**ENDING EVALUATION OF CONCENTRATION M.S.W. FIELD STUDENT**

University of Vermont

Graduate Social Work Program

***CONFIDENTIAL***

M.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 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.*

Transformative Social Work Practice is social work that supports and facilitates ways of changing relationships at all levels. It requires profound listening and observation in relating to others and to ourselves. It complements social work’s traditional social change mission, its values of social justice and human rights, its strengths orientation, and its commitment to serve marginalized groups. Transformative change is viewed as relational, profound, and generative. This approach to change is relational in that it requires the coordinated action of many people working in the context of mutuality and respect. It is profound in that it goes beyond/beneath the surface of incremental change by complicating and questioning views and practices that have been taken for granted over time. And, it is generative in that it is meant to envision and support new and better futures at all levels.

**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 Concentration M.S.W. 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** |
| 1a. | Identifies social work opportunities for promoting transformative change |  |  |  |  |  |  |
| 1b. | Applies ethical decision-making skills in transformative social work practice situations. |  |  |  |  |  |  |

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| **Objective #2: Engages Diversity and Difference in Practice** | | | | | | | |
|  | **Rating Scale** | **1** | **2** | **3** | **4** | **5** | **n/a** |
| 2a. | Reflects on his/her own identity and background as these affect practice |  |  |  |  |  |  |
| 2b. | Assesses how social difference operates in various transformative social work practice contexts |  |  |  |  |  |  |
| 2c. | Employs complex understandings of diversity and difference to engage effectively in transformative relationships at all levels of practice |  |  |  |  |  |  |

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| **Objective #3: Advances Human Rights and Social, Economic, and Environmental Justice** | | | | | | | |
|  | **Rating Scale** | **1** | **2** | **3** | **4** | **5** | **n/a** |
| 3a. | Identifies and critically analyzes everyday practices that create and perpetuate privilege and oppression in society |  |  |  |  |  |  |
| 3b. | Uses transformative approaches to advocate at multiple levels for just practices and extending human rights |  |  |  |  |  |  |
| 3c. | Advocates for and facilitates collaborations and alliances in the service of transformative change |  |  |  |  |  |  |

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| **Objective #4: Engages in Practice-Informed Research and Research-Informed Practice** | | | | | | | |
|  | **Rating Scale** | **1** | **2** | **3** | **4** | **5** | **n/a** |
| 4a. | Works collaboratively with evaluators/researchers and service users to gather evidence and critically assess the merits of different practice strategies |  |  |  |  |  |  |
| 4b. | Utilizes practice experience to assess and refine research-based practices |  |  |  |  |  |  |
| 4c. | Critically assesses assessment and measurement tools and proposes their appropriate uses for transformative social work with various groups, situations, and practice goals |  |  |  |  |  |  |
| 4d. | Implements research-informed transformative practices across diverse groups and situations |  |  |  |  |  |  |

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| **Objective #5: Engages in Policy Practice** | | | | | | | |
|  | **Rating Scale** | **1** | **2** | **3** | **4** | **5** | **n/a** |
| 5a. | Uses legislative advocacy, social action, and institutional reform to promote transformative change |  |  |  |  |  |  |
| 5b. | Applies policy analysis and practice skills to advance transformative change linked to social and economic justice and human rights |  |  |  |  |  |  |

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| **Objective #6: Engage with Individuals, Families, Groups, Organizations, and Communities** | | | | | | | |
|  | **Rating Scale** | **1** | **2** | **3** | **4** | **5** | **n/a** |
| 6a. | Listens openly to and collaboratively engages the concerns, knowledge, and skills of diverse groups as they elaborate their own priorities for transformation |  |  |  |  |  |  |
| 6b. | Uses a complex combination of skills that include collaboration, transparency and authenticity to form partnerships that empower clients and underserved communities at all levels of intervention |  |  |  |  |  |  |
| 6c. | Assesses the relationship between power and the knowledge used to make sense of clients’ lives in various social work contexts and advocates for reforms that enable transformative change |  |  |  |  |  |  |

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| **Objective #7: Assess individuals, Families, Groups, Organizations, and Communities** | | | | | | | |
|  | **Rating Scale** | **1** | **2** | **3** | **4** | **5** | **n/a** |
| 7a. | Adapts and uses collaborative assessment approaches |  |  |  |  |  |  |
| 7b. | Evaluates, selects, and applies assessment strategies according to their relevance to individual and shared meanings and priorities in diverse communities |  |  |  |  |  |  |
| 7c. | Analyzes and applies assessment strategies from a social constructionist perspective and in relation to their congruence with transformative social work |  |  |  |  |  |  |

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| **Objective #8: Intervene with Individuals, Families, Groups, Organizations, and Communities** | | | | | | | |
|  | **Rating Scale** | **1** | **2** | **3** | **4** | **5** | **n/a** |
| 8a. | Applies social work strategies informed by critical social constructionist ideas at all levels |  |  |  |  |  |  |
| 8b. | Develops and implements collaborative multidisciplinary strategies for building and sustaining the capacity of organizations, policy makers, and practitioners to support and facilitate transformative change |  |  |  |  |  |  |
| 8c. | Identifies, evaluates, and selects transformative social work approaches that expand people’s capabilities, resources, and choices |  |  |  |  |  |  |
| 8d. | Advocates at multiple levels to promote an understanding of people’s lives that prioritizes their narrative and reduces the authority of subjugating and pathologizing discourses |  |  |  |  |  |  |

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| **Objective #9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities** | | | | | | | |
|  | **Rating Scale** | **1** | **2** | **3** | **4** | **5** | **n/a** |
| 9a. | Applies research skills that are congruent with the values underlying transformative social work |  |  |  |  |  |  |
| 9b. | Identifies and uses evaluation approaches that are consistent with transformative social work |  |  |  |  |  |  |
| 9c. | Interprets and communicates the evaluation of programs and policies, integrating awareness of social construction of difference and knowledge of social privilege |  |  |  |  |  |  |
| 9d. | Routinely solicits and weighs evaluative feedback from clients, supervisors, and other colleagues, in analyzing one’s own and others’ practices in complex situations |  |  |  |  |  |  |

**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 students 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 students 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.

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Field Instructor (M.S.W.) Date

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Additional Field Instructor Date

\_\_\_\_\_\_\_\_\_

Student Date

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Faculty Field Liaison Date