# ENDING EVALUATION OF SPECIALIZED PRACTICE MSW PRACTICUM STUDENT

University of Vermont

Master of Social Work Program

***CONFIDENTIAL***

MSW Student Name:

Field Site Agency or Organization:

Field Instructor:

On-Site Supervisor (if applicable):

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 course learning objectives (see Syllabus) is required. However, please do not focus solely on these measurements of progress. The narrative and dialogic nature of the December evaluation might serve as guidance for a broader/deeper discussion—especially these 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 has 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 Specialized Practice MSW 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. | Uses self-reflection and evaluates the larger meaning of ethical practice standards, rules and laws to local contexts |  |  |  |  |  |  |
| 1b. | Focuses beyond standards, rules, and laws to include the interactive and relational aspects of behavior, and local negotiated meanings |  |  |  |  |  |  |

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| **Objective #3: Engage Anti-Racism, Diversity, Equity and Inclusion (ADEI) in Practice** | | | | | | | |
|  | **Rating Scale** | **1** | **2** | **3** | **4** | **5** | **n/a** |
| 2a. | Demonstrates awareness of the relationship between discourse and power in creating opportunities for diversity, equity and inclusion |  |  |  |  |  |  |
| 2b. | Utilizes reflexivity and critical reflection skills to consider how positionality, values and social locations shape perspectives, and actively employs these skills in anti-racist, anti-oppressive practice |  |  |  |  |  |  |
| 2c. | Speaks and takes actions to counter oppressive and marginalizing narratives about individuals, families, and groups within their professional contexts, the institutions in which they work, and in public forums that they may seek out or find themselves in |  |  |  |  |  |  |
| 2d. | Co-constructs narratives with people about actions and experiences to oppose marginalizing accounts and to strengthen options toward acceptance and inclusion that create better possibilities for more people |  |  |  |  |  |  |

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| **Objective #2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice** | | | | | | | |
|  | **Rating Scale** | **1** | **2** | **3** | **4** | **5** | **n/a** |
| 3a. | Demonstrates an awareness of the history of ideas that perpetuate seemingly essential differences between people and contribute to unequal treatment of people by social categories |  |  |  |  |  |  |
| 3b. | Counters dehumanizing practices by advancing constructionist arguments and related actions toward personal control over one’s own body, ideas, social spaces, and children and family |  |  |  |  |  |  |

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| **Objective #4: Engage in Practice-Informed Research and Research-Informed Practice** | | | | | | | |
|  | **Rating Scale** | **1** | **2** | **3** | **4** | **5** | **n/a** |
| 4a. | Uses social constructionist ideas to critically analyze methods and finding of research |  |  |  |  |  |  |
| 4b. | Forms research projects using social constructionist methods and analyses |  |  |  |  |  |  |
| 4c. | Uses social constructionist methods and analyses to translate and apply knowledge derived from research and scholarship in the field to best inform their practice, policy, and service delivery |  |  |  |  |  |  |

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| **Objective #5: Engage in Policy Practice** | | | | | | | |
|  | **Rating Scale** | **1** | **2** | **3** | **4** | **5** | **n/a** |
| 5a. | Uses constructionist ideas to assess policy at local, state, and federal levels and consider how these policies arrange possible actions with regard to well-being, service delivery, and access to social services |  |  |  |  |  |  |
| 5b. | Applies policy analysis, legislative advocacy, social action, and institutional reform to promote transformative change |  |  |  |  |  |  |

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| **Objective #6: Engage with Individuals, Families, Groups, Organizations, and Communities** | | | | | | | |
|  | **Rating Scale** | **1** | **2** | **3** | **4** | **5** | **n/a** |
| 6a. | Applies knowledge of discursive practice to be aware of the terms used by individuals, families, groups, organizations, and communities, as well as themselves, to enact an ethic of engagement |  |  |  |  |  |  |
| 6b. | Uses a complex of skills including collaboration, transparency, and authenticity to form partnerships and address power relations and oppression in the engagement process. |  |  |  |  |  |  |

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| **Objective #7: Assess individuals, Families, Groups, Organizations, and Communities** | | | | | | | |
|  | **Rating Scale** | **1** | **2** | **3** | **4** | **5** | **n/a** |
| 7a. | Uses collaborative and critical social constructionist multidisciplinary and multidimensional assessment approaches |  |  |  |  |  |  |
| 7b. | Evaluates, selects, and applies assessment strategies that complicate rather than reduce and narrowly define people, issues, and responses |  |  |  |  |  |  |
| 7c. | Evaluates, selects, and applies assessment strategies considering the socio-cultural meanings generated by the assessment and relevance to diverse individuals, families, groups, organizations, and communities and their immediate contexts |  |  |  |  |  |  |

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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 knowledge of oppression, social justice, and social constructionism to assess intervention strategies |  |  |  |  |  |  |
| 8b. | Applies social constructionist knowledge to weigh the costs and benefits of potential interventions based on their potential to liberate people as individuals, families, groups, organizations, and communities |  |  |  |  |  |  |
| 8c. | critically chooses and implements interventions that are relational, profound, and generative |  |  |  |  |  |  |

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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 knowledge of social construction and social justice to form locally derived, narrative-based evaluations |  |  |  |  |  |  |
| 9b. | Creates client-driven evaluations that account for issues of social difference, power, and privilege to understand the impact of practices |  |  |  |  |  |  |
| 9c. | Evaluates the impact of interventions on the intimate lives, relationships, rights and well-being of those with whom they are working toward forming a better, more tenable story, experience, and life |  |  |  |  |  |  |

**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 offered by the December 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 their 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 (MSW) Date

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Additional Field Instructor/Supervisor Date

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Student Date

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Faculty Field Liaison Date