

MCMASTER UNIVERSITY

MID-TERM EVALUATION

SCHOOL OF SOCIAL WORK

FINAL EVALUATION

**SOCIAL WORK 3DD6 EVALUATION OF STUDENT IN PLACEMENT**

**EVALUATION FORM – COMMUNITY/RESEARCH/POLICY PRACTICE**

**STUDENT:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**FIELD INSTRUCTOR(S)**

\_\_\_\_\_

**AGENCY:** \_\_\_\_\_

**CITY:** \_\_\_\_\_

**SEMINAR LEADER:** \_\_\_\_\_

**BRIEF DESCRIPTION OF THE PLACEMENT**

- This section should be completed by the student

## **LEARNING OBJECTIVES**

- **This section should be completed by the field instructor(s) and student.**

Please attach a copy of the Learning Contract for this term.

What objectives were met? (Give examples)

What objectives were not met? (Give examples)

If objectives were not met, why?

## **PLACEMENT ACTIVITIES**

- **This section should be completed by the student**

Please provide a brief description of your placement.

## **KEY LEARNINGS**

- **This section should be completed by the student**

In this section, please include anecdotes or moments of important learning. This could be in the form of a reflection, an important series of events, or a story. Often really profound learning happens in small moments and evaluation forms don't capture those well. This is an opportunity to document the key learnings, personal growth or practice epiphanies you had in your placement.

## RATING STUDENT PRACTICE - INSTRUCTIONS

- This section should be completed by the field instructor(s) and student.
- The elements marked with a star must be filled out. You can choose which other elements to evaluate by placing a star or number beside it. You should choose a minimum of eight (8) additional elements to evaluate.
- It is recommended to review which elements will be marked near the beginning of the placement.

### Rating Scale:

<b>Numerical Rating</b>	<b>Description</b>	<b>Explanation</b>
<b>1 – 3</b>	Not Meeting Expectations	The student demonstrates minimal knowledge, skill development and personal growth. Poor understanding of requirements.
<b>4 – 6</b>	Beginning to Meet Expectations	The student is beginning to approach an expected level of knowledge, skill development and personal growth. Requirements are understood. Practice is developing.
<b>7 – 8</b>	Meeting Expectations	The student demonstrates competency at an expected level in terms of knowledge, skills and personal development. Can perform independently and can adapt practice to different situations/contexts.
<b>9 – 10</b>	Exceeding Expectations	The student exceeds expectations and demonstrates effective application of knowledge, skills and personal development. Is able to problem solve with guidance. Generates new approaches to practice. Developing an unique and authentic interpersonal style.

## CONSULTATION

Community and macro social work are fundamentally people-oriented practices. We need to be able to define problems and solicit solutions with the communities we are working with. Consultation can happen in a number of formal and informal ways – in meetings, focus groups and interviews, etc.

<b>*</b>	<b>Responding to Challenges</b> <ul style="list-style-type: none"><li>• Knows how to elicit participation from reluctant members</li><li>• Responds to crisis and conflict situations</li></ul>	1	2	3	4	5	6	7	8	9	10
<b>*</b>	<b>Planning and Engaging with Groups</b> <ul style="list-style-type: none"><li>• Figures out in advance the best plan for working with a particular group (developing the agenda, being prepared for a meeting)</li></ul>	1	2	3	4	5	6	7	8	9	10
<b>*</b>	<b>Fostering Access and Inclusion</b> <ul style="list-style-type: none"><li>• Makes sure that everyone who has a stake in an issue has the means to participate – considering both the tangible (transportation, child care) and intangible (creating safe spaces, multiple avenues for engagement) elements of participation</li></ul>	1	2	3	4	5	6	7	8	9	10
	<b>Rapport and Trust-Building</b> <ul style="list-style-type: none"><li>• Is able to engage with a variety of stakeholders in a way that helps people feel comfortable</li></ul>	1	2	3	4	5	6	7	8	9	10
	<b>Leadership and Co-Facilitation</b> <ul style="list-style-type: none"><li>• Knows when to take the lead in ways that support a group and how to share the space when necessary</li></ul>	1	2	3	4	5	6	7	8	9	10
	<b>Group Theory</b> <ul style="list-style-type: none"><li>• Understands that groups go through stages of cohesion and applies theoretical knowledge to what is happening in a group</li></ul>	1	2	3	4	5	6	7	8	9	10

