



SCHOOL of  
SOCIAL WORK

## MICRO 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.

### Student Information

Student Name	Agency Name	Start Date	End Date

placement group

### Placement Information

Internship Supervisor Name	Internship Supervisor Email	Liaison Name	Liaison Email

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 Internship Syllabus and are familiar with the Internship Education Manual and policies therein.

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.

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.

**Internship 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 the 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 the 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 the 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 the 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 the 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 comment):

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

<b>Rating</b>	<b>Rating Description</b>
1	<b>No Competency</b> <i>Demonstrates no competency in this area. Does not have sufficient experience to evaluate skill.</i>
2	<b>Minimal Competency</b> <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	<b>Emerging Competency</b> <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	<b>Developing Competency</b> <i>Demonstrates the ability to independently apply skills in simple situations; Demonstrates ongoing progress in skill development; Takes initiative for learning.</i>
5	<b>Competency Developed</b> <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

<b>Behaviors</b>	<b>Rating</b>
<ul style="list-style-type: none"> <li>• Demonstrate professional use of self as a social worker, reflecting knowledge of personal professional strengths, limitations, challenges, and cooperatively resolving interpersonal conflicts</li> <li>• Demonstrate ethical use of advanced modalities in practice and any related technological applications</li> <li>• Demonstrate capacity to fulfill ethical obligation for advocating for social justice for clients, specifically anti-oppressive practice</li> <li>• Be able to recognize and manage ethical violations and resolve conflicting ethical obligations</li> </ul>	<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"> <li>• Articulate human rights violations the client and client's system are experiencing, including environmental and economic issues that endanger the health of the client system.</li> <li>• Demonstrate understanding of the impact of intersectionality of marginalized identities, systemic racism, and associated oppressions and plan practice accordingly.</li> <li>• Demonstrate ways in which social workers can advocate for human rights at the individual, family, group, organizational, and community system levels as it relates to the micro field of social work practice</li> </ul>	<p> <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:**

*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"> <li>• Understand and demonstrate an understanding of anti-racism practice at the individual, group, organizational, community, research, and policy levels that will allow for diversity, equity, and inclusion practice in the micro-level field of social work.</li> <li>• Demonstrate an understanding of discrimination patterns in society and how micro-level oppression impacts micro-level social work practice regarding race, class, gender, sexual orientation, gender identity, ability, age, and any other social categories in which oppression occurs.</li> <li>• Demonstrate the ability to formulate how an anti-racist practice will advance the client and client system’s human rights.</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> 1 - No competency</li> <li><input type="radio"/> 2 - Minimal competency</li> <li><input type="radio"/> 3 - Emerging competency</li> <li><input type="radio"/> 4 - Developing competency</li> <li><input type="radio"/> 5 - Competency developed</li> </ul>

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

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

Behaviors	Rating
<ul style="list-style-type: none"> <li>• Demonstrate understanding of and be able to contribute to the evaluation of social research regarding advanced practice</li> <li>• Be able to critically evaluate and select potential practice models relevant for the clients’ systems.</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> 1 - No competency</li> <li><input type="radio"/> 2 - Minimal competency</li> <li><input type="radio"/> 3 - Emerging competency</li> <li><input type="radio"/> 4 - Developing competency</li> <li><input type="radio"/> 5 - Competency developed</li> </ul>

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

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## Competency #5: Engage in Policy Practice

Behavior	Rating
<ul style="list-style-type: none"> <li>• Communicate to stakeholders and policymakers the implications of policies and policy change in the lives of clients.</li> <li>• 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.</li> <li>• 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.</li> <li>• Recognize how oppression and social injustice affects client groups, organizations and communities and being proactive in intervening for human rights and justice.</li> <li>• Understand strategies and techniques for advocating at local, state, and federal levels in policy development.</li> </ul>	<p> <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:

*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"> <li>• Implements and describes the use of reflective listening tools when needed to engage and empower members of families, and groups.</li> <li>• Applies culturally appropriate resources available to assist with problem solving.</li> <li>• Recognizes and describes self-reflective competency in identifying bias, countertransference, and potential microaggressions when engaging diverse client systems</li> </ul>	<p> <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:**

*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"> <li>• collect and organize data to support their professional decision-making as well as demonstrate critical thinking to interpret information from clients and constituencies;</li> <li>• illustrate 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 understanding the lack of political neutrality in their work;</li> <li>• exemplify a process in which mutually agreed-on intervention goals and objectives are generated based on the critical assessment of strengths, needs, and challenges within clients and constituencies in their social environment; and</li> <li>• convey a deeper understanding of how to select appropriate intervention strategies informed by assessment, research knowledge, and values and preferences of clients and constituencies through the exercise of antiracist practice principles.</li> </ul>	<p> <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:**

