

FINAL STUDENT EVALUATION – BSW

| | | |
|--------------------------|-------------------|-------|
| | | |
| Student's Name | Phone | Email |
| | | |
| Date of Evaluation | Placement Setting | |
| | | |
| Agency Instructor's Name | Phone | Email |
| | | |
| Faculty Advisor's Name | Phone | Email |

(This report reflects the culmination of the ongoing, mutually evaluative process by the Agency Instructor, Student and Faculty.)

Instructions (This evaluation begins with the Agency Instructor.)

- 1) Agency Instructor saves a copy of this form on the computer.
- 2) Instructor and student complete the first two sections together.
- 3) Email completed form to Faculty Advisor.
- 4) Faculty Advisor reviews and completes faculty section. The advisor prints the completed evaluation.
- 5) The evaluation is reviewed and signed by Agency Instructor, Faculty Advisor, and student at final meeting.

PLEASE NOTE: It is the students' responsibility to ensure final evaluation is submitted to Faculty Advisor.

BSW Field Evaluation Standard

This report is based on the Agency Instructor's evaluation of the practicum goals in the Learning Contract in the practice setting and the course objectives of SLWK 4033 (see below). It should reflect the achievements of a "Generalist Beginning Practitioner" and have the practice knowledge and skills necessary for beginning practitioners (intervention/strategy/planning and assessment skills, knowledge of community resources and social policy). Students are not expected to have acquired advanced skills such as family therapy techniques, policy analysis, or complex program planning skills. Nor are students expected to be experts in a particular area of practice.

SLWK 4033 Field Practicum & Seminar Course Objectives

To successfully complete SLWK 4033, students shall:

- A. Acquire knowledge and skills required to effectively practice critical, reflective social work with individuals, groups and communities.
- B. Practice in a manner that respects and embraces diversity, demonstrating an understanding of the significance of social identity.
- C. Understand the location of the placement agency in the service delivery system and the appropriate use of community resources.
- D. Demonstrate the ability to critically analyze the relationships between social structures, justice and equity and the role of the placement agency in service delivery, to individuals, groups and communities.
- E. Demonstrate knowledge of and commitment to the social work code of ethics and standards of practice.
- F. Develop the ability to effectively and ethically practice in situations of conflict, showing good judgement, an openness to learn, and understanding of privilege, critically reflective self-awareness and the appropriate use of self in practice.
- G. Develop a framework for practice which integrates theory, knowledge, values and skills, presenting this in written and oral form.

SECTION ONE – AGENCY INSTRUCTOR

Please describe the student’s practice activities throughout placement. Check all that apply.

| Types of Learning Experience Available in the Agency <i>(Check all that apply.)</i> | % of Time Spent |
|---|--------------------------|
| <input type="checkbox"/> Individual Work (in person, telephone, intake, support, referral, assessment, other) | |
| <input type="checkbox"/> Family/Couple Counselling | |
| <input type="checkbox"/> Group Work (education, therapeutic, support) | |
| <input type="checkbox"/> Committee Work | |
| <input type="checkbox"/> Participating in Agency Meetings (team meetings, case conferences, case planning, intake, other) | |
| <input type="checkbox"/> Community Liaison | |
| <input type="checkbox"/> Advocacy | |
| <input type="checkbox"/> Education (client, public, other) | |
| <input type="checkbox"/> Community Development, Social Action | |
| <input type="checkbox"/> Other: | |
| Did the student achieve the individualized learning goals reflected in the student’s Learning Contract? | |
| Yes <input type="radio"/> | No <input type="radio"/> |
| Comments | |

Reflective Practice

These skills, knowledge and values pertain to Objectives A and F.

Objective A: Acquire knowledge and skills required to effectively practice critical, reflective social work with individuals, groups and communities.

Objective F: Develop the ability to effectively and ethically practice in situations of conflict, showing good judgment, an openness to learn, and understanding of privilege, critically reflective self-awareness and the appropriate use of self in practice.

| Skill/Knowledge/Value | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Demonstrated ability: | 1=not yet evident | 2=emerging | 3=developing | 4=advancing | |
| 1. Demonstrates an awareness of self, including personal values, beliefs, actions, reactions and social location | 1 | 2 | 3 | 4 | NA |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Demonstrates critical thinking and openness to examining and challenging own beliefs, values, actions and reactions of others | 1 | 2 | 3 | 4 | NA |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Identifies and works through differences in values, beliefs, actions, reactions and social location between self and others | 1 | 2 | 3 | 4 | NA |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. Recognizes areas of personal strength and professional abilities | 1 | 2 | 3 | 4 | NA |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. Recognizes areas needing improvement and growth | 1 | 2 | 3 | 4 | NA |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. Recognizes and utilizes self-care strategies that are most effective (i.e. use of supervision, debriefing, journaling, physical exercise/relaxation) | 1 | 2 | 3 | 4 | NA |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other comments: | | | | | |

Ethical Practice

These skills, knowledge and values pertain to Objectives E and F.

