

**SOCIAL WORK 4DD6 STUDENT PLACEMENT EVALUATION GUIDE
FOR FIELD INSTRUCTORS OF COMMUNITY, RESEARCH AND POLICY PRACTICE**

Welcome to the field placement evaluation! Evaluations are a crucial (but sometimes stressful) component of the field placement process. This guide offers:

- A table to track the evaluation process throughout the placement (pages 1 + 2)
- Processes for completing evaluation forms (page 2)
- The McMaster School of Social Work Statement of Philosophy and CASW Code of Ethics (page 3)
- Placement Objectives – what to expect from fourth year students (page 4)
- Description of the rating scales (page 5)
- Some methods for evaluating student performance (page 6)
- In-depth descriptions of the practice areas being evaluated (pages 7 - 11)

If any questions about evaluation (or anything else) come up, do not hesitate to get in touch with the Seminar Leader connected to your placement. Not sure who that is? The student knows or email Lorna (oconnell@mcmaster.ca).

THE EVALUATION PROCESS - CONCURRENT

WHEN?	WHAT?	WHO?
Early October	Print the evaluation forms and review each component Review the student's Learning Objectives in relation to the evaluation Highlight the components that will be evaluated so that the student is aware of what they are being evaluated on and the FI knows what they will evaluate	Student and Field Instructor(s)
Late October	Submit highlighted evaluation form to Seminar Leader with any questions or clarification. Seminar Leader will return to the student in 1-2 weeks.	Student and Seminar Leader
Mid-November	Meeting to prepare for and complete mid-term evaluation	Student and Field Instructor(s)
Late November or early December (Seminar Leader will be in touch to book)	Meeting to discuss evaluation Evaluation forms submitted At this point, Learning Objectives and components for evaluation may be revisited and revised	Student, Field Instructor(s) and Seminar Leader
Mid-March	Meeting to prepare for and complete final evaluation	Student and Field Instructor(s)
Late March or early April (Sem Leader will contact to book)	Meeting to discuss final evaluation Evaluation forms submitted	Student, Field Instructor(s) and Seminar Leader

THE EVALUATION PROCESS - BLOCK

WHEN?	WHAT?	WHO?
Early September	Print the evaluation forms and review each component Review the student's Learning Objectives in relation to the evaluation Highlight the components that will be evaluated so that student is aware of what they are being evaluated on and the FI is aware of what they need to evaluate.	Student and Field Instructor(s)
Mid-September	Submit highlighted evaluation form to Seminar Leader with any questions or clarification. Seminar Leader will return it in one week.	Student and Seminar Leader
First week of October	Meeting to prepare for and complete mid-term evaluation	Student and Field Instructor(s)
Mid-October (Seminar Leader will be in touch to book)	Meeting to discuss mid-term evaluation Evaluation forms submitted At this point, Learning Objectives and components for evaluation may be revisited and revised	Student, Field Instructor(s) and Seminar Leader
Mid-November	Meeting to prepare for and complete final evaluation	Student and Field Instructor(s)
Late November (Seminar Leader will be in touch to book)	Meeting to discuss final evaluation Evaluation forms submitted	Student, Field Instructor(s) and Seminar Leader

There are a few ways to approach the completion of the field evaluation forms:

1. The student and Field Instructor(s) meet together to complete the forms
2. The Field Instructor(s) completes the form and the student offers feedback/changes/comments
3. The student completes the form and the Field Instructor(s) offers feedback/changes/comments
4. The student and Field Instructor(s) complete the form separately and bring their responses together for a conversation and to complete a joint evaluation form

Each Field Instructor will develop their personal style but our recommendation is that Option #4 tends to work best and enhances the student's learning and minimizes the power imbalance (and ensuing stress!) that can be a reality in evaluating student performance.

McMASTER SCHOOL OF SOCIAL WORK – STATEMENT OF PHILOSOPHY

The following philosophy underpins the social work education offered at McMaster University. Students are expected to develop their practice style in relation to this philosophy.

As social workers, we operate in a society characterized by power imbalances that affect us all. These power imbalances are based on age, class, ethnicity, gender identity, geographic location, health, ability, race, sexual identity and income. We see personal troubles as inextricably linked to oppressive structures. We believe that social workers must be actively involved in the understanding and transformation of injustices in social institutions and in the struggles of people to maximize control over their own lives.

CANADIAN ASSOCIATION OF SOCIAL WORKERS CODE OF ETHICS

Value 1: Respect for the Inherent Dignity and Worth of Persons

Value 2: Pursuit of Social Justice

Value 3: Service to Humanity

Value 4: Integrity in Professional Practice

Value 5: Confidentiality in Professional Practice

Value 6: Competence in Professional Practice

A full description of the Code of Ethics can be found at: http://www.casw-acts.ca/sites/default/files/attachements/casw_code_of_ethics.pdf

PLACEMENT OBJECTIVES – WHAT TO EXPECT FROM FOURTH YEAR STUDENTS

The fourth year placement is an opportunity to work toward beginning social work practice ability – by the end of the placement, the student, field instructor and seminar leader should feel confident in the student’s ability to work as a beginning level social worker. The fourth year student will build on third year placement experience and add nuance to their practice in the following areas:

Interpersonal relationships

Analysis of power inherent in the helping relationship

Problem identification and analysis

Problem solving

Self-reflection

Evaluating practice

Integration of theory and practice

Both the field and the classroom should foster student learning on the societal, professional and organizational context of social work practice. Additionally, fourth year social work students are asked to continue developing the mechanisms they will use to critically self-reflect on their position and practice in relation to their emerging identity as social workers.

Rating Scale:

Numerical Rating	Description	Explanation
1 - 3	Serious Concerns About Practice Ability	The student demonstrates very little knowledge, skill development and personal/professional growth. Poor understanding of requirements.
4 - 6	Growth in Practice Ability	The student is beginning to approach an expected level of knowledge, skill development and personal/professional growth. Requirements are understood. Practice is developing.
7 - 8	Effective Practice Ability	The student demonstrates competency at an expected level in terms of knowledge, skills and personal/professional development. Can often perform independently.
9 - 10	Ready for Beginning Social Work Practice	The student demonstrates effective application of knowledge, skills and personal/professional development. High level of independence. Generates new approaches to practice. Developing an individual interpersonal style. can adapt practice to different situations/contexts. The student is ready to practice in social work at a beginning level.

Passing and Failing:

Students must obtain a minimum of C+ in their seminar class AND a pass in placement in order to graduate. Due to the fact that the seminar and placement are linked the seminar leader is the person who determines whether or not a student will pass or fail their placement. This is done through consideration of the evaluation scores, extensive communication with the Field Instructor and student and observations of theory/practice integration in seminar.

In terms of what the rating scales mean in relation to passing or failing – this is a guide (but there may be unique situations that arise that do not follow these patterns). Contact the seminar leader attached to your placement with any questions or concerns as soon as possible:

Mid-Term

- Mostly 1s and some 2s at mid-term would be cause for a serious conversation about how to increase those scores in the latter half of the placement. A plan should be

developed between the student, field instructor and seminar leader that helps the student get where they need to be.

- Mostly 2s and some 3s at mid-term would be cause for a conversation about how to increase those scores in the latter half of the placement. We would expect the student to progress in the second half to reach a minimum of 2.5 and higher in all areas.

Final

- Any 1s at the final will be cause for failure of the placement
- Mostly 2s and some 3s at the final could result in failure. We expect students to achieve a minimum of 2.5 in all areas to pass.

METHODS OF EVALUATION

There are a range of ways to evaluate student practice. The following are some methods to choose from:

Student's verbal assessments – student describes what happened and reflects on their own performance and learning

Student's written work – including process recordings, assessments, summary reports, case/project recording, research briefs

Field Instructor observation – including direct observation of work, co-leading (student and field instructor(s) working together), one-way mirror observation, listening to or watching recordings

Feedback from others – including solicited and unsolicited feedback from service users, colleagues and community partners

IN-DEPTH DESCRIPTIONS OF PRACTICE AREAS

These charts are meant to describe our expectations and what would constitute concerns with students. However, all of these should be considered within the context of the organization and in getting to know the student well. The reality is that there are many factors that could come across as a concerning performance issue but may actually be related to personality (really shy students), undisclosed need for accommodations or other broad structural factors. These issues would still need to be discussed and a plan put in place to support students. We know that students from equity seeking groups (racialized, Indigenous, queer and trans, in particular) experience oppression that might in turn result in responses from students that look like practice concerns. If you have any questions/concerns about this, please engage the student in a discussion and/or reach out to the seminar leader.

CONSULTATION

We'd be concerned if a student...	We'd expect a student to...
<p>Does not respond to challenges like unequal participation or crisis/conflict</p> <p>Struggles to plan and engage with groups by staying organized and prepared</p> <p>Does not consider issues of access and inclusion in their planning work</p> <p>Is unable to build rapport and trust with a variety of stakeholders</p> <p>Does not start to build their own leadership and co-facilitation skills or if they are unable to be supportive and share space</p> <p>Does not seem to understand group theory or struggles to apply the theory when working with groups</p>	<p>Respond to challenges as they emerge. Things like eliciting participation from people who are reluctant and responding to crisis/conflict well</p> <p>Plan and engage with groups by developing agendas, preparing for meetings</p> <p>Fostering access and inclusion through making sure everyone who has a stake in an issue can participate</p> <p>Be able to build rapport and trust with a variety of stakeholders</p> <p>Demonstrate leadership and co-facilitate in ways that are supportive and share space</p> <p>Understand that groups go through stages of cohesion and apply that knowledge when working with groups</p>

