

SOCIAL WORK 4DD6 EVALUATION OF STUDENT IN PLACEMENT

EVALUATION FORM – INDIVIDUAL, FAMILY AND GROUP PRACTICE

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 EVALUATION

- This section should be completed by the field instructor(s) and student
- A fuller description for the scores 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.

RATING SCALE	
1	Serious Concerns About Practice Ability
2	Growth in Practice Ability
3	Effective Practice Ability
4	Ready for Beginning Social Work Practice

WORKING IN AN ORGANIZATION				
Student is able to abide by agency standards, understands them well enough to make suggestions for improvements	1	2	3	4
Student demonstrates knowledge of community resources, uses them effectively	1	2	3	4
Student works toward positive relationships with co-workers and other professionals in the agency and in the community, promotes teamwork	1	2	3	4
Student is able to understand the organizational strengths and issues that shape the delivery of service to this agency's service users	1	2	3	4
Student recognizes the limitations and potential of working in a particular setting	1	2	3	4
Student fulfills responsibilities in a timely and positive way	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:				

INCORPORATING SOCIAL WORK VALUES AND ETHICS				
Student recognizes the possibilities and limitations of helping relationships	1	2	3	4
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 is thoughtful about and makes appropriate use of the power inherent in the helping relationship	1	2	3	4
Student 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)	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				
Student effectively engages service users – working to make people feel comfortable and confident during their interactions	1	2	3	4
Affective (feeling) aspects of interviewing and communication skills – excellent listening, interprets verbal and non-verbal messages, addresses feelings	1	2	3	4
Planning, purpose and directions of interviews – asks purposeful questions and integrates theory in guiding the interview	1	2	3	4
Instrumental (factual) aspects of interviews – questions are organized and purposeful, information is quickly processed and used to advance the interview, good balance between flexibility and structure	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:				

ASSESSMENTS				
Student is able to make assessments – applies information from service user and from theoretical frameworks to develop strong assessments	1	2	3	4
Student demonstrates insight into the interaction between service users and their social/political/economic environments	1	2	3	4
Student is able to conceptualize /formulate – can use a theoretical framework to identify, organize and understand behaviours and feelings	1	2	3	4
Written communication skills are strong - including the ability to document with clarity and promptness	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 can develop plans of action within a conceptual framework and attentive to both the needs/ability of the service user and worker to accomplish these plans	1	2	3	4
Student is able to implement plan of action with individuals using a practice theory framework	1	2	3	4
Student is able to implement plan of action with families (as a system and not individuals) using a family practice theory framework	1	2	3	4
Student is able to implement plan of action with small groups	1	2	3	4
Student is able to implement plan of action with community groups or organizations	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				
Student can reflect critically on self in relation to practice in a way that demonstrates growth and development as a social worker	1	2	3	4
Student is committed to the development of professional self-awareness including the need for continued learning and professional growth	1	2	3	4
Student uses field instruction well – seeks help and clarity appropriately, stimulates dialogue and challenges in a respectful way	1	2	3	4
Student plans for and practices self-care so that their social work practice is effective				
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 should be completed by the student, the field instructor(s) and the seminar leader

STUDENT SUMMARY

Describe your particular strengths and areas where you felt you especially grew in this placement. Talk about the skills, knowledge areas and professional growth you would like to focus on for the second half of placement (at mid-term evaluation) or as part of your ongoing professional development (at final evaluation).

FIELD INSTRUCTOR(S) SUMMARY

Describe the student’s particular strengths and areas where you felt they especially grew in this placement. Talk about the skills, knowledge areas and professional growth you think they should focus on for second half of placement (at mid-term evaluation) or as part of their ongoing professional development (at final evaluation).

SEMINAR LEADER SUMMARY

Describe the student’s particular strengths and areas where you felt they especially grew in this placement. Talk about the skills, knowledge areas and professional growth you think they should focus on for the second half of placement (at mid-term evaluation) or as part of their ongoing professional development (at final evaluation).

Field Placement Grade: PASS FAIL

Date: _____

Signatures: _____
(Student) (Field Instructor/s) (Seminar Leader)