Objective E: Demonstrate knowledge of and commitment to the social work code of ethics and standards of practice.

Objective F: Develop the ability to effectively and ethically practice in situations of conflict, showing good judgment, an openness to learn, and understanding of privilege, critically reflective self-awareness and the appropriate use of self in practice.

| Skill/Knowledge/Value | | | | | |
|--|-------------------|------------|--------------|-------------|----|
| Demonstrated ability: | 1=not yet evident | 2=emerging | 3=developing | 4=advancing | |
| 1. Maintains confidentiality of clients, groups and communities | 1 | 2 | 3 | 4 | NA |
| | ○ | ○ | ○ | ○ | ○ |
| 2. Recognizes and uses their authority in responsible ways in work with clients | 1 | 2 | 3 | 4 | NA |
| | ○ | ○ | ○ | ○ | ○ |
| 3. Refrains from imposing personal values and preferences on clients, groups and communities | 1 | 2 | 3 | 4 | NA |
| | ○ | ○ | ○ | ○ | ○ |
| 4. Demonstrates dignity and respect for clients, groups, communities and colleagues | 1 | 2 | 3 | 4 | NA |
| | ○ | ○ | ○ | ○ | ○ |
| 5. Establishes appropriate boundaries with clients, groups, communities and colleagues | 1 | 2 | 3 | 4 | NA |
| | ○ | ○ | ○ | ○ | ○ |
| 6. Identifies ethical issues and dilemmas in practice | 1 | 2 | 3 | 4 | NA |
| | ○ | ○ | ○ | ○ | ○ |
| 7. Responds to and resolves ethical dilemmas in appropriate ways (i.e. seeks supervision, engages in self-reflection, and/or applies ethical decision making models) | 1 | 2 | 3 | 4 | NA |
| | ○ | ○ | ○ | ○ | ○ |
| Other comments: | | | | | |

Working Across Differences

These skills, knowledge and values pertain to Objectives B and F.

Objective B: Practice in a manner that respects and embraces diversity, demonstrating an understanding of the significance of social identity

Objective F: Develop the ability to effectively and ethically practice in situations of conflict, showing good judgment, an openness to learn, and understanding of privilege, critically reflective self-awareness and the appropriate use of self in practice.

| Skill/Knowledge/Value | | | | | |
|---|-------------------|------------|--------------|-------------|----|
| Demonstrated ability: | 1=not yet evident | 2=emerging | 3=developing | 4=advancing | |
| 1. Demonstrates openness to and acceptance of issues of difference and the impact differences in identity and experience have on practice with clients | 1 | 2 | 3 | 4 | NA |
| | ○ | ○ | ○ | ○ | ○ |
| 2. Identifies and challenges personal views and stereotypes held about the differences in identities and experiences seen in the practice setting | 1 | 2 | 3 | 4 | NA |
| | ○ | ○ | ○ | ○ | ○ |
| 3. Draws on awareness of issues of difference, identity and privilege with clients, groups and communities in an effort to enhance understanding and build collaboration with clients, groups and communities | 1 | 2 | 3 | 4 | NA |
| | ○ | ○ | ○ | ○ | ○ |
| 4. Understands issues of inequity and discrimination in society and how these are experienced by clients, groups and communities | 1 | 2 | 3 | 4 | NA |
| | ○ | ○ | ○ | ○ | ○ |
| 5. Understands issues of inequity and discrimination in society and how these shape and inform the relationship with clients, groups and communities | 1 | 2 | 3 | 4 | NA |
| | ○ | ○ | ○ | ○ | ○ |
| 6. Adapts practice to provide a relevant approach that meets the unique needs of clients, groups and communities | 1 | 2 | 3 | 4 | NA |
| | ○ | ○ | ○ | ○ | ○ |
| 7. Identifies how working with diverse groups enhances and enriches practice | 1 | 2 | 3 | 4 | NA |
| | ○ | ○ | ○ | ○ | ○ |
| Other comments: | | | | | |

Practice Skills

These skills, knowledge and values pertain to Objectives A and G.

Objective A: Acquire knowledge and skills required to effectively practice critical, reflective social work with individuals, groups and communities.

