



School of Social Work

MSW 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 learning outcome, please ensure that you describe fully specific areas of concern within that learning outcome and specific areas for improvement. You may also use the Comments sections for providing other feedback.

STUDENT'S NAME:	
TERM:	MIDTERM <input type="checkbox"/> FINAL <input type="checkbox"/>
DATE:	
PLACEMENT:	
FIELD INSTRUCTOR:	

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

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Append extra sheets as needed

CONCEPTUALIZING PRACTICE

Learning outcome: Critically appraises situations, including discerning between pertinent and less pertinent information and identifying avenues/areas warranting further exploration. Appreciates and navigates the complexities of applying research, theory, and policy to practice and visa versa. Demonstrates sound professional judgment in a variety of situations. It is expected that students evidence these abilities with progressively less input from their supervisor.

Comments (please be as specific as possible as to how the student is progressing on this outcome):

Overall, how well has this student demonstrated this learning outcome?

	1=poor, 2= fair, 3=good, 4=very good, 5=excellent
Please select one of the following options:	1 2 3 4 5 NA <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Append extra sheets as needed

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

REFLECTIVE PRACTICE

Learning outcome: At the graduate level, it is expected that students enter the field setting with insight into their personal and professional values, emotional reactions, beliefs, social location* and skills, and the impact these may have on their work. Over the course of the field placement students are expected to evidence an ability to self-evaluate, identify and overcome gaps in knowledge and/or skills, and reflect on how their personal/professional values, social location and the social and organizational structures in which they operate impact on their practice. Students are also expected to reflect on the impact of others' (e.g., clients, stakeholders) values, beliefs, reactions, and social locations on practice and to use these reflections to guide their 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 identity, race, culture, ethnicity, ability, religion, class/socio-economic status, sexual orientation, and/or citizenship status, etc.

Comments (please be as specific as possible as to how the student is progressing in this outcome):

Overall, how well has this student demonstrated this learning outcome?

	1=poor, 2= fair, 3=good, 4=very good, 5=excellent												
Please select one of the following options:	<table><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>NA</td></tr><tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr></table>	1	2	3	4	5	NA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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ETHICAL PRACTICE

Learning outcome: Demonstrates knowledge of the core values in the Canadian and Quebec codes of ethics and practices in a way that is consistent with these core values: maintains confidentiality of clients, groups, and communities; recognizes and uses authority in responsible ways in work with clients, groups, and communities; refrains from imposing personal values and preferences on clients, groups, and communities; demonstrates dignity and respect for clients, groups, communities, and colleagues; and establishes appropriate boundaries with clients, groups, communities, and colleagues. The student should also be able to identify and work to resolve value clashes and ethical dilemmas in appropriate ways (e.g., seeks supervision, engages in self-reflection and/or applies ethical decision making models).

Comments (please be as specific as possible as to how the student is progressing in this outcome):

Overall, how well has this student demonstrated this learning outcome?

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ENGAGING WITH DIVERSITY

Learning outcome: Engaging with diversity refers to how students identify and work with different social locations, including recognizing how different positions intersect and operate at a structural (societal views; social policies), institutional (health and social services; schools), and personal level, identifying how personal, professional, institutional, and social views and stereotypes regarding groups of diverse social locations can impact work, and applying their awareness in their work with clients, groups, and communities by asking about and acknowledging differences between themselves and others, adapting practice to meet unique needs, and working effectively with diverse groups.

Comments (please be as specific as possible as to how the student is progressing in this outcome):

Overall, how well has this student demonstrated this learning outcome?

	1=poor, 2= fair, 3=good, 4=very good, 5=excellent
Please select one of the following options:	1 2 3 4 5 NA <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

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

COMMUNICATION SKILLS

Learning outcome: Writes and orally presents ideas clearly, concisely, and effectively. Conceptualizes pertinent issues in situations of varying degrees of complexity and communicates these formulations in writing and orally (e.g., case presentations, community meetings, psychosocial assessments, interdisciplinary rounds, position papers).

Comments (please be as specific as possible as to how the student is progressing in this outcome):

Overall, how well has this student demonstrated this learning outcome?

Please select one of the following options:	1=poor, 2= fair, 3=good, 4=very good, 5=excellent					
Oral communication	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	NA <input type="checkbox"/>
Written communication	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	NA <input type="checkbox"/>

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PRACTICE SKILLS

Engagement, relationship building/outreach and recruitment

Learning outcome: Students are able to engage in meaningful relationships with all relevant systems (e.g., family members, other professionals or agencies, community leaders) and establish collaborative purpose for their work both when approached by clients, communities, and groups and when approaching clients, communities, and groups. It is expected that graduate students demonstrate these abilities in a variety of situations of varying degrees of complexity.

Comments (please be as specific as possible as to how the student is progressing in this outcome):

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PRACTICE SKILLS

Assessment/analysis of a social problem

Learning outcome: Collects, organizes, and reflects on all relevant information from a variety of sources as required to inform the development of a comprehensive formulation of problems/issues in collaboration with clients, groups, and communities. Demonstrates openness to reformulating key issues/problems as work unfolds. Evidences creativity in the identification and formulation of key issues.

Comments (please be as specific as possible as to how the student is progressing in this outcome):

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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 within the mandate of the organization. Demonstrates a capacity for advanced practice skills appropriate to the setting and work (e.g., dealing with sensitive issues, confronting and challenging individuals, groups, and communities, managing complex committee/group dynamics, conflict resolution).

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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, including preparing and planning with clients, groups, communities and agency for ending (this may include making appropriate transfers, writing reports, other communication, referrals), collaboratively evaluating whether goals have been reached, and managing emotions relating to ending the work.

Comments (please be as specific as possible as to how the student is progressing in this outcome):

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INDEPENDENT PRACTICE

Learning outcome: Students are able to work autonomously, show initiative, and demonstrate leadership, confidence in professional role, and resourcefulness. Show increasing capacity to prioritize and manage a workload independently. Seen as a contributing member of the organization.

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PROFESSIONAL APPROACH TO LEARNING

Learning outcome: Students are open to constructive criticism from their supervisor, can engage in discussions of their strengths and weaknesses, and are open to critique around areas of improvement. They bring new ideas to the agency, are self-directed and motivated in their learning, seek out answers to questions, and strive to integrate their learning.

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CONTEXT/POPULATION-SPECIFIC PRACTICE

Learning outcome: Student demonstrates increasing ability to identify and apply practice themes, frameworks, and approaches unique to the population group being served.

Comments (please be as specific as possible as to how the student is progressing in this outcome):

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ADDITIONAL COMMENTS

Please note other pertinent observations or anything that distinguishes this student:

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

Please return to the attention of Nicole Mitchell by email (Nicole.Mitchell2@McGill.ca), Fax 514-398-4760 or by mail at:

Nicole Mitchell
Associate Fieldwork Coordinator
McGill School of Social Work RM 300
3506 University
Montreal, Quebec H3A 2A7

Append extra sheets as needed

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