

## BSW and QUALIFYING YEAR FIELD EVALUATION

Evaluation form must be returned to Field Education Office signed by both student and supervisor.

If the student receives a rating of 1 or 2 on any item, please ensure that you fully describe in the General Comments section for the rating domain the improvement that is required. You may, of course, also use these “comments sections” for providing other feedback. Not all sections will apply to every evaluation.

<b>STUDENT'S NAME:</b>	
<b>LEVEL:</b>	BSW 90-credit: U2 <input type="checkbox"/> U3 <input type="checkbox"/> BSW 60-credit: YEAR 2 <input type="checkbox"/>
	QUALIFYING YEAR <input type="checkbox"/>
<b>TERM:</b>	MIDTERM <input type="checkbox"/> FINAL <input type="checkbox"/>
<b>DATE:</b>	
<b>PLACEMENT:</b>	
<b>FIELD INSTRUCTOR:</b>	
<b>FACULTY LIAISON:</b>	

SUMMARY OF PLACEMENT EXPERIENCES: List and describe all responsibilities and assigned work in the placement setting.

**NOTE: this section must be filled out for your field evaluation to be considered complete**

## CONCEPTUALIZING PRACTICE

**Learning outcome:** identifies pertinent issues, considers the meaning behind interactions, identifies gaps in knowledge, questions discrepancies, transfers learning.

Skill/knowledge/value	Demonstrated ability 1=poor, 2= fair, 3=good, 4=very good, 5=excellent
1. Identifies pertinent issues in work with clients, groups, communities (i.e. sees the big picture, does not drown in detail)	1 2 3 4 5 NA
2. Questions the accuracy, relevance and/or completeness of information acquired	1 2 3 4 5 NA
3. Demonstrates the connection between theory and practice in actions with clients, groups and communities, and in the presentation and discussion of issues.	1 2 3 4 5 NA
4. Transfers learning from one situation to another	1 2 3 4 5 NA
Other:	1 2 3 4 5 NA

Comments:

Append extra sheets as needed

If you have comments about specific items, please refer to item number in comments section

## REFLECTIVE PRACTICE

**Learning outcome:** reflects on self (including personal values, beliefs, social location\* and skills) and impact of self on work, reflects on others (including others' values, beliefs and social location) and impact of others on work, reflects on social and organizational structures and impact of context on work.

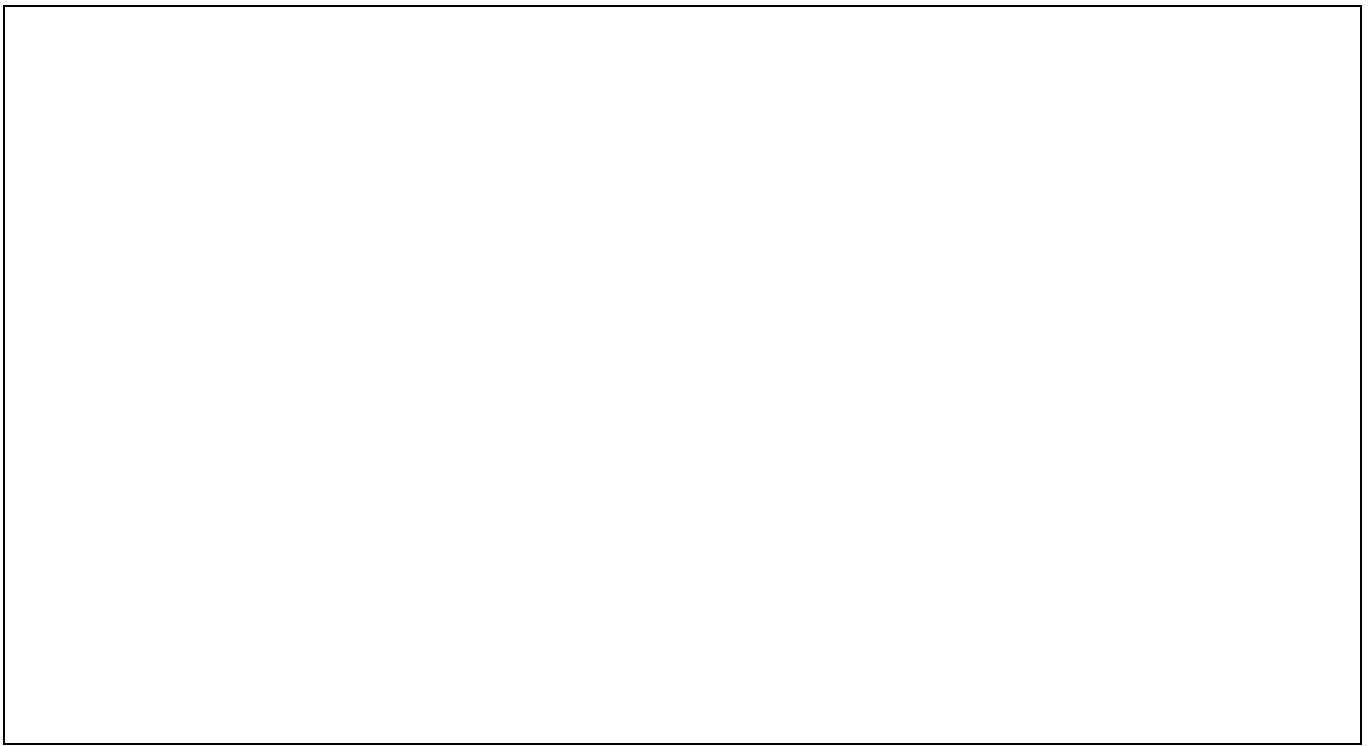
\*Social location refers to both how one locates oneself and is located by others based on the position one holds within society. Social location includes one's age, gender, race, culture, ethnicity, ability, religion, class/socio-economic status, sexual orientation, and/or citizenship status. It refers to how these different positions intersect and operate at a structural (societal views; social policies); institutional (health and social services; schools) and personal level.