COMMUNICATION

We'd be concerned if a student...	We'd expect a student to...
<p>Does not seem to understand that groups and teams have particular dynamics or is unable to respond to those dynamics</p> <p>Is unable to express ideas clearly and appropriately to a variety of audiences</p> <p>Does not grasp the importance of using anti-oppressive and inclusive language</p> <p>Has trouble communicating clearly in writing</p> <p>Does not consider how knowledge that is gained through various community projects can be shared in ways that are meaningful and helpful</p>	<p>Understand and demonstrate awareness of team and group dynamics</p> <p>Communicate clearly and appropriately to a variety of audiences</p> <p>Be mindful of the ways language can impact communities and strive to use anti-oppressive, inclusive language</p> <p>Communicate clearly in writing</p> <p>Consider how to disseminate the knowledge that is gained through various community projects in ways that are accessible</p>

UNDERSTANDING THE CONTEXT

We'd be concerned if a student...	We'd expect a student to...
<p>Did not participate in opportunities to network with people to understand the context of a given community issue</p> <p>Was not concerned about developing a fulsome appreciation of the issue at hand</p> <p>Did not start to grasp the skills needed to plan and execute research processes</p> <p>Was unable to conduct thorough and systematic literature reviews</p> <p>Was unwilling or unable to appreciate the policy context of their placement setting and</p>	<p>Participate in networking as a way to understand the context of a given community issue</p> <p>Actively work toward developing a critical knowledge of the issue at hand</p> <p>Demonstrate an understanding of planning and executing research</p> <p>Conduct thorough and systematic reviews of the literature</p> <p>Understand the policy context of their placement setting and tasks</p>

tasks Did not respect different nor recognize the influence of culture/history/context on who a person is and how they participate in their community	Demonstrate cultural humility in their placement tasks – respecting and recognizing difference
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WORKING TOWARD CHANGE

We'd be concerned if a student...	We'd expect a student to...
Is unable to understand the basic processes of enacting change with communities	Demonstrate an understanding of the process of enacting change with communities
Is unable to identify potential problems and find ways to overcome them	Be able to identify potential problems and identify steps to working to overcome them
Does not understand how their placement tasks relate to broader social change and social movements	Understand their placement tasks in relation to broader social change and social movement work
Did not demonstrate and understanding of social work/community practice theories	Connect their placement tasks to social work/community practice theories
Was unable to grasp the non-linear and complex nature of social change	Appreciate that social change is complex and non-linear

WORKING FROM A SOCIAL JUSTICE LENS

We'd be concerned if a student...	We'd expect a student to...
Does not demonstrate an understanding of how social and personal problems are inextricably linked to broader structural oppression	Identify how social and personal problems are inextricably linked to broader structural oppression
Does not understand themselves and their politicized identities in relation to their	Understand themselves and their politicized identities in relation to the placement tasks
	Operate from a place of understanding the

placement tasks Struggles to operate from a placement of understanding the historical and contemporary colonial practices in social work	historical and contemporary colonial practices in social work
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PLANNING

We'd be concerned if a student...	We'd expect a student to...
Is unable to set goals with clients and together plan strategies to attain goals Is unable to develop a plan of action with a service user that is based on the assessment statement Neglects to use appropriate agency and/or community resources in developing a plan of action	Be able to set goals with clients and together plan strategies to attain goals Be able to develop a plan of action based on the assessment statement Use appropriate agency and community resources in plan

IMPLEMENTING PLANS

We'd be concerned if a student...	We'd expect a student to...
Is unable to implement a plan of action with an individual, group, community group and/or a family	Be able to implement a plan of action with an individual, group, community group and/or a family

SELF-AWARENESS AND OWNERSHIP OF LEARNING

We'd be concerned if a student...	We'd expect a student to...
Seldom recognizes own strengths and weaknesses and shows little motivation for change	Take initiative in examining own performance; be aware of own strengths and weaknesses: when necessary, initiate change

<p>Seldom recognizes the impact of own social location</p> <p>Appears to struggle to juggle responsibilities and has no plan/implementation around self-care</p> <p>Rarely seeks help; does not prepare for field instruction meetings; is overly defensive when challenged</p> <p>Rarely does things on own initiative</p>	<p>Be aware of the impact of their own social location</p> <p>Understand the stressful nature of the work and put plans in place to cope with that stress</p> <p>Take an active role in own learning; take responsibility for raising concerns with field instructor(s); be able to use information from field instructor(s) to improve performance</p> <p>Actively seek information and knowledge; have initiative and appropriate independence in carrying out tasks and raising issues</p>
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