

MCMASTER UNIVERSITY

MID-TERM EVALUATION

SCHOOL OF SOCIAL WORK

FINAL EVALUATION

SOCIAL WORK 3DD6 EVALUATION OF STUDENT IN PLACEMENT

EVALUATION FORM – INDIVIDUAL, FAMILY AND GROUP PRACTICE

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STUDENT: _____

DATE: _____

FIELD INSTRUCTOR(S)

AGENCY: _____

CITY: _____

SEMINAR LEADER: _____

BRIEF DESCRIPTION OF THE PLACEMENT

- This section should be completed by the student

PLACEMENT ACTIVITIES

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

List the activities you've done to date.

Describe the extent and nature of service user contacts (including individual, family, group, community meetings).

Describe the extent and nature of visits to community organizations, inter-agency conferences, committees, student presentations, etc.

Describe the extent and nature of supervision (include a description of the role you, as a student, took in supervision).

Describe any presentations and/or reports you've done.

Is there anything else you'd like to add?

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?

Is there anything else you'd like to add?

PRACTICE SETTING

- This section should be completed by the field instructor(s) and student.
- A fuller description for the rating scales can be found in the Guide Book
- Please note: not every component needs to be evaluated (however, you should have at least one component per major heading – Working in an Organization, Incorporating Social Work Values and Ethics, etc.). Please refer to the components you highlighted at the beginning of the term. Also, you can change which components you evaluate at the mid-term.

1	Not Meeting Expectations
2	Beginning to Meet Expectations
3	Meeting Expectations
4	Exceeding Expectations

WORKING IN AN ORGANIZATION				
Able to abide by agency processes, procedures and standards	1	2	3	4
Organizational analysis – understands organizational strengths and limitations and their effects on service users	1	2	3	4
Knowledge of agency services and related community resources	1	2	3	4
Working relationships and communication with co-workers, professionals, and others in the agency and community	1	2	3	4
Written work is clear, concise and appropriate to the agency context	1	2	3	4
Time management – punctual and completes tasks on time	1	2	3	4
<p>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:</p>				

INCORPORATING SOCIAL WORK VALUES AND ETHICS				
Knows and applies social work values (broadly) and the School of Social Work Values at McMaster in their practice (a copy of the statement of philosophy is available in the guide)	1	2	3	4
Student recognizes the possibilities and limitations of helping relationships	1	2	3	4
Thoughtful about and makes appropriate use of the power inherent in the helping relationship	1	2	3	4
Uses 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)	1	2	3	4
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:				

DEVELOPMENT AND MAINTENANCE OF WORKING RELATIONSHIPS WITH SERVICE USERS				
Engaging service users – student is helpful and service users respond well to them	1	2	3	4
Forms positive working relationships with service users	1	2	3	4
Maintains positive working relationships with service users	1	2	3	4
Ends relationships with service users in a way that is helpful and supportive	1	2	3	4
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:				

INTERVIEWING AND COMMUNICATION SKILLS				
Purposeful conduct of interview - maintains focus and conducts the interview in a purposeful and clarifying way that the service user responds well to	1	2	3	4
Instrumental (factual) components of interview – elicits and responds to service user’s stated needs/related feelings	1	2	3	4
Affective (feeling) components of interviewing – recognizes and pursues affective communication both verbally and non-verbally. Can relate service users’ feelings to social, cultural and interpersonal experiences	1	2	3	4
Student is able to support service users during a crisis in a way that is consistent with agency norms	1	2	3	4
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:				

ASSESSMENT				
Able to gather information from the service user to make an assessment	1	2	3	4
Able to gather information from collaterals and other sources to make an assessment	1	2	3	4
Analysis - able to identify patterns of behaviour and feeling in order to formulate an assessment statement. Includes analysis of social justice in statement (broader structural issues that impact service users)	1	2	3	4
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:				

PLANNING				
Student is able to set goals and formulate strategies with service users	1	2	3	4
Student is able to develop a plan of action with a service user based on the assessment statement	1	2	3	4
Identifies and uses agency and community resources well in planning	1	2	3	4
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:				

INTEGRATION OF MACRO ANALYSIS/SKILLS				
Student is able to facilitate the work of task-oriented groups in the organization or community	1	2	3	4
Student can analyze administrative or legislative policies and can identify the political, social, economic and organizational principles influencing policy	1	2	3	4
Student is involved in research and/or program evaluation – definition of research questions, research design and methodology are thoughtfully completed	1	2	3	4
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:				

SELF-AWARENESS AND OWNERSHIP OF LEARNING				
Self-awareness – student understands own strengths and weaknesses and initiates change as needed	1	2	3	4
Identity – student understands the impact of their identities* in relation to the organization and service users *race, gender, socioeconomic status, disability, sexual identity, etc.	1	2	3	4
Student plans for and practices self-care	1	2	3	4
Student takes an active role in own learning, able to use information from field instructor(s) to improve learning	1	2	3	4
Initiative – actively seeks information and knowledge, takes initiative and appropriate independence in carrying out tasks	1	2	3	4
Student is able to give and receive feedback effectively	1	2	3	4
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, the field instructor(s) and the seminar leader

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).

SEMINAR LEADER 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)