

**LAKEHEAD UNIVERSITY**  
**School of Social Work**

**HBSW On-site Field Associate MACRO Evaluation Form**

Mid Term:

End Term:

<b>Student's Name</b>	
<b>Student's Year Level</b>	<b>Third Year:</b> <input type="checkbox"/> <b>Fourth Year:</b> <input type="checkbox"/> <b>One Year:</b> <input type="checkbox"/>
<b>Field Placement Agency</b>	
<b>On-site Field Associate's Name and Title</b>	
<b>Off-site Field Instructor</b>	
<b>Placement Timelines</b>	

The field placement is a vital component of the H.B.S.W. program, providing the opportunity for students to develop practice competence as beginning professional social workers.

Ongoing communication between the field placement on-site agency Field Associate and the School of Social Work off-site Field Instructor provides valuable feedback regarding the student's progress in the field placement setting. The input that you provide on this brief evaluation form is vital to the completion of the H.B.S.W. field placement evaluation by the off-site supervisor.

**EVALUATION RATING SCALE**

Please assign an appropriate rating from 1 to 4 by checking one of the numbers on the Rating Scale.

**Rating Scale:**

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

1. The student clearly understands and articulates the social work role and responsibilities within a macro practice setting.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>
2. The student demonstrates an understanding of socio-economic, cultural and social policy influences on the client group/community/organization/project.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>
3. The student identifies gaps in existing community resources and makes suggestions regarding unmet client or community need.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>
4. The student 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"/>
5. The student demonstrates the ability to develop and maintain purposeful relationships that respect clients/consumers, community members and colleagues.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>
6. The student uses effective communication skills (both verbal and non-verbal) in the placement setting.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>
7. The student completes all relevant documentation on time, with clarity and consistency.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>
8. The student 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"/>
9. The student demonstrates the ability to accept and respond professionally to feedback.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>
10. The student is motivated and self-reflective in the learning role.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>
11. The student demonstrates an increasing capacity for independent practice as skills develop.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>
12. The student demonstrates reliability and responsibility in the professional social work role.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> NA <input type="checkbox"/>

**Comments (Strengths/Learning goals)**

<p><b>Field Associate:</b></p>          
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**Field Associate's Signature**

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**Date**