional values Apply and anti-racist and anti-oppressive framework to macro practice decision-making, considering NASW and IFSW ethical codes, research and practice-based knowledge, and applicable legal and policy information Promote policies for organizational, community, and policy change that reflect social work values and challenge inequities Demonstrate an understanding of social work supervision as an accountability mechanism in supporting ethical and professional social work practice Identify discrimination and marginalization and prioritize the voices of affected populations 	<input type="radio"/> 1 - No competency <input type="radio"/> 2 - Minimal competency <input type="radio"/> 3 - Emerging competency <input type="radio"/> 4 - Developing competency <input type="radio"/> 5 - Competency developed

Supporting Evidence:

To save your comments at any time, scroll down to the bottom of the form and click the Save Draft button.

Competency #2: Advance Human Rights and Social, Economic, and Environmental Justice

Behaviors	Rating
<ul style="list-style-type: none"> • Integrate knowledge of international human rights conventions and covenants, as well as human rights theories and frameworks, into practice that addresses social, economic, and environmental justice • Critically examine the political process to participate in organizational, community, and policy change addressing human rights and social justice • Identify human rights and justice issues of clients and constituents • Develop strategies to address human rights and justice issues and to evaluate outcomes with key stakeholders 	<ul style="list-style-type: none"> <input type="radio"/> 1 - No competency <input type="radio"/> 2 - Minimal competency <input type="radio"/> 3 - Emerging competency <input type="radio"/> 4 - Developing competency <input type="radio"/> 5 - Competency developed

Supporting Evidence:

To save your comments at any time, scroll down to the bottom of the form and click the Save Draft button.

Competency #3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Behaviors	Rating
<ul style="list-style-type: none"> • Demonstrate proficiency in choosing and using a variety of communication styles to engage with people of various political ideologies, religious and cultural backgrounds, and points of view. • Create engagement strategies that are inclusive and take into account systems of power and intersectional identities, including areas of racism, sexism, nativism, etc. • Recognize the discrepancies that may arise between respecting cultural differences of clients and constituencies and the Universal Declaration of Human Rights • Develop leadership and other teams that reflect the diversity of the communities in which they work 	<ul style="list-style-type: none"> <input type="radio"/> 1 - No competency <input type="radio"/> 2 - Minimal competency <input type="radio"/> 3 - Emerging competency <input type="radio"/> 4 - Developing competency <input type="radio"/> 5 - Competency developed

<p>Supporting Evidence: <i>To save your comments at any time, scroll down to the bottom of the form and click the Save Draft button.</i></p>
Empty space for supporting evidence

Competency #4: Engage In Practice-informed Research and Research-informed Practice

Behaviors	Rating
<ul style="list-style-type: none"> • Critically analyzes research results on best practices in management and supervision from a variety of disciplines • Develop research questions with input from stakeholders and analysis of how the research process may impact, both positively and negatively, clients, programs, organizations, communities, and/or policies. Intentionally include the voices and experiences of those most affected by any type of inequality into the research process • Critically analyze research findings and practice models to inform practice at all levels of macro practice, including teams, organizations, community, and policy • Identify possible barriers and resistance to the conduct and dissemination of research, as well as any ethical, political, and other dilemmas that may arise 	<ul style="list-style-type: none"> <input type="radio"/> 1 - No competency <input type="radio"/> 2 - Minimal competency <input type="radio"/> 3 - Emerging competency <input type="radio"/> 4 - Developing competency <input type="radio"/> 5 - Competency developed

Supporting Evidence:

To save your comments at any time, scroll down to the bottom of the form and click the Save Draft button.

Competency #5: Engage in Policy Practice

Behavior	Rating
<ul style="list-style-type: none"> • Communicate to stakeholders and policymakers the implications of policies and policy change in the lives of clients. • Conduct and design a plan of organizational analysis and change, working with relevant constituencies, to evaluate interventions that impact clients and communities utilizing best practice models reflecting social work values, ethics, and the mission of the organization. • Collect, maintain, interpret, and analyze data from both internal and external organizational environments, the community of stakeholders and diverse client groups to identify and prioritize social problems. • Recognize how oppression and social injustice affects client groups, organizations and communities and being proactive in intervening • for human rights and justice. • Understand strategies and techniques for advocating at local, state, and federal levels in policy development. 	<ul style="list-style-type: none"> <input type="radio"/> 1 - No competency <input type="radio"/> 2 - Minimal competency <input type="radio"/> 3 - Emerging competency <input type="radio"/> 4 - Developing competency <input type="radio"/> 5 - Competency developed

Supporting Evidence:

To save your comments at any time, scroll down to the bottom of the form and click the Save Draft button.

