

LAKEHEAD UNIVERSITY
School of Social Work
FOURTH YEAR (SW 4500) H.B.S.W.

Field Placement Evaluation

Fourth Year Mid Term Fourth Year End Term

Student's Name & preferred pronoun:	
Student Number:	
Field Placement:	
Field Instructor:	
Field Placement Dates:	

Please enclose two pieces of evidence of learning.

Please choose one example of evidence of learning from each of the two boxes below and indicate your choices by checking the appropriate boxes:

<p>1. Process recordings:</p> <p>a. Verbatim recording – midterm <input type="checkbox"/></p> <p>b. Verbatim or content recording – end term <input type="checkbox"/></p>	
<p>2.</p> <p>a. Case assessment <input type="checkbox"/></p> <p>b. Summary report <input type="checkbox"/></p> <p>c. Agency documentation <input type="checkbox"/></p> <p>d. Indigenous worldviews and ways of knowing <input type="checkbox"/></p> <p>e. Other (please identify) _____</p>	

Student's Signature

Field Instructor's Signature

Date

Date

Personal information on this form is collected pursuant to section 14 of the Lakehead University Act and will be used to coordinate and evaluate Social Work practicum for students in the HBSW program. The information will be disclosed only to the extent necessary for the effective operation, supervision, and assessment of the placement and, so, may be disclosed to School of Social Work administrative staff, potential agency placement sites, on-site and off-site field supervisors, faculty members who sit on the Field Placement Advisory Board, and the Director of the School of Social Work. Any questions on this collection should be directed to: Field Education/Admissions Coordinator, School of Social Work, Lakehead University, 955 Oliver Road, Thunder Bay, Ontario P7B 5E1; telephone: (807) 343-8556.

EVALUATION RATING SCALE

Please assign an appropriate rating from 1 to 4 by checking one of the numbers in each section of the Evaluation Form.

Note: Field instructors may indicate a mid point score (i.e. 1.5, 2.5 or 3.5) if this more adequately reflects student progress toward the next level of competency.

Rating Scale:

1	Not Meeting Expectations: The student demonstrates minimal knowledge, understanding or skill level.
2	Beginning to Meet Expectations: The student is beginning to approach an expected level of competence with appropriate attempts to use knowledge/skill in practice.
3	Meeting Expectations: The student demonstrates competency at an expected level, effectively applying knowledge and skill.
4	Exceeding Expectations: The student exceeds expectations and demonstrates effective application of knowledge and skill as part of their interpersonal style.
NA	Not Applicable: No basis to evaluate or too few pertinent activities available.

SECTION A - ORGANIZATIONAL CONTEXT OF PRACTICE

1. Demonstrates an understanding of the mandate, policies and procedures, of the organization.	1 2 3 4 NA
2. Complies with the administrative requirements of the setting, including documentation, recordkeeping, team meetings and collegial consultation.	1 2 3 4 NA
3. Engages in discussion and suggests possible changes in services, policies and procedures to better meet client needs.	1 2 3 4 NA
4. Demonstrates a clear understanding of the strengths and limitations of service delivery to clients.	1 2 3 4 NA
5. Effectively presents the settings professional services to clients, other agencies and to the community.	1 2 3 4 NA
6. Demonstrates an understanding of the role of Elder, Traditional Teacher or Knowledge Carrier within the organization.	1 2 3 4 NA

Comments (Strengths/Learning goals)

Supervisor:	Student:
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SECTION B – THE COMMUNITY CONTEXT OF PRACTICE

1. Demonstrates the ability to understand socio-economic, cultural and political influences on client and community.	1	2	3	4	NA
2. Demonstrates the ability to facilitate linkages within the agency and with other organizations that provide resources, services and opportunities.	1	2	3	4	NA
3. Demonstrates sensitivity to the environmental context of the client’s situation.	1	2	3	4	NA
4. Demonstrates the ability to identify community issues and how they impact the client group.	1	2	3	4	NA
5. Demonstrates a working knowledge of formal and informal community resources.	1	2	3	4	NA
6. Identifies gaps in existing community resources and makes suggestions to fulfil unmet client needs.	1	2	3	4	NA
7. Demonstrates understanding and sensitivity to the impacts of colonization for both Indigenous and Non-Indigenous peoples.	1	2	3	4	NA
8. Demonstrates an understanding of the unique needs and experiences of 2SLGBTQIA individuals when accessing helping services.	1	2	3	4	NA

Comments (Strengths/Learning goals)

Supervisor:	Student:
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SECTION C – SOCIAL WORK ACTION SKILLS IN A HELPING CONTEXT

(i) Problem Identification and Assessment Skills

1. Engages in, develops and maintains relationships that respect the client/client group’s experiences.	1	2	3	4	NA
2. Identifies the socio-economic, cultural and community contexts of the presenting issue, and how these impact the situation.	1	2	3	4	NA
3. Demonstrates appropriate interviewing and data collection skills with individuals, groups and systems.	1	2	3	4	NA
4. Demonstrates the ability to collect the information required to complete a comprehensive assessment.	1	2	3	4	NA
5. Identifies strengths within the individual, group or family context.	1	2	3	4	NA
6. Demonstrates problem identification skills, including reformulating issues as new or revised information is obtained.	1	2	3	4	NA
7. Uses theoretical concepts to analyze data and formulate a comprehensive assessment.	1	2	3	4	NA

Comments (Strengths/Learning goals)

Supervisor:	Student:
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(ii) Planning Skills/Formulating Strategy – Intervention

