



## SECTION I: STUDENT PROGRESS ON FIELD COMPETENCIES

This section evaluates the student's progress in developing skills to build Advanced level knowledge and competencies as outlined on the learning plan. Using the following scale, circle the number that best indicates student's level of attainment of each learning competency area and note any identified strengths and areas that need improvement at mid-point in the learning experience. The midterm is an opportunity to evaluate if student is on track to meet the required competency or to address any areas of concern.

UTE	1	2	3
<b>Unable to evaluate:</b> Student has not yet had an opportunity to begin working on this competency	<b>Unacceptable:</b> Student has not demonstrated any awareness, knowledge or skill development in this competency area	<b>Needs Improvement:</b> Student inconsistently demonstrates awareness, knowledge or skill development in this competency area.	<b>Acceptable:</b> Student is consistently performing and demonstrating competency at an acceptable or above average level

**Note:** "Client" may be more broadly than an individual to include groups, communities, and/or organizations.

<b>BEGINNING COMPETENCY EVALUATED</b>	<b>Rating</b>	<b>Comments:</b>
Application of knowledge in addressing social work ethical situation and maintaining professional behavior	UTE 1 2 3	
Demonstrating ability to recognize diversity and difference in the practice setting and impact of clients	UTE 1 2 3	
Showing awareness of advance human rights and social, economic, and environmental justice and impact on clients	UTE 1 2 3	
Beginning to effectively engage in Practice-informed research and research-informed practice and impact on services	UTE 1 2 3	
Ability to communicate impact of policy (agency, state, federal) on agency structure, services in micro, mezzo and macro levels.	UTE 1 2 3	
Effectively interacting and engaging with Individuals, Families, Groups, Organizations, and Communities	UTE 1 2 3	
Developing skills in administering assessment tools and skills to use with Individuals, Families, Groups, Organizations, and Communities	UTE 1 2 3	
Beginning to select and demonstrate understanding of interventions utilized with Individuals, Families, Groups, Organizations, and Communities	UTE 1 2 3	
Beginning application of evaluation practices with Individuals, Families, Groups, Organizations, and Communities	UTE 1 2 3	

## SECTION II: PROFESSIONAL WORK SKILLS

This section evaluates the extent to which the student has demonstrated important professional work habits. Using the following scale, circle the number that best indicates student's performance for each professional work habit:

1	2	3
<b>Unacceptable</b> Concerns regarding performance in this area	<b>Needs Improvement</b> Inconsistent performance in this area	<b>Acceptable</b> Students performance in on target in this area

<b>Work Skills</b>	<b>Mid-Term</b>	<b>Comments:</b>
Student adheres to expected schedule and hours of internship	1 2 3	
Student informs instructor when tardy or absent	1 2 3	
Student meets agreed upon agency deadlines	1 2 3	
Student is appropriately attired	1 2 3	
Student maintains collegiate attitude towards all agency staff.	1 2 3	

