

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"/>

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	2	3	4	NA
2. Complies with the administrative requirements of the setting, including documentation, record-keeping, team meetings and collegial consultation.	1	2	3	4	NA
3. Engages in discussion and suggests possible changes in services, policies and procedures to improve effectiveness and service delivery.	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 setting's professional services to clients, other agencies and to the community.	1	2	3	4	NA
6. Develops effective working relationships with colleagues and consumers and contributes as part of the team in the setting.	1	2	3	4	NA
7. Demonstrates an understanding of the organization in the context of the social services in the broader community.	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 social policy influences on client/community/project.	1	2	3	4	NA
2. Demonstrates the ability to facilitate linkages within the agency and with other systems that provide resources, services and opportunities.	1	2	3	4	NA
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	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 existing community resources.	1	2	3	4	NA
6. Identifies gaps in existing community resources and makes suggestions to fulfil unmet client or community needs.	1	2	3	4	NA

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	2	3	4	NA
2. Demonstrates an awareness of the various influences of societal oppression that impact the organization or client group.	1	2	3	4	NA
3. Demonstrates a political awareness of the impact of policy and legislation upon client systems, communities and organizations.	1	2	3	4	NA
4. Demonstrates the ability to obtain information necessary for assessment, research or proposal writing.	1	2	3	4	NA
5. Demonstrates the ability to analyse written materials such as policy, research and legislation.	1	2	3	4	NA

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	2	3	4	NA
2. Works collaboratively to develop goals for change and an action plan.	1	2	3	4	NA
3. Demonstrates the ability to reformulate the issue as new information is obtained.	1	2	3	4	NA
4. Understands the role of advocacy and is able to act effectively in this role.	1	2	3	4	NA
5. Demonstrates familiarity with the major theories and methods of relevant intervention models.	1	2	3	4	NA
6. Establishes a realistic time frame for achievement of goals.	1	2	3	4	NA

Comments (Strengths/Learning goals)

Supervisor:	Student:
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(iii) Intervention/Implementation Skills

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

Comments (Strengths/Learning goals)

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

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

Comments (Strengths/Learning goals)

Supervisor:	Student:
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(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	2	3	4	NA
2. Engages relevant others in evaluating the extent to which goals were accomplished.	1	2	3	4	NA
3. Evaluates the effectiveness of the selected intervention approach.	1	2	3	4	NA
4. Identifies ways in which processes contributed to or interfered with progress in the change effort.	1	2	3	4	NA <input type="checkbox"/>
5. Maintains detailed records in a format that facilitates evaluation and feedback.	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 persistence, flexibility and creativity in responding to the difficulties and frustrations of practice.	1	2	3	4	NA
4. Demonstrates self-awareness and openness to examining personal beliefs, values and reactions.	1	2	3	4	NA
5. Demonstrates positive and consistent use of social work principles, values, ethics and knowledge in professional interactions.	1	2	3	4	NA
6. Demonstrates the ability to exercise confidentiality.	1	2	3	4	NA
7. Demonstrates sensitivity to diversity in professional practice.	1	2	3	4	NA
8. Demonstrates good time management skills and shows good judgement and decision making ability.	1	2	3	4	NA
9. Responds professionally to feedback from community members, colleagues and field instructor, and incorporates feedback in developing practice skills.	1	2	3	4	NA
10. Demonstrates reflective practice and awareness of strengths, as well as areas requiring further development.	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):

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: