

HANDOUT: EXAMPLES OF WELL WRITTEN EVALUATIONS

POSITIVE FEEDBACK WITH SPECIFIC DESCRIPTORS in LEARNING AREAS

Diversity: “The staff and I have observed student’s skills related to diversity by her dialogue with low-income families suffering socioeconomic poverty about contributing issues such as oppression and historical trauma. She also displays her skills by discussing in team staff meetings the consequences and the obstacles of poverty and inequalities on direct services for low income families at ____School.” Priority for next quarter will be to broaden her experience to other vulnerable populations.

Policy: “Student was able to observe and analyze organizational changes within the Care Management Department at ____Hospital, where she engaged in conversations that questioned the usefulness of some of the changes implemented. In supervision she can describe the challenges of working within a large bureaucratic system that includes the overall medical system, hospital, and Medicare/Medicaid. Priorities for next quarter include identifying avenues for advocacy, such as Medicare appeals.

Professional Identity: “Student involvement with CARE Team meetings about at-risk children, Outreach Department meetings, all-staff meetings, psychiatric consultation and trainings has allowed her to develop her professional identity and begin to take on leadership roles.” Priorities include assuming more initiative in identifying potential SW responsibilities for her within these groups.

DESCRIPTORS OF CONSTRUCTIVE CRITICISM IN ADDRESSING CHALLENGES

Professional Identity: “Student has an understanding of the role of a social worker, but has struggled in some areas this quarter in putting this into practice. He did not follow up with 2 clients and did not follow through on a couple of tasks he agreed to do. However, my observations are that, when he does meet with students, he has a good empathetic style and an understanding of client self-determination and meeting the client where they are at.” Priorities included increased focus on motivation and organization.

Practice: Assessment: “Student was able to advance her skill in this area by working more independently with patients and families. This quarter she spent more time completing assessments and using her SW skills to determine needs based on her findings. She also worked more independently with team members involved with the patients.” Priorities included continuing to reduce dependence on P.I. and to expand her knowledge base and confidence.

Research and Evaluation: “The online email forum challenged the student to explore her knowledge base and develop research skills to find information necessary to participate. As a result, student now has a wealth of information regarding resources in many areas of health and behavior, and has made excellent use of her critical thinking skills.” Previous quarter evaluation mentioned only participation. Priorities include continued leadership roles.