*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"> <li>• Self-reflective understanding of the professional use of self in interventions with diverse types of client systems in order to understand and challenge oppressive social forces as well as to avoid perpetuating racist biases, microaggressions, and disempowerment of clients;</li> <li>• Using supervision and consultation appropriate to developing skills for advanced and interdisciplinary practice;</li> <li>• Demonstrating an ability to intervene collaboratively and collectively with clients in choice of treatment plans and their implementation</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> 1 - No competency</li> <li><input type="radio"/> 2 - Minimal competency</li> <li><input type="radio"/> 3 - Emerging competency</li> <li><input type="radio"/> 4 - Developing competency</li> <li><input type="radio"/> 5 - Competency developed</li> </ul>

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

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

Behaviors	Rating
<ul style="list-style-type: none"> <li>• Demonstrate understanding of the logic and method of single case evaluation of practice from diverse theoretical and methodological perspectives</li> <li>• Competently carry out single case evaluation, including identifying problems and their resolution, the fulfillment of goals co-identified with client, and managing systemic problems that impinge on client well-being</li> <li>• Demonstrates competence in incorporating client feedback processes in planning and carrying out the intervention plan</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> 1 - No competency</li> <li><input type="radio"/> 2 - Minimal competency</li> <li><input type="radio"/> 3 - Emerging competency</li> <li><input type="radio"/> 4 - Developing competency</li> <li><input type="radio"/> 5 - Competency developed</li> </ul>

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

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**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:

1. submitted timesheets approved by your Internship Supervisor (300 hours) as well as a
2. 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.

In addition, you will be asked to complete an Assessment and Exit Survey. You will receive more information related to these tasks after you submit this evaluation.

*Students: 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**

<b>Final Evaluation Instructions</b>
<p><b>Internship Supervisor:</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Click the <b>Save Draft</b> button at the bottom of the form periodically to save your work.</li> <li>3. Click the <b>Internship Supervisor Submit</b> button at the bottom of the form.</li> <li>4. Discuss evaluation with your student in supervision.</li> </ol>
<p><b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Review your evaluation with your supervisor.</li> <li>2. Make comments</li> <li>3. Click <b>Student Submit</b> button at the bottom of the form.</li> </ol>
<p><b>Internship Liaison:</b></p> <ol style="list-style-type: none"> <li>1. Review the evaluation.</li> <li>2. Make comments at the bottom of the evaluation</li> <li>3. click <b>Liaison Submit</b></li> </ol>

**Rating Scale**

<b>Rating</b>	<b>Rating Description</b>
N/A	<b>Not applicable</b> <i>Does not relate to the student's internship experience; Does not have sufficient experience to evaluate skill.</i>
1	<b>No Competency</b> <i>Demonstrates no competency in this area.</i>
2	<b>Minimal Competency</b> <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	<b>Emerging Competency</b> <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	<b>Developing Competency</b> <i>Demonstrates the ability to independently apply skills in simple situations; Demonstrates ongoing progress in skill development; Takes initiative for learning.</i>
5	<b>Competency Developed</b> <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

<b>Behaviors</b>	<b>Rating</b>
<ul style="list-style-type: none"> <li>• Demonstrate professional use of self as a social worker, reflecting knowledge of personal professional strengths, limitations, challenges, and cooperatively resolving interpersonal conflicts</li> <li>• Demonstrate ethical use of advanced modalities in practice and any related technological applications</li> <li>• Demonstrate capacity to fulfill ethical obligation for advocating for social justice for clients, specifically anti-oppressive practice</li> <li>• Be able to recognize and manage ethical violations and resolve conflicting ethical obligations</li> </ul>	<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"> <li>• Articulate human rights violations the client and client’s system are experiencing, including environmental and economic issues that endanger the health of the client system.</li> <li>• Demonstrate understanding of the impact of intersectionality of marginalized identities, systemic racism, and associated oppressions and plan practice accordingly.</li> <li>• Demonstrate ways in which social workers can advocate for human rights at the individual, family, group, organizational, and community system levels as it relates to the micro field of social work practice</li> </ul>	<p> <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:**