Competency #6: Engage with Individuals, Families, Groups, Organizations, and Communities

Behaviors	Rating
<ul style="list-style-type: none"> • Demonstrate ability to identify a comprehensive range of stakeholders in the relevant practice setting: organization, community, and/or policy. • Demonstrate self-awareness and professional behavior in engaging with individuals, teams, community groups and organizations. • Demonstrate verbal, written, and digital skills to engage multiple, diverse constituencies. • Understand and demonstrate effective group and team facilitation and mediation process skills that facilitate engagement and collaboration. • Define and recognize their own and others' leadership skills to effectively promote stakeholder engagement and change. 	<ul style="list-style-type: none"> <input type="radio"/> 1 - No competency <input type="radio"/> 2 - Minimal competency <input type="radio"/> 3 - Emerging competency <input type="radio"/> 4 - Developing competency <input type="radio"/> 5 - Competency developed

<p>Supporting Evidence: <i>To save your comments at any time, scroll down to the bottom of the form and click the Save Draft button.</i></p>
Empty space for supporting evidence

Competency #7: Assess Individuals, Families, Groups, Organizations, and Communities

Behaviors	Rating
<ul style="list-style-type: none"> • Analyze power distributions to identify influential decision-makers, whether formal or informal, among individuals, teams, organizations, communities, and other institutional entities • Identify and create mezzo and macro interventions based on an assessment and analysis of assets, needs, benefits, service gaps, rights, and power and resource distributions • Demonstrate ability to collaborate with stakeholders throughout the assessment process • Analyze collected data and communicate summaries of the data in written and oral form as appropriate • Present options for intervention based on data-informed assessments • Articulate the benefits and drawbacks of various metrics, analytical methods and tools, and data sources (primary & secondary, quantitative & qualitative) 	<ul style="list-style-type: none"> <input type="radio"/> 1 - No competency <input type="radio"/> 2 - Minimal competency <input type="radio"/> 3 - Emerging competency <input type="radio"/> 4 - Developing competency <input type="radio"/> 5 - Competency developed

Supporting Evidence:

To save your comments at any time, scroll down to the bottom of the form and click the Save Draft button.

Competency #8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Behaviors	Rating
<ul style="list-style-type: none"> • Articulates ethically sound, social work value-centered supervision strategies for employees, including performance reviews and corrective action plans. • Engage with stakeholders in the identification of issues and policies that impact individual well-being and the communities and organizations that support them. • Mobilize constituents to participate and lead in issue analysis and formulation of corresponding advocacy agendas with effective strategies and tactics to advance meaningful change for social justice, equity, and inclusion • Participate in coalitions, networks, professional associations, and community based organizing efforts to leverage political capital to challenge unjust structures of power and effect positive change. • Formulate and persuasively communicate cogent arguments through effective written and oral formats that reach diverse audiences and utilize varied platforms. 	<ul style="list-style-type: none"> <input type="radio"/> 1 - No competency <input type="radio"/> 2 - Minimal competency <input type="radio"/> 3 - Emerging competency <input type="radio"/> 4 - Developing competency <input type="radio"/> 5 - Competency developed

Supporting Evidence:

To save your comments at any time, scroll down to the bottom of the form and click the Save Draft button.

Competency #9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Behaviors	Rating
<ul style="list-style-type: none"> • Demonstrate ethical knowledge and awareness of evaluation guidelines that can be employed in assessment of practice and ensure confidentiality of engaged participants. • Comprehend evaluation norms, benchmarks and guidelines as approved by NASW and CSWE that allow accurate and impartial assessments at all levels of social work practice. • Illustrate comprehensive knowledge of human rights-based understanding of evaluation design, methods, approaches, and analysis that can be applied in simple to complex settings within social work mezzo and macro policy and organizational environments • Distinguish, explain, and apply various types of theories of change and logic models to understand systems thinking to identify and facilitate growth-oriented evaluative mindsets among all stakeholders 	<ul style="list-style-type: none"> <input type="radio"/> 1 - No competency <input type="radio"/> 2 - Minimal competency <input type="radio"/> 3 - Emerging competency <input type="radio"/> 4 - Developing competency <input type="radio"/> 5 - Competency developed

Supporting Evidence

To save your comments at any time, scroll down to the bottom of the form and click the Save Draft button.

MID TERM EVALUATION SUBMIT BUTTONS

Midterm Evaluation Grade

- Pass
- Fail

Internship Supervisor / Task Supervisor Comments (Off-site MSW Liaison may also comment):

Internship Supervisors: *Please note: once you submit this evaluation, your responses are finalized. Please make sure to review the form before submitting. You can save and then submit later after you have discussed with the student if preferable.*

Has not been actioned

Student Comments:

Students: You will receive a PASS for SWII 632 and 632s if you have submitted timesheets approved by your Internship Supervisor (300 hours) as well as a completed mid-year evaluation (signed by student, Internship Supervisor and Liaison). If these are not submitted by the grading deadline, you will receive an Incomplete. For student that receive an INCOMPLETE, please email your internship coordinator directly to update the grade to a PASS once you have completed the required internship documentation.

Please do not submit this evaluation until AFTER your supervisor has completed and submitted their part and you have reviewed their assessment.

Has not been actioned

Liaison Comments:

Has not been actioned

PLEASE PRINT FOR YOUR RECORDS

Final Evaluation

Final Evaluation Instructions**Internship Supervisor:**

1. Use the column in each table to rate your student in comparison to a beginning-level generalist social worker. Please provide comments in the comment box below each competency rating table.
2. Click the **Save Draft** button at the bottom of the form periodically to save your work.
3. Click the **Internship Supervisor Submit** button at the bottom of the form.
4. Discuss evaluation with your student in supervision.

Student:

1. Review your evaluation with your supervisor.
2. Make comments
3. Click **Student Submit** button at the bottom of the form.

Internship Liaison:

1. Review the evaluation.
2. Make comments at the bottom of the evaluation
3. click **Liaison Submit**

Rating Scale

Rating	Rating Description
1	No Competency <i>Demonstrates no competency in this area. Does not have sufficient experience to evaluate skill.</i>
2	Minimal Competency <i>Demonstrates minimal competency, knowledge or skill; Limited evidence of growth or change; Rarely demonstrates progress on tasks/behaviors; Does not take initiative for learning.</i>
3	Emerging Competency <i>Emerging competency but requires continual feedback and support; Requires continued practice and/or assistance; Progress on tasks and behaviors is inconsistent; Takes limited initiative for learning.</i>
4	Competency Developed <i>Demonstrates competency to begin independent social work practice; Demonstrates the ability to apply skills in complex situations; Demonstrates consistent growth and change; Demonstrates the ability to compete assigned tasks and activities; Takes full responsibility for learning.</i>
5	Developing Competency <i>Demonstrates the ability to independently apply skills in simple situations; Demonstrates ongoing progress in skill development; Takes initiative for learning.</i>

Competency #1: Demonstrate Ethical and Professional Behavior

Behaviors	Rating
<ul style="list-style-type: none"> Practice self-reflection and self-evaluation in working through competing personal and professional values Apply and anti-racist and anti-oppressive framework to macro practice decision-making, considering NASW and IFSW ethical codes, research and practice-based knowledge, and applicable legal and policy information Promote policies for organizational, community, and policy change that reflect social work values and challenge inequities Demonstrate an understanding of social work supervision as an accountability mechanism in supporting ethical and professional social work practice Identify discrimination and marginalization and prioritize the voices of affected populations 	<input type="radio"/> 1 - No competency <input type="radio"/> 2 - Minimal competency <input type="radio"/> 3 - Emerging competency <input type="radio"/> 4 - Developing competency <input type="radio"/> 5 - Competency developed

Supporting Evidence:

To save your comments at any time, scroll down to the bottom of the form and click the Save Draft button.

Competency #2: Advance Human Rights and Social, Economic and Environmental Justice

Behaviors	Rating
<ul style="list-style-type: none"> • Integrate knowledge of international human rights conventions and covenants, as well as human rights theories and frameworks, into practice that addresses social, economic, and environmental justice • Critically examine the political process to participate in organizational, community, and policy change addressing human rights and social justice • Identify human rights and justice issues of clients and constituents • Develop strategies to address human rights and justice issues and to evaluate outcomes with key stakeholders 	<ul style="list-style-type: none"> <input type="radio"/> 1 - No competency <input type="radio"/> 2 - Minimal competency <input type="radio"/> 3 - Emerging competency <input type="radio"/> 4 - Developing competency <input type="radio"/> 5 - Competency developed

Supporting Evidence:

To save your comments at any time, scroll down to the bottom of the form and click the Save Draft button.

Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice

Behaviors	Rating
<ul style="list-style-type: none"> • Demonstrate proficiency in choosing and using a variety of communication styles to engage with people of various political ideologies, religious and cultural backgrounds, and points of view. • Create engagement strategies that are inclusive and take into account systems of power and intersectional identities, including areas of racism, sexism, nativism, etc. • Recognize the discrepancies that may arise between respecting cultural differences of clients and constituencies and the Universal Declaration of Human Rights • Develop leadership and other teams that reflect the diversity of the communities in which they work 	<ul style="list-style-type: none"> <input type="radio"/> 1 - No competency <input type="radio"/> 2 - Minimal competency <input type="radio"/> 3 - Emerging competency <input type="radio"/> 4 - Developing competency <input type="radio"/> 5 - Competency developed

<p>Supporting Evidence: <i>To save your comments at any time, scroll down to the bottom of the form and click the Save Draft button.</i></p>
Empty space for supporting evidence

Competency #4: Engage In Practice-informed Research and Research-informed Practice

Behaviors	Rating
<ul style="list-style-type: none"> • Critically analyzes research results on best practices in management and supervision from a variety of disciplines • Develop research questions with input from stakeholders and analysis of how the research process may impact, both positively and negatively, clients, programs, organizations, communities, and/or policies. Intentionally include the voices and experiences of those most affected by any type of inequality into the research process • Critically analyze research findings and practice models to inform practice at all levels of macro practice, including teams, organizations, community, and policy • Identify possible barriers and resistance to the conduct and dissemination of research, as well as any ethical, political, and other dilemmas that may arise 	<ul style="list-style-type: none"> <input type="radio"/> 1 - No competency <input type="radio"/> 2 - Minimal competency <input type="radio"/> 3 - Emerging competency <input type="radio"/> 4 - Developing competency <input type="radio"/> 5 - Competency developed

Supporting Evidence:

To save your comments at any time, scroll down to the bottom of the form and click the Save Draft button.

Competency #5: Engage in Policy Practice

Behavior	Rating
<ul style="list-style-type: none"> • Communicate to stakeholders and policymakers the implications of policies and policy change in the lives of clients. • Conduct and design a plan of organizational analysis and change, working with relevant constituencies, to evaluate interventions that impact clients and communities utilizing best practice models reflecting social work values, ethics, and the mission of the organization. • Collect, maintain, interpret, and analyze data from both internal and external organizational environments, the community of stakeholders and diverse client groups to identify and prioritize social problems. • Recognize how oppression and social injustice affects client groups, organizations and communities and being proactive in intervening • for human rights and justice. • Understand strategies and techniques for advocating at local, state, and federal levels in policy development. 	<ul style="list-style-type: none"> <input type="radio"/> 1 - No competency <input type="radio"/> 2 - Minimal competency <input type="radio"/> 3 - Emerging competency <input type="radio"/> 4 - Developing competency <input type="radio"/> 5 - Competency developed

Supporting Evidence:

To save your comments at any time, scroll down to the bottom of the form and click the Save Draft button.

Competency #6: Engage with Individuals, Families, Groups, Organizations, and Communities

Behaviors	Rating
<ul style="list-style-type: none"> • Demonstrate ability to identify a comprehensive range of stakeholders in the relevant practice setting: organization, community, and/or policy. • Demonstrate self-awareness and professional behavior in engaging with individuals, teams, community groups and organizations. • Demonstrate verbal, written, and digital skills to engage multiple, diverse constituencies. • Understand and demonstrate effective group and team facilitation and mediation process skills that facilitate engagement and collaboration. • Define and recognize their own and others' leadership skills to effectively promote stakeholder engagement and change. 	<ul style="list-style-type: none"> <input type="radio"/> 1 - No competency <input type="radio"/> 2 - Minimal competency <input type="radio"/> 3 - Emerging competency <input type="radio"/> 4 - Developing competency <input type="radio"/> 5 - Competency developed

Supporting Evidence:
To save your comments at any time, scroll down to the bottom of the form and click the Save Draft button.

Competency #7: Assess Individuals, Families, Groups, Organizations, and Communities

Behaviors	Rating
<ul style="list-style-type: none"> • Analyze power distributions to identify influential decision-makers, whether formal or informal, among individuals, teams, organizations, communities, and other institutional entities • Identify and create mezzo and macro interventions based on an assessment and analysis of assets, needs, benefits, service gaps, rights, and power and resource distributions • Demonstrate ability to collaborate with stakeholders throughout the assessment process • Analyze collected data and communicate summaries of the data in written and oral form as appropriate • Present options for intervention based on data-informed assessments • Articulate the benefits and drawbacks of various metrics, analytical methods and tools, and data sources (primary & secondary, quantitative & qualitative) 	<ul style="list-style-type: none"> <input type="radio"/> 1 - No competency <input type="radio"/> 2 - Minimal competency <input type="radio"/> 3 - Emerging competency <input type="radio"/> 4 - Developing competency <input type="radio"/> 5 - Competency developed

Supporting Evidence:

To save your comments at any time, scroll down to the bottom of the form and click the Save Draft button.

