**DECEMBER EVALUATION OF FIELD STUDENT**

University of Vermont

Undergraduate Social Work Program

***CONFIDENTIAL***

Student Name:      BSWFMSWCMSW

Field Site Agency or Organization:

Field Instructor:

Faculty Field Liaison:

**Context:**

The December evaluation is a time for field instructors and students to take a deep breath, sit together for a bit, and reflect on your individual and joint beginnings. It concludes with you imagining your work together in the weeks and months to come. This dialogic and qualitative evaluation guidance has been designed to be more of an authentic and relational structured conversation than a numeric evaluation tool.

The hope is that the experience of sitting together in this way will be far more dynamic than any written account of that conversation. However, as an academic program, the field instructor is required to write *something* about your conversation (a summary) and make a recommendation for the student’s first semester grade. Additionally, it seems important that the student participate in the “writing” and “telling” of your evaluation experience together.

Faculty liaisons have an option of attending these meetings or not. They will make this decision after talking with the field instructor and considering the uniqueness of the situation.

**Discussion:** The discussion prompts below are meant to encourage reflection and conversation. Reading these ahead of the actual meeting time will give each of you a chance to prepare some initial thoughts which, in all likelihood, will impact the depth and breadth of your generative “out loud” thinking and talking process. Ultimately, the field instructor has the responsibility of writing up a summary of the conversation and passing on the signed form to the faculty field liaison.

1. Please reflect together on the student-orientation period. Talk about both the formal agency-directed process and the student-directed process of curiosity and information seeking.
2. Please reflect on and tell your stories of your relationship with one another as student and field instructor. Also explore the nature of the student’s relationships with other professional colleagues and what kinds of related goals the student might like to have as a true social work collaborator.
3. Please share some specific examples of the student’s relationship to the work of the internship. The student should comment from a self-reflective stance of both skill progress and knowledge, as well as, the depth of emotional understanding. This is a good time to consider how the complexity of the work provided opportunities for growth as a professional social worker. Not just in terms of skill development but also in terms of taking initiative, developing a professional social work identity, and developing a personal self-reflective practice. It’s also a place to notice assumptions, language, and times when questions complicated the taken-for-granted approaches to the work. Think too, about the connections between field and classroom work.
4. Please spend some time getting specific about your goals for your work moving forward – both as a student and as a field instructor/student dyad. Please give voice to what’s going well and to any lingering concerns. Consult the initial Learning Agreement to see if revisions are needed.
5. Intentionally explore together the things that may have been left unsaid.

**Summary:** Please summarize some salient points from your conversation above. Again, you are invited to make this a collaborative “telling” by field instructor and student.

**Field Hours:** What are the total number of hours the student has completed at the time of this meeting and are there schedule plans that may be in place moving forward?

**Field Instructor Recommendation:** Please select the statement that best reflects your recommendation for this end-of-semester grade. Please take into consideration 1) that the student is approximately three months into an eight-and-a-half month journey, and 2) the level of field your student is enrolled in – undergrad, foundation graduate, or concentration graduate – and the corresponding learning objectives.

1)  Student is demonstrating social work skills at or above expected levels and therefore is prepared to and should continue in this placement.

2)  Student is demonstrating some progress in social work skill development but the skills are below expectations. With some specific goal setting and an additional evaluation date set for late January/early February, the student can continue in this placement until then.

3)  Student is demonstrating skills that are well below expected levels and therefore should not continue in this placement. NOTE: If this recommendation is made, additional documentation and conversations with the field liaison and field coordinator will be needed.

4)  Student skill level is difficult to evaluate at this time as there have been some unexpected but approved absences. If the student is able to make up the missed hours, a late January/early February evaluation would better reflect my assessment.

Field Instructor (B.S.W. or M.S.W.)       Date

Additional Field Instructor       Date

Student       Date

Faculty Field Liaison       Date