1. Achieves mutual definition of the issues and goals for change working in partnership with the client group.	1	2	3	4	NA
2. Demonstrates an ability to clearly present objectives and an action plan.	1	2	3	4	NA
3. Establishes a realistic time frame for achievement of goals.	1	2	3	4	NA
4. Demonstrates a developing knowledge of the major theories and methods of relevant intervention models.	1	2	3	4	NA
5. Selects and involves relevant others, agency and community resources to participate in the change process.	1	2	3	4	NA
6. Prioritizes the activities of the intervention strategy according to importance and feasibility.	1	2	3	4	NA

Comments (Strengths/Learning goals)

Supervisor:	Student:
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(iii) Intervention/Implementation Skills

1. Demonstrates an ability to provide a balance between supporting and challenging the client system through the change process.	1	2	3	4	NA
2. Practices assertive counselling skills and respectfully challenges client when appropriate.	1	2	3	4	NA
3. Demonstrates an ability to pace intervention to client's capacity for change.	1	2	3	4	NA
4. Shows creativity in engaging and intervening with clients, groups, communities and various worldviews.	1	2	3	4	NA
5. Demonstrates an ability to anticipate and prepare for obstacles in the change process.	1	2	3	4	NA
6. Responds appropriately to crisis situations.	1	2	3	4	NA
7. Recognizes the emotional reactions of clients and deals with these in a therapeutic, goal-oriented manner.	1	2	3	4	NA

Comments (Strengths/Learning goals)

Supervisor:	Student:
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(iv) **Communication Skills**

1. Demonstrates awareness and purposeful use of communication skills to facilitate problem-solving and relationship building .	1	2	3	4	NA
2. Understands and utilizes verbal skills effectively with diverse client groups.	1	2	3	4	NA
3. Observes, understands and utilizes non-verbal behaviour effectively.	1	2	3	4	NA
4. Utilizes effective communication and interviewing skills with relevant client systems.	1	2	3	4	NA
5. Demonstrates the appropriate use of empathy, objectivity and flexibility.	1	2	3	4	NA
6. Demonstrates self-awareness regarding personal patterns of emotional reaction and deals with these in an appropriate manner.	1	2	3	4	NA
7. Demonstrates effective interpersonal and written communication skills with colleagues and other professionals.	1	2	3	4	NA

Comments (Strengths/Learning goals)

Supervisor:	Student:
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(v) **Termination, Evaluation and Feedback Skills**

1. Identifies the need for termination or referral and assumes timely responsibility for discharge preparation and planning.	1	2	3	4	NA
2. Evaluates the effectiveness of the selected intervention approach.	1	2	3	4	NA
3. Identifies individual and systemic barriers that may have interfered with the change process.	1	2	3	4	NA
4. Engages the client in evaluating the extent to which goals were accomplished.	1	2	3	4	NA
5. Responds professionally to feedback from clients, colleagues and Field Instructor and incorporates feedback in developing professional practice skills.	1	2	3	4	NA
6. Demonstrates sensitivity to termination issues and shows self-awareness in disengaging with clients, colleagues and the agency system.	1	2	3	4	NA
7. Maintains detailed records in a format that facilitates evaluation.	1	2	3	4	NA

Comments (Strengths/Learning goals)

Supervisor:	Student:
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SECTION D –THE PROFESSIONAL CONTEXT OF PRACTICE

1. Demonstrates the ability to discriminate the role and activities of social workers from those of other professionals.	1	2	3	4	NA
2. Demonstrates commitment to professional development and shows initiative in the use of supervision, consultation and other learning opportunities.	1	2	3	4	NA
3. Demonstrates self-awareness and an openness to examining personal beliefs, values and reactions.	1	2	3	4	NA
4. Demonstrates positive and consistent use of social work principles, values, ethics and knowledge in professional interactions.	1	2	3	4	NA
5. Demonstrates the ability to exercise confidentiality.	1	2	3	4	NA
6. Demonstrates sensitivity to diversity in professional practice.	1	2	3	4	NA
7. Demonstrates good time management skills and the ability to deal with student workload and placement demands.	1	2	3	4	NA
8. Develops effective working relationships with professional colleagues and contributes as part of “the team” in the setting.	1	2	3	4	NA
9. Demonstrates reflective practice and awareness of strengths, as well as areas requiring further development.	1	2	3	4	NA
10. Demonstrates a commitment to a self care plan and shows an understanding on how the work social workers do will impact the physical, psychological, emotional and spiritual aspects of ourselves.	1	2	3	4	NA
11. Demonstrates capacity for independent practice.	1	2	3	4	NA

Comments (Strengths/Learning goals)

Supervisor:	Student:
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Please add additional page/s for comments as required.

FIELD PLACEMENT REVIEW

Description of Assignments

Students:

Please indicate the opportunities for learning experiences in the following areas:

1. Direct Service Involvements:

I have worked with: Individuals Couples Families Groups

2. Total number of meetings with Field Supervisor/s: _____

3. Please list your internal agency involvements (team meetings, orientation sessions, professional education opportunities, board meetings):

4. Please list community agencies you have contacted (agency visits, referrals, case consultation, committees):

5. Identify major educational opportunities (research, conferences, workshops):

Social Work 4500

End Term Evaluation

(To be submitted at final evaluation only)

Supervisor's Recommendations for Future Development Goals

Field Instructor's Evaluation:

Based on the student's level of performance, written evaluation and evidence of learning submitted, I would recommend:

- Pass Fail

Student's Feedback for Agency Regarding the Placement Experience