**ENDING EVALUATION OF BSW FIELD STUDENT**

University of Vermont

Undergraduate Social Work Program

***CONFIDENTIAL***

BSW Student Name:

Field Site Agency or Organization:

Field Instructor:

Additional Field Instructor or 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 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 within the profession as appropriate to the context |  |  |  |  |  |  |
| 1.2 | Demonstrate professional behavior; appearance; and oral, written, and electronic communication |  |  |  |  |  |  |
| 1.3 | Use technology ethically and appropriately to facilitate practice outcomes |  |  |  |  |  |  |
| 1.4 | Use supervision and consultation to guide professional judgment and behavior |  |  |  |  |  |  |

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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** |
| 2.1 | Advocate for human rights at the individual, family, group, organizational, and community system levels |  |  |  |  |  |  |
| 2.2 | Engage in practices that advance human rights to promote social, racial, economic, and environmental justice |  |  |  |  |  |  |

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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** |
| 3.1 | Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels |  |  |  |  |  |  |
| 3.2 | Demonstrate cultural humility by applying critical reflection, self-awareness, and self- regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences |  |  |  |  |  |  |

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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 | Apply research findings to inform and improve practice, policy, and programs |  |  |  |  |  |  |
| 4.2 | Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work |  |  |  |  |  |  |

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| **Objective #5: Engage in Policy Practice** | | | | | | | |
|  | **Rating Scale** | **1** | **2** | **3** | **4** | **5** | **n/a** |
| 5.1 | Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services |  |  |  |  |  |  |
| 5.2 | Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, 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 person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies |  |  |  |  |  |  |
| 6.2 | Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with 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 | Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies |  |  |  |  |  |  |
| 7.2 | Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan |  |  |  |  |  |  |

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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 | Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals |  |  |  |  |  |  |
| 8.2 | Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies |  |  |  |  |  |  |

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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 culturally responsive methods for evaluation of outcomes |  |  |  |  |  |  |
| 9.2 | Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities |  |  |  |  |  |  |

**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

(if applicable)

Student       Date

Faculty Field Liaison       Date