



## PRIOR LEARNING ASSESSMENT - SUPERVISOR EVALUATION

Student name: \_\_\_\_\_

Supervisor name: \_\_\_\_\_

Supervisor educational qualifications: \_\_\_\_\_

Agency Name: \_\_\_\_\_

Period student was supervised: \_\_\_\_\_

Dear Evaluator,

Thank you for taking the time to complete this evaluation form. The individual who has approached you to complete it is a student in the School of Social Work at the University of Victoria. They are applying to complete a Prior Learning Assessment (PLA) to determine if their previous social work experience meets the objectives for a third-year BSW practicum. If the student is successful in completing the Prior Learning Assessment, they will receive credit for 3<sup>rd</sup> year practicum and will be required to only complete a 4<sup>th</sup> year practicum as their field education through their BSW. Your input represents a vital piece in our assessment process and will assist the PLA assessor in determining if the student meets our 3<sup>rd</sup> year criteria or not.

This evaluation is based on a set of universal learning outcomes (Parts B, C & D) that reflect the general learning outcomes required by the School of Social Work for all students at the completion of a 3<sup>rd</sup> year practicum. Please use the number ratings to assess the student's skills and knowledge while under your supervision, and the "Comments" boxes to provide examples or further details or explanation.

In addition to completing this evaluation, you will receive an invitation to take part of a discussion (of approximately 45 minute duration) about this evaluation with the student and the PLA instructor during the term in which the student is enrolled in PLA. If you are unable or unwilling to participate in this discussion, which is a PLA requirement, please do NOT complete and submit the form, as the discussion is a required part of PLA. Instead, please advise the student that they must find a different supervisor to complete the form and take part in the discussion

*Please return to the student for them to include in their application. Should you have any questions please contact the Practicum Assistant for any questions: [swfield@uvic.ca](mailto:swfield@uvic.ca).*

### Rating Scale Definitions

**4 Exceeds expectations** – the student has excelled in this area demonstrating a higher than expected level of integration of knowledge and skill; practice is consistently excellent.

**3 Meets expectations** – the student demonstrates competency at an expected level in this area at this point in the field placement; student is open to feedback and is actively engaged in learning.

**2 Approaching expectations** – the student is beginning to approach an expected level of competence in this area; the student's application of knowledge and skill is inconsistent however, and requires attention.

**1 Does not meet expectations** – the student's application of knowledge, skill and comprehension in this area is minimal even though opportunities and instruction have been provided. This area requires significant attention.

**N/O (No opportunity)** - this rating is useful when the activity is expected to occur in the second half of the placement. N/O is available during the Mid-Term evaluation only.

## PASS/FAIL

In order to successfully qualify to use their prior learning towards their prior learning assessment, the student must achieve the following in this evaluation:

- A minimum rating of 3 (*Meets expectations*) in 90% of the rated items; and
- Have no items rated 1 (*Does not meet expectations*).
- Please note that PLA applicants can have no more than two (2) categories that are “no opportunity to demonstrate”. Applicants with three (3) or more “no opportunity to demonstrate” (regardless of category), as assessed by the supervisor who completes the form, are required to complete a 3<sup>rd</sup> year practicum

## Glossary

While we’ve tried to use self-explanatory language throughout the evaluation, some terms used in the BSW curriculum may require further explanation. These terms are designated with an asterix and explained in a glossary found at the end of this form.

## Part A: Tasks and Responsibilities

Please briefly outline the tasks and responsibilities that the applicant had while under your supervision

Tasks and Responsibilities:

## Part B: Self in Context (Reflexivity)\*

Please select the rating which most accurately reflects the student's performance in this area at this time.

KNOWLEDGE	Supervisor Rating
1. Identified personal values and beliefs.	
2. Identified how their <u>positionality</u> * informs how they make meaning of their own and other's stories.	
3. Identified their practice strengths and areas for growth.	
PRACTICE	Supervisor Rating
1. Challenged personal, taken-for-granted assumptions.	
2. Demonstrated a <u>not-knowing stance</u> *.	
3. Demonstrated compassion.	
4. Identified when personal issues are infringing on work performance, e.g. feeling triggered by the work; work/life balance concerns etc., and seeks appropriate support.	
5. Engaged in activities to sustain the emotional and physical energy necessary for practice.	

