

LAKEHEAD UNIVERSITY
School of Social Work
HBSW Macro/Community Development/Research Placement Evaluation Form

Third year mid term ☐ End term ☐

Fourth year mid term ☐ End term ☐

One-year mid term ☐ End term ☐

Student's Name:	
Student Number:	
Field Placement:	
Field Instructor:	
Field Placement Dates:	

Please select 2 examples of evidence of learning:

a. Research Project or Development Report	<input type="checkbox"/>	
b. An analysis of the client population served	<input type="checkbox"/>	
c. An analysis of the social work role at the agency	<input type="checkbox"/>	
d. Manual		<input type="checkbox"/>
e. Program summary/proposal		<input type="checkbox"/>
f. Group work analysis		<input type="checkbox"/>
g. Literature review		<input type="checkbox"/>
h. Other (please specify)		<input type="checkbox"/>
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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 his/her interpersonal style.
NA	Not Applicable: No basis to evaluate or too few pertinent activities available.

SECTION A - ORGANIZATIONAL CONTEXT OF PRACTICE

1. Demonstrates understanding of the mandate, policies, procedures, services and issues of accountability in the organization.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>
2. Complies with the administrative requirements of the setting, including documentation, record-keeping, team meetings and collegial consultation.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>
3. Engages in discussion and suggests possible changes in services, policies and procedures to improve effectiveness and service delivery.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>
4. Demonstrates a clear understanding of the strengths and limitations o service delivery to clients.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>
5. Effectively presents the setting's professional services to clients, other agencies and to the community.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>
6. Develops effective working relationships with colleagues and consumers and contributes as part of the team in the setting.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>
7. Demonstrates an understanding of the organization in the context of the social services in the broader community.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>

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 social policy influences on client/community/project.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>
2. Demonstrates the ability to facilitate linkages within the agency and with other systems that provide resources, services and opportunities.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>
3. Demonstrates the ability to locate and network with individuals, groups and organizations to serve as resources, including those outside of the formal social services network.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>
4. Demonstrates the ability to identify community issues and how they impact the client group.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>
5. Demonstrates a working knowledge of existing community resources.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>
6. Identifies gaps in existing community resources and makes suggestions to fulfil unmet client or community needs.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>

Comments (Strengths/Learning goals)

Supervisor:	Student:

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 clients/consumers, community members and co-workers.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>
2. Demonstrates an awareness of the various influences of societal oppression that impact the organization or client group.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>
3. Demonstrates a political awareness of the impact of policy and legislation upon client systems, communities and organizations.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>
4. Demonstrates the ability to obtain information necessary for assessment, research or proposal writing.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>
5. Demonstrates the ability to analyse written materials such as policy, research and legislation.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>

Comments (Strengths/Learning goals)

Supervisor:	Student:

(ii) Planning Skills/Formulating Strategy – Intervention

1. Demonstrates creativity and organization in fund-raising, data gathering, and community engagement activities.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>
2. Works collaboratively to develop goals for change and an action plan.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>
3. Demonstrates the ability to reformulate the issue as new information is obtained.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>
4. Understands the role of advocacy and is able to act effectively in this role.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>
5. Demonstrates familiarity with the major theories and methods of relevant intervention models.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>
6. Establishes a realistic time frame for achievement of goals.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>

Comments (Strengths/Learning goals)

Supervisor:	Student:

(iii) Intervention/Implementation Skills

1. Demonstrates an ability to empower and support the client system/community through the change process.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>
2. Demonstrates an ability to be assertive when appropriate, and respectfully challenges clients/community members/co-workers.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>
3. Demonstrates an ability to prioritize activities of strategic intervention according to feasibility and importance.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>
4. Demonstrates the ability to identify potential barriers to the change process.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>
5. Recognizes the emotional reactions of others and deals with these in an appropriate manner.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>
6. Intervenes effectively in a planned, appropriate way with specific objectives.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>
7. Demonstrates the ability to recall, record and analyse content of meetings and sessions.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>

Comments (Strengths/Learning goals)

Supervisor:	Student:

(iv) Communication Skills

1. Uses communication skills effectively to facilitate problem-solving and relationship building.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>
2. Utilizes effective communication and interviewing skills with relevant client systems.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>
3. Demonstrates the ability to describe and understand the importance of non-verbal behaviour.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>
4. Demonstrates the appropriate use of empathy, objectivity and flexibility.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>
5. Demonstrates self-awareness regarding personal patterns of emotional reaction and deals with these in an appropriate manner.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>
6. Demonstrates effective interpersonal and written communication skills with colleagues and other professionals.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>
7. Works effectively with groups and committees.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>

Comments (Strengths/Learning goals)

Supervisor:	Student:

(v) Termination, Evaluation and Feedback Skills

1. Demonstrates an ability to be sensitive to termination issues and terminates in a planned and effective way.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>
2. Engages relevant others in evaluating the extent to which goals were accomplished.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>
3. Evaluates the effectiveness of the selected intervention approach.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>
4. Identifies ways in which processes contributed to or interfered with progress in the change effort.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>
5. Maintains detailed records in a format that facilitates evaluation and feedback.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>

Comments (Strengths/Learning goals)

Supervisor:	Student:

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 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>
2. Demonstrates commitment to professional development and shows initiative in the use of supervision, consultation and other learning opportunities.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>
3. Demonstrates persistence, flexibility and creativity in responding to the difficulties and frustrations of practice.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>
4. Demonstrates self-awareness and openness to examining personal beliefs, values and reactions.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>
5. Demonstrates positive and consistent use of social work principles, values, ethics and knowledge in professional interactions.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>
6. Demonstrates the ability to exercise confidentiality.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>
7. Demonstrates sensitivity to diversity in professional practice.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>
8. Demonstrates good time management skills and shows good judgement and decision making ability.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>
9. Responds professionally to feedback from community members, colleagues and field instructor, and incorporates feedback in developing practice skills.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>
10. Demonstrates reflective practice and awareness of strengths, as well as areas requiring further development.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>
11. Demonstrates capacity for independent practice.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>

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):

HBSW Macro/Community Development/Research Placement Evaluation

End Term Evaluation

(To be submitted at final evaluation only)

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 response to evaluation: