

LAKEHEAD UNIVERSITY
School of Social Work
ONE YEAR H.B.S.W. (SW 3500/SW 4501) 100-DAY -PLACEMENT

Field Placement Evaluation

One Year Mid 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 – mid term</p>
<p>2. a. Case assessment b. Summary report c. Agency documentation d. Indigenous worldviews and ways of knowing 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. Demonstrates compliance with the documentation and administrative requirements of the setting.	1	2	3	4	NA
3. Demonstrates an understanding of the roles and responsibilities of social workers and other professionals in the placement setting.	1	2	3	4	NA
4. Engages in discussion and suggests possible changes in services, policies and procedures to improve services to meet client needs.	1	2	3	4	NA
5. 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 social policy influences on the client group.	1	2	3	4	NA
2. Demonstrates an understanding of the special needs of the population served.	1	2	3	4	NA
3. Demonstrates a working knowledge of community resources.	1	2	3	4	NA
4. Demonstrates the ability to facilitate linkages within the agency and with other organizations that provide resources, services and opportunities.	1	2	3	4	NA
5. Demonstrates sensitivity to the environmental context of the client's situation.	1	2	3	4	NA
6. Demonstrates the ability to identify gaps in social programs and service delivery.	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:

SECTION C – SOCIAL WORK ACTION SKILLS IN A HELPING CONTEXT

(i) Problem Identification and Assessment Skills

1. Engages in, develops and maintains relationships with clients that are professional and purposeful.	1	2	3	4	NA
2. Demonstrates the ability to collect relevant information from a variety of sources with an appropriate sense of timing.	1	2	3	4	NA
3. Reformulates the problem as new or revised information is obtained.	1	2	3	4	NA
4. Identifies strengths within the individual, group or family context.	1	2	3	4	NA
5. Analyses the information, and is able to present it in the form of a written or verbal assessment, identifying major systems involved and relationship dynamics.	1	2	3	4	NA
6. Actively engages the participation of significant others relevant to the situation.	1	2	3	4	NA

Comments (Strengths/Learning goals)

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

1. Cooperatively establishes specific goals with clients/client groups.	1	2	3	4	NA
2. Demonstrates an ability to select intervention strategies with clients, encouraging feedback.	1	2	3	4	NA
3. Negotiates a clear and meaningful contract with client/s towards achieving change goals.	1	2	3	4	NA
4. Demonstrates the ability to partialize the problem and prioritize activities.	1	2	3	4	NA
5. Demonstrates the ability to make informed and appropriate choices between alternative intervention methods.	1	2	3	4	NA
6. Designs and presents an appropriate intervention plan, clearly related to the assessment of the presenting situation.	1	2	3	4	NA

Comments (Strengths/Learning goals)

Supervisor:	Student:
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(iii) Intervention/Implementation Skills

1. Demonstrates the ability to assess relevant resources and their possible usefulness in alleviating the presenting situation.	1	2	3	4	NA
2. Demonstrates the ability to relate theory to practice	1	2	3	4	NA
3. Maintains focus and purpose in the change process.	1	2	3	4	NA
4. Demonstrates the ability to identify potential barriers to change.	1	2	3	4	NA
5. Demonstrates an ability to pace intervention to client capacity for change.	1	2	3	4	NA
6. Demonstrates an ability to identify short and long term goals for change.	1	2	3	4	NA
7. Encourages optimism and confidence in the client's problem-solving abilities.	1	2	3	4	NA
8. Demonstrates the ability to respectfully challenge client when appropriate.	1	2	3	4	NA

Comments (Strengths/Learning goals)

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

1. Demonstrates an ability to listen and observe.	1	2	3	4	NA
2. Understands and utilizes verbal skills effectively with clients and client groups.	1	2	3	4	NA
3. Observes, understands and utilizes non-verbal behaviour effectively.	1	2	3	4	NA
4. Demonstrates awareness of the uses of communication skills to facilitate problem-solving and relationship building.	1	2	3	4	NA
5. Demonstrates appropriate writing skills in completing documentation.	1	2	3	4	NA
6. Demonstrates the ability to communicate understanding and empathy.	1	2	3	4	NA
7. Demonstrates effective interpersonal communication skills with clients and colleagues.	1	2	3	4	NA

Comments (Strengths/Learning goals)

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

1. Identifies potential closure issues and prepares client/s for disengagement in a timely and sensitive manner.	1	2	3	4	NA
2. Engages the client in evaluating the extent to which goals were accomplished.	1	2	3	4	NA
3. Can descriptively assess the effectiveness of the intervention approaches used.	1	2	3	4	NA
4. Identifies ways in which individual, systemic or structural processes contributed to or interfered with client progress.	1	2	3	4	NA
5. Accepts and responds professionally to feedback and incorporates feedback into developing practice skills.	1	2	3	4	NA
6. 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 professional use of self in the social work role.	1	2	3	4	NA
2. Demonstrates sensitivity to diversity in professional practice.	1	2	3	4	NA
3. Demonstrates commitment to professional development and shows initiative in the use of supervision, consultation and other learning opportunities.	1	2	3	4	NA
4. Demonstrates the value base and ethical standards of the profession.	1	2	3	4	NA
5. Demonstrates the ability to exercise confidentiality.	1	2	3	4	NA
6. Develops effective working relationships with professional colleagues and contributes as part of “the team” in the setting.	1	2	3	4	NA
7. Demonstrates beginning reflective practice and accurately evaluates what went well or did not go well in interactions with others.	1	2	3	4	NA
8. Demonstrates an increasing capacity for independent practice as skills improve.	1	2	3	4	NA
9. Demonstrates reliability and responsibility in the professional role.	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 effective time management skills.	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):