Skill/knowledge/value	Demonstrated ability 1=poor, 2= fair, 3=good, 4=very good, 5=excellent
1. Demonstrates an awareness of self and openness to examining and challenging own beliefs, values, actions and reactions to others.	1 2 3 4 5 NA
2. Thinks critically about the impact of self on practice (e.g. how own behaviour impacts others; how others may experience them)	1 2 3 4 5 NA
3. Thinks critically about the impact of others' values, beliefs, reactions and social location on practice (e.g. what might be behind other's behaviour or reactions)	1 2 3 4 5 NA
4. Identifies and works through differences in values, beliefs, actions, reactions, and social location between self and others	1 2 3 4 5 NA
5. Accurately judges work (i.e. what went well, what did not go well) in interactions with clients, groups and communities	1 2 3 4 5 NA
6. Recognizes areas of personal strength and professional competence	1 2 3 4 5 NA
7. Recognizes areas needing improvement and growth	1 2 3 4 5 NA
8. Identifies how social and organizational structures (i.e. social work mandate, organization's mandate) influence their interactions with clients, groups and communities	1 2 3 4 5 NA
9. Prioritizes self-care and can recognize self-care strategies that are most effective for them (e.g. use of supervision, debriefing with peers, journaling, physical exercise/relaxation)	1 2 3 4 5 NA
Other:	1 2 3 4 5 NA

Comments:

Append extra sheets as needed

If you have comments about specific items, please refer to item number in comments section



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## ETHICAL PRACTICE

**Learning outcome:** practices in a way that is consistent with the core values of the profession, refrains from imposing personal values on others, identifies and works to resolve value clashes and ethical dilemmas.

Skill/knowledge/value	Demonstrated ability 1=poor, 2= fair, 3=good, 4=very good, 5=excellent
1. Maintains confidentiality of clients, groups and communities	1 2 3 4 5 NA
2. Recognizes and uses their authority in responsible ways in work with clients, groups and communities	1 2 3 4 5 NA
3. Refrains from imposing personal values and preferences on clients, groups and communities	1 2 3 4 5 NA
4. Demonstrates dignity and respect for clients, groups, communities <u>and colleagues</u>	1 2 3 4 5 NA
5. Establishes appropriate boundaries with clients, groups, communities <u>and colleagues</u>	1 2 3 4 5 NA
6. Exhibits an acceptance for a range of viewpoints, values and approaches	1 2 3 4 5 NA
7. Demonstrates knowledge of the core values in the Canadian and Quebec codes of ethics	1 2 3 4 5 NA
8. Able to identify, respond to and resolve ethical dilemmas in appropriate ways (e.g. seeks supervision, engages in self-reflection and/or applies ethical decision making models)	1 2 3 4 5 NA
Other:	1 2 3 4 5 NA

Comments:

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## DIVERSITY

Diversity can include age, culture, race, gender, ability, religion, sexual orientation, socioeconomic status, citizenship status, needs, and/or lifestyle.