**Supervisor's Comments (Please indicate number associated with each comment)**

## Part C: Agency Context

KNOWLEDGE	Supervisor Rating
1. Able to explain the mission, history and legal mandate of the agency.	
2. Able to explain core agency programs/services/policies/procedures.	
3. Able to identify the primary theoretical orientations and practice approaches within the field placement.	
4. Able to identify the agency's unique knowledge and contributions to the community.	
5. Able to identify core Indigenous and non-Indigenous community resources which support service users.	
6. Able to explain agency protocols relating to Indigenous community members/groups. If the agency doesn't provide service to Indigenous community members the student demonstrates curiosity about why this is so.	
7. Able to explain how current social, economic and political forces/policies/legislation impact agency policies and practices with respect to access, eligibility and service delivery.	
8. Able to identify how the agency engages both inside and outside the system to advocate for the needs of service users.	

PRACTICE	Supervisor Rating
1. Was punctual.	
2. Dressed appropriately for the field placement.	
3. Communicated directly and clearly	
4. Engaged in constructive consultation and feedback	
5. Maintained confidentiality.	
6. Produced clear and concise written communications.	
7. Demonstrated beginning time management and workload skills.	
8. Demonstrated the skill necessary to effectively address conflict should it arise.	

**Supervisor’s Comments (Please indicate number associated with each comment)**

Comments from discussion (recorded by PLA instructor)

**Part D: Social Context**

KNOWLEDGE	Supervisor Rating
1. Able to identify the links between personal troubles and larger structural barriers/processes such as colonization, marginalization, racism, classism, ableism, heterosexism, sexism, ageism and oppression based on gender identity expression/transphobia.	
2. Able to identify the traditional territory upon which the practicum agency is located and the history of the land and local Indigenous peoples.	
3. Able to identify local coalitions, networks, advocacy groups, social movements and/or allies whose work impacts the lives of those served by the agency.	

PRACTICE	Supervisor Rating
1. Asked critical questions such as: who benefits from it being this way; how does this decision/policy impact those with the least amount of power; what might another explanation be; what evidence supports this idea; what perspectives are missing here?	
2. Able to identify relations of power/authority and respectfully disrupts/negotiates this power whenever possible.	
3. Respected the <u>epistemic privilege</u> * of members of marginalized groups.	
4. Engaged in <u>collaborative practice</u> . *	
5. Demonstrated a strengths based approach to practice.	
6. Demonstrated energy, patience and respect for the change process in others' lives.	
7. Participated in community and/or agency initiatives to promote social change.	
8. Sought supervision around ethical issues and practice dilemmas.	
9. Articulated a beginning critical social work practice framework.	

**Supervisor's Comments (Please indicate number associated with each comment)**

## Glossary of Terms

**Collaborative practice:** Implies a shared, negotiated engagement which involves centering others as experts in their own lives, encouraging the other to take the lead in determining the direction of the work and, paying attention to “the other’s intentions and meanings” (Anderson, 2012, p. 14). This collaboration can lead to feelings of co-authorship and mutual responsibility in the working relationship.

**Epistemic privilege:** Refers to the knowledge of oppression held by a member of a marginalized group (insider) which is more “immediate, intimate and subtle” than the knowledge of a non-member (outsider) (Narayan, 1988, p. 35). Some practices which respect epistemic privilege when one is an outsider to a particular form of oppression include: recognizing one’s own partial knowledge; never minimizing the emotional costs of the oppression (i.e.) taking emotions seriously; being alert to the subtler manifestations of the oppression; assuming one is missing something when they do not understand the insider’s anger; and researching the history of the oppression from the perspective of marginalized group members (Narayan, 1988).

**Not knowing stance:** A position of humility which recognizes that all knowledge is partial. A *not knowing stance* cultivates respect and appreciation for the other’s experiential wisdom/knowledge.

**Positionality:** “The recognition that where you stand in relation to others in society shapes what you can see and understand about yourself and others” (DiAngelo & Sensoy, 2014).

**Reflexivity:** The ability to stand outside the self and “recognize how aspects of ourselves and our contexts influence the kinds of knowledge we produce and value” (Fook, 2015, p.289).

## Reference List

- Anderson, H. (2012). Collaborative relationships and dialogic conversations: Ideas for a relationally responsive practice. *Family process*, 51(1), 8-24.
- DiAngelo, R. & Sensoy, O. (2014). *Leaning In: A Student’s Guide to Engaging Constructively with Social Justice Content. Radical Pedagogy.*
- Fook, J. (2015) Critical social work practice. In Wright, James D. (Ed.), *International encyclopedia of the social and behavioral sciences (2<sup>nd</sup> edition)* (pp. 287-292). Amsterdam: Elsevier.
- Narayan, U. (1988). Working together across difference: Some considerations on emotions and political practice. *Hypatia*, 3(2), 31-48