**COMMENTS AND EXAMPLES** – please be clear and offer examples to illustrate how the scores above were achieved and how the scores could be/could have been improved:

**COMMUNICATION**

The exchange of information and ideas can occur through a number of mediums. Within social work, we need to be able to communicate effectively with the people around us (colleagues, service users community members) in a respectful manner all while paying attention to our words, language, tone, and posture.

*	<b>Understanding Team and Group Dynamics</b> <ul style="list-style-type: none"><li>• Is aware of who is engaging/communicating, and who is not (as well as why)</li><li>• E.g. Paying attention to how one's presenting gender influences their participation in group</li></ul>	1	2	3	4	5	6	7	8	9	10
*	<b>Verbal Communication</b> <ul style="list-style-type: none"><li>• Communicates clearly and appropriately to various audiences through participating in meetings; engaging in co-worker conversations; formal presentations, etc.</li></ul>	1	2	3	4	5	6	7	8	9	10
*	<b>Anti-Oppressive Language</b> <ul style="list-style-type: none"><li>• Is mindful of how language affects the community and works to ensure their language doesn't harm/hurt people or perpetuate stereotypes</li><li>• E.g. Paying attention to ableist, sexist, or racist language in our everyday vocabulary that may often go unassessed.</li><li>•</li></ul>	1	2	3	4	5	6	7	8	9	10
	<b>Written Communication</b> <ul style="list-style-type: none"><li>• Communicates clearly and appropriately to various audiences through reports, emails, articles, etc.</li><li>•</li></ul>	1	2	3	4	5	6	7	8	9	10
	<b>Disseminating Knowledge</b> <ul style="list-style-type: none"><li>• Communicates knowledge and uses appropriate methods/modalities of communication</li></ul>	1	2	3	4	5	6	7	8	9	10



	<ul style="list-style-type: none"><li>E.g. Using an infographic to explain the results of a community survey about garden plots</li></ul>										
--	-------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--	--	--	--	--	--	--

**COMMENTS AND EXAMPLES** – please be clear and offer examples to illustrate how the scores above were achieved and how the scores could be/could have been improved:

--

**UNDERSTANDING THE CONTEXT**

It is crucial for social workers to have a critical understanding of the historical context of the community and/or workplace they are working in regardless of what form of social work they are practicing. For example, we cannot fully understand what it means to be a child protection worker without knowing the history of the sixties scoop and residential schools, or we need to know that anti-poverty activists have been tirelessly fighting policies that continue to keep people poor.

<b>*</b>	<p><b>Networking</b></p> <ul style="list-style-type: none"> <li>• Recognizes that written research leaves out particular knowledge about a community - people shape and influence the community based on who they are and what their role is.</li> <li>• Participates in networking by understanding who to connect with and figuring out how to connect with them</li> <li>• E.g. Sitting on a collaborative/interdisciplinary team to learn how its members work on projects together and what each of them brings to the table.</li> </ul>	1	2	3	4	5	6	7	8	9	10
<b>*</b>	<p><b>Knowing the People or Issue</b></p> <ul style="list-style-type: none"> <li>• Actively works towards developing critical knowledge of the population/issue at hand</li> <li>• Understands self in relation to the communities they're working with</li> <li>• E.g. When working with people who are precariously housed or homeless, it is not only the issue of homeless that needs to be understood, but the focus also needs to be on having a critical</li> </ul>	1	2	3	4	5	6	7	8	9	10