**Learning outcome:** open to identifying how personal views and stereotypes regarding diverse groups can impact work, aware of one's own background in relation to clients, groups and communities, comfortable asking about and acknowledging differences between oneself and clients, groups and communities, adapts practice to meet the unique needs of clients, groups and communities; works effectively with diverse clients, groups and communities.

Skill/knowledge/value	Demonstrated ability 1=poor, 2= fair, 3=good, 4=very good, 5=excellent
1. Demonstrates openness to and acceptance of issues of diversity and the impact it can have on practice with clients, groups and communities	1 2 3 4 5 NA
2. Identifies and challenges personal views and stereotypes held about the diverse groups seen in the practice setting	1 2 3 4 5 NA
3. Discusses differences with clients, groups and communities in an effort to enhance understanding and build collaboration with clients, groups and communities	1 2 3 4 5 NA
4. Understands issues of inequity and discrimination in society and how these shape and inform the relationship with clients, groups and communities	1 2 3 4 5 NA
5. Adapts practice to provide a relevant approach that meets the unique needs of clients, groups and communities	1 2 3 4 5 NA
Other:	1 2 3 4 5 NA

Comments:

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## COMMUNICATION SKILLS

**Learning outcome:** writes and orally presents ideas clearly and concisely, conceptualizes a situation and the pertinent issues, and communicates these formulations in writing and orally (e.g., case presentations, community meetings, interdisciplinary rounds).

Skill/knowledge/value	Demonstrated ability 1=poor, 2= fair, 3=good, 4=very good, 5=excellent
1. Writes clearly and concisely	1 2 3 4 5 NA
2. Summarizes and synthesizes pertinent issues in writing (e.g. written work such as psychosocial assessments or briefing notes demonstrates the conceptualization of key ideas/issues)	1 2 3 4 5 NA
3. Statements made or impressions offered in written work are supported by facts	1 2 3 4 5 NA
4. Written work is professional and free of jargon and pathologizing language	1 2 3 4 5 NA
Other:	1 2 3 4 5 NA

Skill/knowledge/value	Demonstrated ability 1=poor, 2= fair, 3=good, 4=very good, 5=excellent
5. Orally presents ideas clearly and concisely	1 2 3 4 5 NA
6. Summarizes pertinent issues orally (e.g. case presentations, community meetings, interdisciplinary rounds demonstrate the conceptualization of key ideas/issues)	1 2 3 4 5 NA
7. Statements made or impressions offered orally are supported by facts	1 2 3 4 5 NA
8. Oral communication (e.g. case discussions, contributions at meetings) is professional and free of jargon and pathologizing language	1 2 3 4 5 NA
Other:	1 2 3 4 5 NA

Comments:

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## PRACTICE SKILLS

### Engagement, relationship building/outreach and recruitment

**Learning outcome:** students can establish a good working relationship and purpose for collaboration both when approached by clients, communities and groups and when approaching clients, communities and groups.

Skill/knowledge/value	Demonstrated ability 1=poor, 2= fair, 3=good, 4=very good, 5=excellent
1. Understands and is able to clarify roles and expectations of work with clients, groups, communities and colleagues that is in keeping with agency's purpose and mandate	1 2 3 4 5 NA
2. Communicates warmth, genuineness, respect and empathy with clients, groups and communities	1 2 3 4 5 NA
3. Recognizes relevant aspects of communication (affect as well as content) in establishing good working relationships with clients, groups, communities as well as all relevant systems (e.g. family members, other professionals, community leaders)	1 2 3 4 5 NA
Other:	1 2 3 4 5 NA

Comments:

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## PRACTICE SKILLS

### Assessment/analysis of a social problem

**Learning outcome:** collects and organizes pertinent information to more fully understand presenting problems or issues, identifies where more information is required.

Skill/knowledge/value	Demonstrated ability 1=poor, 2= fair, 3=good, 4=very good, 5=excellent
1. Obtains all relevant information from a variety of sources as required to inform the development of a comprehensive formulation of problems/issues.	1 2 3 4 5 NA
2. Demonstrates ability to process and, if relevant, probe for information not immediately offered	1 2 3 4 5 NA
3. Draws on social work concepts, frameworks and/or theories to identify information needed and interpret information gathered	1 2 3 4 5 NA
4. Develops a comprehensive understanding of pertinent issues/problems to be addressed in collaboration with clients, groups and communities	1 2 3 4 5 NA
5. Demonstrates an openness to reformulating key issues/problems as work unfolds	1 2 3 4 5 NA
Other:	1 2 3 4 5 NA

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## PRACTICE SKILLS

### Planning and intervention

**Learning outcome:** collaboratively plans and implements interventions that match the goals and needs of clients, groups and communities. Demonstrates skills in the use of intervention techniques appropriate to the setting and work.

