

**SWK 341 & 342 Junior Practicum – 443/444: Senior Practicum
Rubric for Practicum Assessment**

CRITERIA	EXEMPLARY	COMPETENT	ACCEPTABLE	UNACCEPTABLE	NOT ATTEMPTED	N/A
GRADE	A: 90-100%	B: 80-89%	C: 70-79%	D: 60-69%	F: 00-59%	N/A
<p>1—Identify as a professional social worker and conduct oneself accordingly.</p> <p>Practice advocacy and self-reflection; attend to professional roles and boundaries; engage professional demeanor; pursue life-long learning; seek supervision and consultation, and practice self-care.</p>	Exceeds expectations in identity as a social worker: able to practice skills of advocacy, demonstrates ability to self-reflect, expresses professional roles and boundaries, behaves as a social worker, eagerness to learn, seeks consultation in a supervisory relationship, and practices self-care.	Evidences an above average in identity as a social worker: able to practice skills of advocacy, demonstrates ability to self-reflect, expresses professional roles and boundaries, behaves as a social worker, eagerness to learn, seeks consultation in a supervisory relationship, and practices self-care.	Has trouble/shows difficulty presenting self as a social worker: falls short to practicing skills of advocacy, demonstrating ability to self-reflect, expressing professional roles and boundaries, behaving as a social worker, eagerness to learn, seeking consultation in a supervisory relationship, and practicing self-care.	Fails/unable to present self as a social worker in terms of: practicing skills of advocacy, demonstrating ability to self-reflect, expressing professional roles and boundaries, behaving as a social worker, being eager to learn, seeking consultation in a supervisory relationship, and practicing self-care.	Fails/unable to present self as a social worker in terms of: practicing skills of advocacy, demonstrating ability to self-reflect, expressing professional roles and boundaries, behaving as a social worker, being eager to learn, seeking consultation in a supervisory relationship, and practicing self-care.	Unable to evaluate as no action plan was developed to demonstrate competency.
<p>2—Apply social work ethical principles to guide professional practice.</p> <p>Manage personal values; apply NASW Code of Ethics; appreciate ambiguity; engage ethical</p>	Exceeds expectations in ability to: manage personal values, apply the NASW Code of Ethics, appreciate ambiguity when making ethical decisions, and engage ethical reasoning to make decisions.	Demonstrates above average ability to: manage personal values, apply the NASW Code of Ethics, appreciate ambiguity when making ethical decisions, and engage ethical reasoning to make decisions.	Demonstrates a basic ability to: manage personal values, apply the NASW Code of Ethics, appreciate ambiguity when making ethical decisions, and engage ethical reasoning to make decisions.	Demonstrates minimal ability to: manage personal values, apply the NASW Code of Ethics, appreciate ambiguity when making ethical decisions, and engage ethical reasoning to make decisions.	Fails to manage personal values, apply the NASW Code of Ethics, appreciate ambiguity when making ethical decisions, and engage ethical reasoning to make decisions.	Unable to evaluate as no action plan was developed to demonstrate competency.

reasoning to make decisions						
3—Apply critical thinking to inform and communicate professional judgments Integrate knowledge; analyze practice models; perform oral and written communication	Demonstrates evidence for mastery of written & verbal critical thinking skills to integrate knowledge; analyze practice models.	Demonstrates evidence for mastery of written & verbal critical thinking skills, to integrate knowledge; analyze practice models; perform oral and written communication.	Demonstrates evidence for good basic verbal & critical thinking skills, to integrate knowledge; analyze practice models; perform oral and written communication	Demonstrates minimal evidence for written & verbal critical thinking skills to integrate knowledge; analyze practice models; perform oral and written communication	Fails to demonstrate evidence of verbal & critical thinking skills to integrate knowledge; analyze practice models; perform oral and written communication	Unable to evaluate as no action plan was developed to demonstrate competency.
4—Engage diversity and difference in practice. Recognize oppression; investigate personal biases; appreciate differences; learn from cultural informants	Demonstrates an exceptional understanding in recognition for oppression, for examining personal biases, appreciating differences in others, and engaging cultural informants to learn about others.	Demonstrates an above average understanding for recognition of oppression, for examining personal biases, appreciating differences in others, and engaging cultural informants to learn about others.	Demonstrates a concrete understanding for recognition of oppression, for examining personal biases, appreciating differences in others, and engaging cultural informants to learn about others.	Demonstrates minimal understanding for recognition of oppression, for examining personal biases, appreciating differences in others, and engaging cultural informants to learn about others..	Fails to demonstrate any understanding for recognition of oppression, for examining personal biases, appreciating differences in others, and engaging cultural informants to learn about others.	Unable to evaluate as no action plan was developed to demonstrate competency.
5—Advance human rights and social and economic justice. Assess dynamics of injustice; advance human rights and all forms of justice	Evidences professional ability to assess dynamics of injustice and engage activities to advance human rights and all forms of justice.	Evidences above average ability to assess dynamics of injustice and engage activities to advance human rights and all forms of justice.	Evidences a basic ability to assess dynamics of injustice and engage activities to advance human rights and all forms of justice.	Evidences little ability to assess dynamics of injustice and engage activities to advance human rights and all forms of justice.	Fails to demonstrate any ability to assess dynamics of injustice and engage activities to advance human rights and all forms of justice.	Unable to evaluate as no action plan was developed to demonstrate competency.
6—Engage in research-	Demonstrates remarkable skill	Demonstrates above average	Demonstrates average skill in	Demonstrates above minimal skill in the	Fails to understand how	Unable to evaluate as