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"> <li>• Understand and demonstrate an understanding of anti-racism practice at the individual, group, organizational, community, research, and policy levels that will allow for diversity, equity, and inclusion practice in the micro-level field of social work.</li> <li>• Demonstrate an understanding of discrimination patterns in society and how micro-level oppression impacts micro-level social work practice regarding race, class, gender, sexual orientation, gender identity, ability, age, and any other social categories in which oppression occurs.</li> <li>• Demonstrate the ability to formulate how an anti-racist practice will advance the client and client system’s human rights.</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> 1 - No competency</li> <li><input type="radio"/> 2 - Minimal competency</li> <li><input type="radio"/> 3 - Emerging competency</li> <li><input type="radio"/> 4 - Developing competency</li> <li><input type="radio"/> 5 - Competency developed</li> </ul>

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

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

Behaviors	Rating
<ul style="list-style-type: none"> <li>• Demonstrate understanding of and be able to contribute to the evaluation of social research regarding advanced practice</li> <li>• Be able to critically evaluate and select potential practice models relevant for the clients’ systems.</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> 1 - No competency</li> <li><input type="radio"/> 2 - Minimal competency</li> <li><input type="radio"/> 3 - Emerging competency</li> <li><input type="radio"/> 4 - Developing competency</li> <li><input type="radio"/> 5 - Competency developed</li> </ul>

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

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## Competency #5: Engage in Policy Practice

Behavior	Rating
<ul style="list-style-type: none"> <li>• Communicate to stakeholders and policymakers the implications of policies and policy change in the lives of clients.</li> <li>• 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.</li> <li>• 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.</li> <li>• Recognize how oppression and social injustice affects client groups, organizations and communities and being proactive in intervening for human rights and justice.</li> <li>• Understand strategies and techniques for advocating at local, state, and federal levels in policy development.</li> </ul>	<p> <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:

*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"> <li>• Implements and describes the use of reflective listening tools when needed to engage and empower members of families, and groups.</li> <li>• Applies culturally appropriate resources available to assist with problem solving.</li> <li>• Recognizes and describes self-reflective competency in identifying bias, countertransference, and potential microaggressions when engaging diverse client systems</li> </ul>	<p> <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:**

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

Behaviors	Rating
<ul style="list-style-type: none"> <li>• collect and organize data to support their professional decision-making as well as demonstrate critical thinking to interpret information from clients and constituencies;</li> <li>• illustrate 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 understanding the lack of political neutrality in their work;</li> <li>• exemplify a process in which mutually agreed-on intervention goals and objectives are generated based on the critical assessment of strengths, needs, and challenges within clients and constituencies in their social environment; and</li> <li>• convey a deeper understanding of how to select appropriate intervention strategies informed by assessment, research knowledge, and values and preferences of clients and constituencies through the exercise of antiracist practice principles.</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> 1 - No competency</li> <li><input type="radio"/> 2 - Minimal competency</li> <li><input type="radio"/> 3 - Emerging competency</li> <li><input type="radio"/> 4 - Developing competency</li> <li><input type="radio"/> 5 - Competency developed</li> </ul>

**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"> <li>• Self-reflective understanding of the professional use of self in interventions with diverse types of client systems in order to understand and challenge oppressive social forces as well as to avoid perpetuating racist biases, microaggressions, and disempowerment of clients;</li> <li>• Using supervision and consultation appropriate to developing skills for advanced and interdisciplinary practice;</li> <li>• Demonstrating an ability to intervene collaboratively and collectively with clients in choice of treatment plans and their implementation</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> 1 - No competency</li> <li><input type="radio"/> 2 - Minimal competency</li> <li><input type="radio"/> 3 - Emerging competency</li> <li><input type="radio"/> 4 - Developing competency</li> <li><input type="radio"/> 5 - Competency developed</li> </ul>

**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"> <li>• Demonstrate understanding of the logic and method of single case evaluation of practice from diverse theoretical and methodological perspectives</li> <li>• Competently carry out single case evaluation, including identifying problems and their resolution, the fulfillment of goals co-identified with client, and managing systemic problems that impinge on client well-being</li> <li>• Demonstrates competence in incorporating client feedback processes in planning and carrying out the intervention plan</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> 1 - No competency</li> <li><input type="radio"/> 2 - Minimal competency</li> <li><input type="radio"/> 3 - Emerging competency</li> <li><input type="radio"/> 4 - Developing competency</li> <li><input type="radio"/> 5 - Competency developed</li> </ul>

**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) and**
- 2. a 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.**

**In addition, you will be asked to complete an Assessment and Exit Survey. You will receive more information related to these tasks after you submit this evaluation.**

***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.

**Stipends-** this information helps us to 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.

Enter your personal email address here:

Has not been actioned

**Liaison Comments:**

Has not been actioned

PLEASE PRINT FOR YOUR RECORDS