**ENDING EVALUATION OF B.S.W. FIELD STUDENT**

University of Vermont

Undergraduate Social Work Program

***CONFIDENTIAL***

B.S.W. Student Name:

Field Site Agency or Organization:

Field Instructor:

Faculty Field Liaison:

**I. INSTRUCTIONS**

Please complete this evaluation form together with your student. It may be helpful to review the December evaluation together first and then review the prompts on this form before either of you prepares for the actual evaluation meeting. Unlike the December evaluation, at this time of year a quantitative tally of student progress toward the courses learning objectives (see syllabus) is required. Please do not focus solely on these measurements of progress however. The narrative and dialogic nature of the December evaluation might serve as guidance for a broader/deeper discussion – especially the two prompts below.

*Prompts from December evaluation*

* *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 might kinds of related goals the student might like to have as a true social work collaborator.*
* *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. Think about growth, too. 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 where questions complicated the taken-for-granted approaches to the work.*

**II.** **LEARNING OBJECTIVES**

Please use the following scale to rate each Learning Objective. We understand that these are life-long practice goals, but please rate the student given where she/he is in her/his academic program.

1 = Has exceeded expectations for undergraduate student performance

2 = Has satisfactorily met objective

3 = Has made steady progress toward meeting objective

4 = Has made minimal (not enough) progress toward meeting objective

5 = Has made no progress toward meeting objective

N/A = Not able to judge this objective due to lack of opportunity

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| **Objective #1: Demonstrate Ethical and Professional Behavior** | | | | | | | |
|  | **Rating Scale** | **1** | **2** | **3** | **4** | **5** | **n/a** |
| 1.1 | Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context |  |  |  |  |  |  |
| 1.2 | Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations |  |  |  |  |  |  |
| 1.3 | Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication |  |  |  |  |  |  |
| 1.4 | Use technology ethically and appropriately to facilitate practice outcomes |  |  |  |  |  |  |
| 1.5 | Use supervision and consultation to guide professional judgment and behavior |  |  |  |  |  |  |

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| **Objective #2: Engage Diversity and Difference in Practice** | | | | | | | |
|  | **Rating Scale** | **1** | **2** | **3** | **4** | **5** | **n/a** |
| 2.1 | Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the  micro, mezzo, and macro levels |  |  |  |  |  |  |
| 2.2 | Present themselves as learners and engage clients and constituencies as experts of their own experiences |  |  |  |  |  |  |
| 2.3 | Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies |  |  |  |  |  |  |

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| **Objective #3: Advance Human Rights and Social, Economic, and Environmental Justice** | | | | | | | |
|  | **Rating Scale** | **1** | **2** | **3** | **4** | **5** | **n/a** |
| 3.1 | Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels |  |  |  |  |  |  |
| 3.2 | Engage in practices that advance social, economic, and environmental justice |  |  |  |  |  |  |

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| **Objective #4: Engage in Practice-Informed Research and Research-Informed Practice** | | | | | | | |
|  | **Rating Scale** | **1** | **2** | **3** | **4** | **5** | **n/a** |
| 4.1 | Use practice experience and theory to inform scientific inquiry and research |  |  |  |  |  |  |
| 4.2 | Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings |  |  |  |  |  |  |
| 4.3 | Use and translate research evidence to inform and improve practice, policy, and service delivery |  |  |  |  |  |  |
| **Objective #5: Engage in Policy Practice** | | | | | | | |
|  | **Rating Scale** | **1** | **2** | **3** | **4** | **5** | **n/a** |
| 5.1 | Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services |  |  |  |  |  |  |
| 5.2 | Assess how social welfare and economic policies impact the delivery of and access to social services |  |  |  |  |  |  |
| 5.3 | Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice |  |  |  |  |  |  |

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| **Objective #6: Engage with Individuals, Families, Groups, Organizations, and Communities** | | | | | | | |
|  | **Rating Scale** | **1** | **2** | **3** | **4** | **5** | **n/a** |
| 6.1 | Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical  frameworks to engage with clients and constituencies |  |  |  |  |  |  |
| 6.2 | Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies |  |  |  |  |  |  |

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| **Objective #7: Assess Individuals, Families, Groups, Organizations, and Communities** | | | | | | | |
|  | **Rating Scale** | **1** | **2** | **3** | **4** | **5** | **n/a** |
| 7.1 | Collect and organize data, and apply critical thinking to interpret information from clients and constituencies |  |  |  |  |  |  |
| 7.2 | Apply 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 |  |  |  |  |  |  |
| 7.3 | Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies |  |  |  |  |  |  |
| 7.4 | Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies |  |  |  |  |  |  |

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| **Objective #8: Intervene with Individuals, Families, Groups, Organizations, and Communities** | | | | | | | |
|  | **Rating Scale** | **1** | **2** | **3** | **4** | **5** | **n/a** |
| 8.1 | Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies |  |  |  |  |  |  |
| 8.2 | Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies |  |  |  |  |  |  |
| 8.3 | Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes |  |  |  |  |  |  |
| 8.4 | Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies |  |  |  |  |  |  |
|  | **Rating Scale** | **1** | **2** | **3** | **4** | **5** | **n/a** |
| 8.5 | Facilitate effective transitions and endings that advance mutually agreed-on goals |  |  |  |  |  |  |

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| **Objective #9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities** | | | | | | | |
|  | **Rating Scale** | **1** | **2** | **3** | **4** | **5** | **n/a** |
| 9.1 | Select and use appropriate methods for evaluation of outcomes |  |  |  |  |  |  |
| 9.2 | Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical  frameworks in the evaluation of outcomes |  |  |  |  |  |  |
| 9.3 | Critically analyze, monitor, and evaluate intervention and program processes and outcomes |  |  |  |  |  |  |
| 9.4 | Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels |  |  |  |  |  |  |

**III. Please describe any unusual conditions at the agency/organization that may have impacted the student’s placement.**

**IV. SUMMARY**

**After submitting the outcome numerics above, please fill in the gaps in the student’s story of this placement. In other words consider the same kinds of questions in the mid year evaluation and together tell us more personally about the progress the student has made. For example, you may want to talk about the student’s relationships with colleagues, clients, and his or her self-reflective practice. You may want to talk about the development of a professional social work identity or particular gifts the student is bringing to this work.**

**V. STUDENT HOURS**

Signatures on this form confirm that the student completed       hours in the Field Agency for

the period beginning       and ending

Mo. Day Year Mo. Day Year

**VI. RECOMMENDED GRADE**

Based on the student's completion of required field hours, accomplishment of the Learning Objectives outlined in the Learning Agreement, and completion of process records, an evaluation of **Satisfactory**  *or* **Unsatisfactory**  is recommended by Field Instructor and Faculty Field Liaison.

Field Instructor (M.S.W.)       Date

Additional Field Instructor       Date

Student       Date

Faculty Field Liaison       Date