Competency #8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Behaviors	Rating
<ul style="list-style-type: none"> • Articulates ethically sound, social work value-centered supervision strategies for employees, including performance reviews and corrective action plans. • Engage with stakeholders in the identification of issues and policies that impact individual well-being and the communities and organizations that support them. • Mobilize constituents to participate and lead in issue analysis and formulation of corresponding advocacy agendas with effective strategies and tactics to advance meaningful change for social justice, equity, and inclusion • Participate in coalitions, networks, professional associations, and community based organizing efforts to leverage political capital to challenge unjust structures of power and effect positive change. • Formulate and persuasively communicate cogent arguments through effective written and oral formats that reach diverse audiences and utilize varied platforms. 	<ul style="list-style-type: none"> <input type="radio"/> 1 - No competency <input type="radio"/> 2 - Minimal competency <input type="radio"/> 3 - Emerging competency <input type="radio"/> 4 - Developing competency <input type="radio"/> 5 - Competency developed

Supporting Evidence:

To save your comments at any time, scroll down to the bottom of the form and click the Save Draft button.

Competency #9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Behaviors	Rating
<ul style="list-style-type: none"> • Demonstrate ethical knowledge and awareness of evaluation guidelines that can be employed in assessment of practice and ensure confidentiality of engaged participants. • Comprehend evaluation norms, benchmarks and guidelines as approved by NASW and CSWE that allow accurate and impartial assessments at all levels of social work practice. • Illustrate comprehensive knowledge of human rights-based understanding of evaluation design, methods, approaches, and analysis that can be applied in simple to complex settings within social work mezzo and macro policy and organizational environments • Distinguish, explain, and apply various types of theories of change and logic models to understand systems thinking to identify and facilitate growth-oriented evaluative mindsets among all stakeholders 	<ul style="list-style-type: none"> <input type="radio"/> 1 - No competency <input type="radio"/> 2 - Minimal competency <input type="radio"/> 3 - Emerging competency <input type="radio"/> 4 - Developing competency <input type="radio"/> 5 - Competency developed

Supporting Evidence:
To save your comments at any time, scroll down to the bottom of this form and click the Save Draft button.

FINAL EVALUATION SUBMIT BUTTONS

Final Evaluation Grade

- Pass
- Fail

Internship Supervisor / Task Supervisor Comments (Off-site MSW Liaison may also comment):

Internship Supervisors: *Please note: once you submit this evaluation, your responses are finalized. Please make sure to review the form before submitting. You can save and then submit later after you*

have discussed with the student if preferable.

Has not been actioned

Student Comments:

Please Note: You will receive a PASS for SWII 633, if you have:

1. submitted timesheets approved by your Internship Supervisor (600 hours) as well as a
2. completed Final evaluation (signed by student, Internship Supervisor and Liaison).

If the above tasks by the grading deadline, you will receive an Incomplete. For students that receive an INCOMPLETE, please email your internship coordinator directly to update the grade to a PASS once you have completed the required internship documentation.

Please do not submit this evaluation until AFTER your supervisor has completed and submitted their part and you have reviewed their assessment.

I have read the **red text** above and understand what it contains.

Stipend Information- This information is helpful to us so that we can highlight sites that offer financial assistance to students.

<p>Did you receive a stipend for your internship? Please note, this includes any kind of funding including grants, fellowships, bwep etc.</p> <p><input type="radio"/> Yes <input type="radio"/> No</p>	<p>Stipend Amount (dollars)</p>	<p>Stipend Amount (frequency)</p> <p><input type="radio"/> per hour</p> <p><input type="radio"/> per day</p> <p><input type="radio"/> per week</p> <p><input type="radio"/> per month</p> <p><input type="radio"/> per semester</p> <p><input type="radio"/> per year</p>	<p>Funding Source</p> <p><input type="radio"/> Agency</p> <p><input type="radio"/> Loyola -BWEP (MSW only)</p> <p><input type="radio"/> Loyola - ASPIRE Grant (BSW only)</p> <p><input type="radio"/> Loyola - Unpaid Internship Award (BSW only)</p>
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After you submit this application, you will receive a letter asking you to complete a Social Work Assessment and an Exit Survey. Students who complete these tasks will be entered into a raffle. Fifty students will be chosen at random for this reward. If you would like to be entered into the raffle or if you would like us to keep in touch with you after you graduate, please enter your personal email address below.

Type your personal email address here:

Has not been actioned

Liaison Comments:

Has not been actioned

PLEASE PRINT FOR YOUR RECORDS