Skill/knowledge/value	Demonstrated ability 1=poor, 2= fair, 3=good, 4=very good, 5=excellent
1. Develops action plans that are grounded in the pertinent issues/problems identified in the assessment process and that are within the mandate of the organization	1 2 3 4 5 NA
2. Knows and uses resources relevant to issues/problems and links clients, groups and communities appropriately	1 2 3 4 5 NA
3. Fulfills commitments made to clients, groups, and communities	1 2 3 4 5 NA
4. Competently advocates with and for clients, groups or communities served by the agency	1 2 3 4 5 NA
5. Demonstrates a responsibility to, but not for, clients, groups and communities	1 2 3 4 5 NA
6. Maintains focus and purpose in work with clients, groups, and communities (e.g., when counseling clients, when facilitating meetings)	1 2 3 4 5 NA
7. Facilitates the expression of feelings when appropriate (e.g. when discussing issues with client, when facilitating community meetings)	1 2 3 4 5 NA
8. Deals competently with difficult emotions such as sadness and anger expressed by clients, groups and communities	1 2 3 4 5 NA
9. Confronts and challenges clients, groups, and communities when appropriate	1 2 3 4 5 NA
10. Seeks and accepts feedback from clients, groups and communities on an ongoing basis and adapts practice accordingly	1 2 3 4 5 NA
11. Demonstrates creativity in work with clients, groups and communities (i.e. can think outside the box)	1 2 3 4 5 NA
Other:	1 2 3 4 5 NA

Comments:

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## PRACTICE SKILLS

### Ending and Evaluation

**Learning outcome:** students can anticipate and deal effectively with issues related to ending work with clients, groups and communities.

Skill/knowledge/value	Demonstrated ability 1=poor, 2= fair, 3=good, 4=very good, 5=excellent
1. Evaluates with clients, groups and communities if goals have been reached	1 2 3 4 5 NA
2. Decides with clients, groups and communities whether work should end or continue	1 2 3 4 5 NA
3. Prepares and plans with clients, groups, communities and agency for ending (this may include making appropriate transfers, writing reports, other communication, referrals)	1 2 3 4 5 NA
4. Processes emotions/issues related to endings with clients, groups and communities	1 2 3 4 5 NA
Other:	1 2 3 4 5 NA

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## STUDENT AS LEARNER

**Learning outcome:** students are respectful of their responsibilities, are open to learning, are active participants in their own learning process and demonstrate professional growth over the course of the placement.

Skill/knowledge/value	Demonstrated ability 1=poor, 2= fair, 3=good, 4=very good, 5=excellent
1. Accepts and invites constructive feedback	1 2 3 4 5 NA
2. Makes efforts to apply suggestions to improve work	1 2 3 4 5 NA
3. Offers feedback constructively	1 2 3 4 5 NA
4. Sees own mistakes and negative experiences as part of learning	1 2 3 4 5 NA
5. Fulfills responsibilities required of them	1 2 3 4 5 NA
6. Demonstrates movement toward independent practice	1 2 3 4 5 NA
7. Manages workload in a systematic way; uses field time constructively	1 2 3 4 5 NA
8. Is punctual	1 2 3 4 5 NA
9. Takes an active role in own learning experience (i.e. collaborates with supervisor to establish realistic and pertinent learning goals for the learning contract; comes to supervision prepared; offers own insights into learning as needed)	1 2 3 4 5 NA
Other:	1 2 3 4 5 NA

Comments:

Append extra sheets as needed

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**TERM SUMMARY**

Please describe the student's overall performance to date, specifically noting areas of strength and areas warranting improvement:

Student status:

- Pass
  
- Fail (prior consultation with field coordinator/liaison required for this designation)

**\* NOTE:** If the student is in disagreement with the evaluation, s/he may add a separate sheet explaining the difference in opinion.

Student's signature	Supervisor's signature
Print name	Print name
Date	Date

Append extra sheets as needed