McGill | School of Social Work

Field Education

2026-2027 MSW End of Field Placement - Student Self-Evaluation & Reflection

STUDENT'S NAME:	
TERM:	Final ☐
DATE:	
PLACEMENT:	
FIELD INSTRUCTOR:	
FIELD LIAISON:	

	Learning Outcomes	Perceived Strengths & Weaknesses		Action plan to address area(s) of improvement
		Strength(s)	Weakness(es)	Tasks
1.	**CONCEPTUALIZING PRACTICE:** The student 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 vice 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.			
2.	**REFLECTIVE PRACTICE:** 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**: 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.			
3.	**ETHICAL PRACTICE:** 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).			
4.	**DIVERSITY:** 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.			
5.	**COMMUNICATION SKILLS:** 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).			
6.	**Engagement, relationship building/outreach and recruitment:** 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.			
7.	**Assessment/analysis of a social problem:** 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.			
8.	**Planning and intervention:** 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).			
9.	**Ending and Evaluation:** 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.			
10.	**Independent Practice:** 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.			
11.	**Professional Approach to Learning:** 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.			
12.	**Context/Population-Specific Practice:** Student demonstrates increasing ability to identify and apply practice themes, frameworks, and approaches unique to the population group being served.			

Placement Feedback

1. **Overall, would you say that you are very satisfied (5), satisfied (4), neutral (3), dissatisfied (2), or very dissatisfied (1) with your field placement experience?**

5 ☐ **4** ☐ **3** ☐ **2** ☐ **1** ☐

Please explain your rating:

2. Overall, would you say that you are very satisfied (5), satisfied(4), neutral (3), dissatisfied (2), or very dissatisfied (1) with your field instructor(s)?

5 ☐ **4** ☐ **3** ☐ **2** ☐ **1** ☐

3. Describe 2-3 aspects of your field placement that enriched your learning experience:

4. Describe 2-3 aspects of your field placement that could be improved:

5. On a scale of 1-5, how likely would you be to recommend this placement to future MSW students?

5-Very likely ☐ **4-Likely** ☐ **3-Neutral** ☐ **2-Unlikely** ☐ **1-Very unlikely** ☐

Please explain your rating:

6. Do you believe that this field placement has prepared you for the next chapter in your social work journey? Yes or No? Please explain:

Reflection

7. Recall something that occurred over the course of your placement that went well and that you are really proud of. (500 word)

- **What happened?**
- **What went well?**
- **How were you feeling at the time?**
- **What did you do?**
- **Did anyone else contribute to the successful outcome?**
- **What did they do?**
- **Is there one thing you could do that would help you move towards this being an everyday practice?**

8. Think of an experience that you had over the course of your placement that was challenging for you and discuss the following (500words):

- **Analyze what you did**
- **What happened?**
- **Why did it happen?**
- **What worked well and why?**
- **What didn't work and why?**
- **What would you do differently?**
- **What needs to be changed to improve future outcomes?**

9. How has your concept of social work practice changed over time? (500 words):

9. What kind of social worker do you hope to be? (500 words)

STUDENT'S TYPED NAME BELOW IS IN PLACE OF SIGNATURE:

Please return to the attention of Nicole Mitchell by email: fieldeducation.socialwork@mcgill.ca