



McGill

School of
Social Work

Field Education

BSW FIELD EVALUATION 2023-2024

STUDENT'S NAME:		
LEVEL:	BSWU2	BSWU3
TERM:	Mid-Term	Final
DATE:		
FIELD PLACEMENT:		
FIELD INSTRUCTOR:		
FIELD LIAISON:		

If the student receives a rating of unsatisfactory on any item(s), please describe the improvements that are required, in the Comments section. Not all sections will apply to every student's evaluation.

	Learning Outcomes	Demonstrated ability:		Comments:
		Satisfactory	Unsatisfactory	
1.	CONCEPTUALIZING PRACTICE: The student identifies pertinent issues in work with client systems, considers the meaning behind interactions, identifies gaps in knowledge, demonstrates the connection between theory and practice in actions with client systems, and transfers learning from one situation to another.			

	Learning Outcomes	Demonstrated ability:		Comments:
		Satisfactory	Unsatisfactory	
2.	<p>REFLECTIVE PRACTICE: The student 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.</p> <p>*Social location: 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.</p>			
3.	<p>ETHICAL PRACTICE: The student 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, maintains confidentiality, demonstrates dignity and respect, establishes boundaries.</p>			
4.	<p>DIVERSITY: The student is open to identifying how personal views and stereotypes regarding diverse groups (can include age, culture, race, gender, ability, religion, sexual orientation, socioeconomic status, citizenship status, needs, and/or lifestyle) can impact work, is aware of one's own background in relation to clients/groups/communities, comfortable asking about and acknowledging differences between oneself and clients/groups/communities, adapts practice to meet the unique needs of clients, groups, communities; works effectively with diverse clients/groups/communities.</p>			

	Learning Outcomes	Demonstrated ability:		Comments:
		Satisfactory	Unsatisfactory	
5.	COMMUNICATION SKILLS: The student writes and verbally presents ideas clearly and concisely, conceptualizes a situation and the significant issues, summarizes and synthesizes pertinent issues in writing (e.g. psychosocial assessments, notes, demonstrates the conceptualization of key ideas/issues). Statements/impressions offered in written work are supported by facts and communicates these formulations in writing and verbally (e.g., case presentations, community meetings, interdisciplinary rounds).			
6.	Engagement, relationship building/outreach and recruitment: The student 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.			
7.	Assessment/analysis of a social problem: The student collects and organizes pertinent information to more fully understand presenting problems or issues, identifies where more information is required.			
8.	Planning and intervention: The student 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.			

	Learning Outcomes	Demonstrated ability:		Comments:
		Satisfactory	Unsatisfactory	
9.	Student as a learner: The student is respectful of their responsibilities, is open to learning, is an active participant in their own learning process and demonstrates professional growth over the course of the field placement.			
10.	Social Justice/Advocacy: The student identifies and addresses structural sources of injustice and inequities with their clients and/or within their respective agency. Comprehends the role of social structures in limiting and/or advancing human and civil rights. Embraces their professional role in advancing human rights, anti-racism, and social justice in the context of the Canadian society and globally; and recognizes that the experience of human beings is shaped by the complex intersection of their social locations and identities. The student demonstrates the capacity to identify social inequities, injustices, and barriers and work towards changing oppressive social conditions.			

SUMMARY OF PLACEMENT EXPERIENCES

Please describe the student's overall performance to date, specifically noting areas of strength and areas warranting improvement: (feel free to add any additional pages, if necessary.)

Student status:

Pass

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

Field Instructor's typed name below is in place of a signature:

NAME:

Student's typed name below is in place of a signature:

NAME:

Please return the completed evaluation by email: field.socialwork@mcgill.ca

Francine Granner, Fieldwork Coordinator | 550 Sherbrooke St. Ouest, Suite 100 Montreal, QC H3A 1B9

BSW FIELD EVALUATION – Revised February 2023 - Reviewed August 2023