	understanding of the multiple systems at play that prevent people from moving out of homelessness.										
	<b>Research Skills</b> <ul style="list-style-type: none"> <li>Understands, plans and executes the multiple steps to conducting research</li> <li>E.g. Doing an ethics application; conducting interviews or focus groups; analyzing data; etc.</li> </ul>	1	2	3	4	5	6	7	8	9	10
	<b>Literature Review</b> <ul style="list-style-type: none"> <li>Conducts a thorough and systematic search of the academic literature, community based and grey literature (where appropriate) with the intention of learning what is known about topic/issue/population.</li> </ul>	1	2	3	4	5	6	7	8	9	10
	<b>Policy Context</b> <ul style="list-style-type: none"> <li>Understands the governmental, organization and funding policies that impact their work.</li> </ul>	1	2	3	4	5	6	7	8	9	10
	<b>Demonstrating Cultural Humility</b> <ul style="list-style-type: none"> <li>Respects difference and recognizes the influence of culture/history/context on who a person is and how they exist in the world.</li> <li>E.g. Not judging a newcomer for not knowing how to perform a specific procedure (such as writing or signing their name) and instead accommodating them respectfully.</li> </ul>	1	2	3	4	5	6	7	8	9	10

**COMMENTS AND EXAMPLES** – please be clear and offer examples to illustrate how the scores above were achieved and how the scores could be/could have been improved:

## WORKING TOWARD CHANGE

Community work is fundamentally about working toward social change. Sometimes this change is relatively small (a new process in a program) or large (the adoption of a new government policy). Working toward this small and large scale change requires an understanding of change processes and advocacy skills.

*	<b>Advocacy</b> <ul style="list-style-type: none"> <li>• Demonstrates an understanding of the process of enacting change with communities</li> <li>• Recognizes their identity in relation to the advocacy they are doing with/for the community (for example, doing advocacy as an insider is markedly different than working as an outsider)</li> </ul>	1	2	3	4	5	6	7	8	9	10
*	<b>Problem Solving</b> <ul style="list-style-type: none"> <li>• Is able to identify problems/barriers and identify steps to overcoming those problems/barriers</li> </ul>	1	2	3	4	5	6	7	8	9	10
	<b>Social Movement Involvement</b> <ul style="list-style-type: none"> <li>• Understands the work in relation to broader social change and social movement work</li> <li>• E.g. A campaign to reinstate the basic Income program happens in a historical and contemporary anti-poverty movement.</li> </ul>	1	2	3	4	5	6	7	8	9	10
	<b>Community Practice Theories</b> <ul style="list-style-type: none"> <li>• Is able to connect the work to theoretical perspectives (Asset Based Community Development, Appreciative Inquiry, Critical Theories, Adult Education, Participatory Action Research, Social Action, Social Planning)</li> <li>• E.g. Mapping the strengths (physical and personal) of a community comes from an ABCD tradition</li> </ul>	1	2	3	4	5	6	7	8	9	10
	<b>Flexibility</b> <ul style="list-style-type: none"> <li>• Appreciates that social change is complex and non-linear and manages through the shifts and changes of a project</li> </ul>	1	2	3	4	5	6	7	8	9	10

**COMMENTS AND EXAMPLES** – please be clear and offer examples to illustrate how the scores above were achieved and how the scores could be/could have been improved:

**WORKING FROM A SOCIAL JUSTICE LENS**

Social justice is about changing the unequal conditions that create and maintain the social problems that keep some community members marginalized. A commitment to social justice is a central tenet of social work practice and should form the foundation for a student's motivation and practice.