<p>informed practice and practice-informed research.</p> <p>Apply research to inform practice and practice to inform research</p>	<p>in the use of research to inform practice and to use practice to inform research—thus, to engage in evidence informed practice.</p>	<p>skill in the use of research to inform practice and to use practice to inform research—thus, to engage in evidence informed practice..</p>	<p>the use of research to inform practice and to use practice to inform research— thus, to engage in evidence informed practice..</p>	<p>use of research to inform practice and to use practice to inform research— thus, to engage in evidence informed practice..</p>	<p>the use of research should inform practice and to use practice to inform research—thus, to engage in evidence informed practice.</p>	<p>no action plan was developed to demonstrate competency.</p>
<p>7—Apply knowledge of human behavior and the social environment.</p> <p>Apply bio-psycho-social-cultural-spiritual development and person-in-environment [PIE] context to assessment, intervention, and evaluation</p>	<p>Demonstrates a remarkable ability in applying bio-psycho-social-cultural-spiritual development and person-in-environment [PIE] context to assessment, intervention, and evaluation.</p>	<p>Demonstrates an above average ability in applying bio-psycho-social-cultural-spiritual development and person-in-environment [PIE] context to assessment, intervention, and evaluation.</p>	<p>Demonstrates a basic ability in applying bio-psycho-social-cultural-spiritual development and person-in-environment [PIE] context to assessment, intervention, and evaluation.</p>	<p>Demonstrates a vague understanding of and ability in applying bio-psycho-social-cultural-spiritual development and person-in-environment [PIE] context to assessment, intervention, and evaluation.</p>	<p>Fails to communicate any ability in applying bio-psycho-social-cultural-spiritual development and person-in-environment [PIE] context to assessment, intervention, and evaluation.</p>	<p>Unable to evaluate as no action plan was developed to demonstrate competency.</p>
<p>8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</p> <p>Assess policies that advance social well-being, use collaboration to</p>	<p>Demonstrates a remarkable ability to assess policies that advance social well-being and use collaboration to advocate policy action.</p>	<p>Demonstrates an above average ability to assess policies that advance social well-being and use collaboration to advocate policy action</p>	<p>Demonstrates a basic ability to assess policies that advance social well-being and use collaboration to advocate policy action</p>	<p>Demonstrates a vague understanding of and ability to assess policies that advance social well-being and use collaboration to advocate policy action</p>	<p>Fails to communicate any ability to assess policies that advance social well-being and use collaboration to advocate policy action</p>	<p>Unable to evaluate as no action plan was developed to demonstrate competency.</p>

advocate policy action						
<p>9—Respond to contexts that shape practice.</p> <p>Continually appraise and respond to societal factors, trends, science and technological forces that affect service delivery</p>	Demonstrates exceptional skills to continually appraise and respond to societal factors, trends, science and technological forces that affect service delivery.	Demonstrates above average skills to continually appraise and respond to societal factors, trends, science and technological forces that affect service delivery.	Demonstrates average skills to continually appraise and respond to societal factors, trends, science and technological forces that affect service delivery.	Demonstrates minimal skills for continually appraising and responding to societal factors, trends, science and technological forces that affect service delivery.	Fails to evidence skills expected -- to continually be appraised and respond to societal factors, trends, science and technological forces that affect service delivery.	Unable to evaluate as no action plan was developed to demonstrate competency.
<p>10—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</p> <p>Develop practice skills to engage, assess, intervene and evaluate services to clientele from micro through macro levels</p>	Demonstrates exceptional skills to engage, assess, intervene and evaluate services to clientele from micro through macro levels.	Demonstrates above average skills to engage, assess, intervene and evaluate services to clientele from micro through macro levels.	Demonstrates average skills to engage, assess, intervene and evaluate services to clientele from micro through macro levels.	Demonstrates minimal skills to engage, assess, intervene and evaluate services to clientele from micro through macro levels.	Fails to evidence skills necessary to engage, assess, intervene and evaluate services to clientele from micro through macro levels.	Unable to evaluate as no action plan was developed to demonstrate competency.

<p>11—Integrate a personal Christian World View with professional social work values and ethics.</p> <p>Integrate Christian World View with social work values and professional ethics; appreciate spiritual diversity</p>	<p>Demonstrates exceptional ability to integrate Christian World View with social work values and professional ethics and to appreciate spiritual diversity.</p>	<p>Demonstrates above average ability to integrate Christian World View with social work values and professional ethics and to appreciate spiritual diversity.</p>	<p>Demonstrates average ability to integrate Christian World View with social work values and professional ethics and to appreciate spiritual diversity.</p>	<p>Demonstrates minimal ability to integrate Christian World View with social work values and professional ethics and to appreciate spiritual diversity</p>	<p>Fails to show ability to integrate Christian World View with social work values and professional ethics and to appreciate spiritual diversity</p>	<p>Unable to evaluate as no action plan was developed to demonstrate competency.</p>
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