<b>*</b>	<b>Understanding Structural Oppression (neoliberalism, racism, patriarchy, ableism, etc.)</b> <ul style="list-style-type: none"><li>Identifies how social and personal problems are inextricably linked to broader structural oppression and wants to find ways to dismantle those oppressions</li></ul>	1	2	3	4	5	6	7	8	9	10
<b>*</b>	<b>Identity and Insider/Outsider Dynamics</b> <ul style="list-style-type: none"><li>Understands oneself and their politicized identities in relation to the work and the communities they are working with</li></ul>	1	2	3	4	5	6	7	8	9	10
	<b>Understanding Historical and Contemporary Colonial Practices in Social Work</b> <ul style="list-style-type: none"><li>Operates from a place of understanding that social work is implicated in colonialism through the advancement of Eurocentric ways of knowing and operating in the world (in relation to, for example, health, parenting, justice, addictions, mental health, etc.)</li></ul>	1	2	3	4	5	6	7	8	9	10

**COMMENTS AND EXAMPLES** – please be clear and offer examples to illustrate how the scores above were achieved and how the scores could be/could have been improved:



## PERSONAL GROWTH AND SELF-REFLECTION

In order to be able to fight injustice and work toward changing the world, social workers first need to understand themselves and how they best learn, heal, recover, grow, and endure/persist/sustain themselves. Paying attention to our habits, our comfort zones, and how we take care of ourselves will help us be better social workers.

*	<b>Building Confidence</b> <ul style="list-style-type: none"> <li>Acknowledges areas of growth – makes and executes plans to build confidence in those areas</li> <li>E.g. Setting a public speaking goal at the beginning of placement and slowly working towards it until the end of placement when it is set to materialize.</li> </ul>	1	2	3	4	5	6	7	8	9	10
*	<b>Failure: Learning from Mistakes</b> <ul style="list-style-type: none"> <li>Is humble in the face of challenging experiences and high expectations</li> <li>E.g. Thinking through the reasons as to why no one showed up to a scheduled focus group.</li> </ul>	1	2	3	4	5	6	7	8	9	10
*	<b>Intentional Practice of Self-Reflection</b> <ul style="list-style-type: none"> <li>Reflects on how to best practice self-reflection through trying out a variety of methods</li> <li>E.g. Journaling, talking it out with a friend, having a group conversation, etc.</li> </ul>	1	2	3	4	5	6	7	8	9	10
	<b>Self-Knowledge</b> <ul style="list-style-type: none"> <li>Actively works towards understanding oneself as a social worker and what values are being brought into one's practice and how those values align (and sometimes don't) with the work</li> </ul>	1	2	3	4	5	6	7	8	9	10
	<b>Self-Care</b> <ul style="list-style-type: none"> <li>Understands the need for self care and articulates a plan for it</li> <li>Expands idea of self care to be less individual and more about how we collectively take care of each other</li> </ul>	1	2	3	4	5	6	7	8	9	10

	<ul style="list-style-type: none"> <li>• Self care can range from the very micro to the very macro - E.g. cooking a meal from scratch while listening to favourite music/podcast; visiting the dog park to watch dogs playing; engaging in peer support; engaging in political advocacy to feel like change is possible, etc.</li> </ul>										
	<p><b>Using Supervision</b></p> <ul style="list-style-type: none"> <li>• Acknowledges the field instructor’s experience in the field and asks for supervision/advice/help frequently</li> <li>• E.g. Consulting with field instructor if feeling uneasy about performing a specific task; asking for a debrief after completing a task.</li> </ul>	1	2	3	4	5	6	7	8	9	10
	<p><b>Taking Initiative</b></p> <ul style="list-style-type: none"> <li>• Comes up with own work rather than waiting to be asked to perform a task</li> <li>• Takes charge of own learning</li> <li>• E.g. Asking to take minutes at a meeting instead of being delegated the task.</li> </ul>	1	2	3	4	5	6	7	8	9	10

**COMMENTS AND EXAMPLES** – please be clear and offer examples to illustrate how the scores above were achieved and how the scores could be/could have been improved:

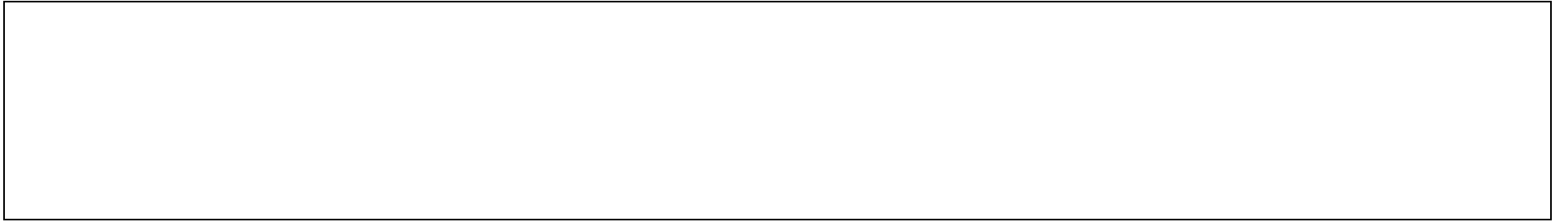
## BECOMING A SOCIAL WORKER

Part of the placement learning is how to become a social worker that operates within a given organizational context. This section deals with the skills and personal growth attributed to that development.

*	<b>Personal Organization and Work Habits</b> <ul style="list-style-type: none"><li>Organizes their time and work in such a way that meets deliverables.</li></ul>	1	2	3	4	5	6	7	8	9	10
*	<b>Understanding Power</b> <ul style="list-style-type: none"><li>Understands the parts of their identity and experience that either afford them power or that diminish their power in various contexts and reflects on what that means in terms of practice</li><li>Uses this understanding of power to both help them to affect change and respect the people they are working with.</li></ul>	1	2	3	4	5	6	7	8	9	10
*	<b>Understanding Organizations</b> <ul style="list-style-type: none"><li>Understands how the organization functions, what the organization does (mandate) and how they fit within that organizational context</li></ul>	1	2	3	4	5	6	7	8	9	10
*	<b>Working on a Team</b> <ul style="list-style-type: none"><li>Understands how the team functions and their role on the team.</li><li>Builds respectful and supportive relationships with team members in order to contribute to a positive workplace culture and to get the work done.</li></ul>	1	2	3	4	5	6	7	8	9	10
*	<b>Ethics</b> <ul style="list-style-type: none"><li>Uses the CASW Code of Ethics and agency policies to work through ethical dilemmas (a list of the CASW Code of Ethics is available in the guide)</li><li>Understands how ethics in a community context are informed by social justice considerations that may move beyond the CASW Code of Ethics</li></ul>	1	2	3	4	5	6	7	8	9	10

	<ul style="list-style-type: none"><li>• E.g. Supporting a community member in a way that breaks an organizational policy but the policy is built on racist assumptions.</li></ul>										
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--	--	--	--	--	--	--

**COMMENTS AND EXAMPLES** – please be clear and offer examples to illustrate how the scores above were achieved and how the scores could be/could have been improved:



**SUMMARY STATEMENTS**

- This section is to be completed by the student and the field instructor(s)

**STUDENT SUMMARY**

Describe your particular strengths and areas of significant growth. Talk about the skills, knowledge areas and personal and professional growth you would like to focus on for the second half of placement (at mid-term evaluation) or fourth year placement (at final evaluation).

**FIELD INSTRUCTOR(S) SUMMARY**

Describe the student’s particular strengths and areas of significant growth. Talk about the skills, knowledge areas and personal/professional growth you think they should focus on for the second half of placement (at mid-term evaluation) or fourth year placement (at final evaluation).

Field Placement Grade: PASS  FAIL

Date: \_\_\_\_\_

Signatures: \_\_\_\_\_ (Student) \_\_\_\_\_ (Field Instructor/s) \_\_\_\_\_ (Seminar Leader)

**OPTIONAL: SEMINAR LEADER COMMENTS:**