Objective G: Develop a framework for practice which integrates theory, knowledge, values and skills, presenting this in written and oral form.

| <u>Skill/Knowledge/Value</u> | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Demonstrated ability: | 1=not yet evident | 2=emerging | 3=developing | 4=advancing | |
| 1. Presents ideas and pertinent issues clearly both in writing and orally | 1 | 2 | 3 | 4 | NA |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Written and oral communication is professional and free of jargon and pathologizing language | 1 | 2 | 3 | 4 | NA |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Recognizes relevant aspects of communication (affect and content) and uses this to establish good working relationships with clients, groups and communities | 1 | 2 | 3 | 4 | NA |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. Establishes relationships with all relevant systems (family, other professionals, community leaders) | 1 | 2 | 3 | 4 | NA |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. Draws on social work concepts, theories and frameworks to identify information needed and interpret information gathered | 1 | 2 | 3 | 4 | NA |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. Demonstrates openness to reformulating issues/problems as work unfolds | 1 | 2 | 3 | 4 | NA |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Learns and uses resources relevant to issues/problems as work unfolds | 1 | 2 | 3 | 4 | NA |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. Competently advocates with and for clients served by the agency | 1 | 2 | 3 | 4 | NA |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. Able to manage difficult emotions such as sadness/anger and incorporate feedback | 1 | 2 | 3 | 4 | NA |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 10. Prepares for ending (i.e. transfers, writing reports, referrals) and processes emotions/issues related to ending work with individuals, groups and communities | 1 | 2 | 3 | 4 | NA |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other comments: | | | | | |

Practice Context

These skills, knowledge and values pertain to Objectives C and D.

Objective C: Understand the location of the placement agency in the service delivery system and the appropriate use of community resources.

Objective D: Demonstrate the ability to critically analyze the relationship between social structures, justice and equity and the role of the placement agency in service delivery, to individuals, groups and communities

| <u>Skill/Knowledge/Value</u> | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Demonstrated ability: | 1=not yet evident | 2=emerging | 3=developing | 4=advancing | |
| 1. Knows relevant legislation and organizational policies | 1 | 2 | 3 | 4 | NA |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Has awareness of the underlying ideologies of the agency's policies and practices | 1 | 2 | 3 | 4 | NA |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Identifies how social and organizational structures (i.e. social work mandate, organization mandate) influence their interactions with clients, groups and communities | 1 | 2 | 3 | 4 | NA |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. Understands the relationship of the placement agency to the broader social service delivery system | 1 | 2 | 3 | 4 | NA |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other comments: | | | | | |

Student as Learner

These skills, knowledge and values relate to Objective F.

Objective F: Develop the ability to effectively and ethically practice in situations of conflict, showing good judgment, an openness to learn, and understanding of privilege, critically reflective self-awareness and the appropriate use of self in practice.

| <u>Skill/Knowledge/Value</u> | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Demonstrated ability: | 1=not yet evident | 2=emerging | 3=developing | 4=advancing | |
| 1. Accepts and invites constructive feedback | 1 | 2 | 3 | 4 | NA |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Makes efforts to apply suggestions to improve work | 1 | 2 | 3 | 4 | NA |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Offers feedback constructively | 1 | 2 | 3 | 4 | NA |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. Sees own mistakes and negative experiences as part of learning | 1 | 2 | 3 | 4 | NA |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. Fulfills responsibilities required of them | 1 | 2 | 3 | 4 | NA |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. Demonstrates movement toward independent practice | 1 | 2 | 3 | 4 | NA |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Manages workload in a systematic way; uses field time constructively | 1 | 2 | 3 | 4 | NA |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. Is punctual | 1 | 2 | 3 | 4 | NA |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. Takes an active role in own learning experience (i.e., collaborates with supervisor to establish realistic and pertinent learning goals for the learning contract; comes to supervision prepared; offers own insights into learning as needed) | 1 | 2 | 3 | 4 | NA |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

SUMMARY COMMENTS

Please summarize briefly overall performance, specifically areas of strength and improvement needed.

SECTION TWO – STUDENT

Please describe your learning activities throughout placement. Check all that apply.

| Types of Learning Experience Available in the Agency <i>(Check all that apply.)</i> | % of Time Spent |
|---|---|
| <input type="checkbox"/> Individual Work (in person, telephone, intake, support, referral, assessment, other) | |
| <input type="checkbox"/> Family/Couple Counselling | |
| <input type="checkbox"/> Group Work (education, therapeutic, support) | |
| <input type="checkbox"/> Committee Work | |
| <input type="checkbox"/> Participating in Agency Meetings (team meetings, case conferences, case planning, intake, other) | |
| <input type="checkbox"/> Community Liaison | |
| <input type="checkbox"/> Advocacy | |
| <input type="checkbox"/> Education (client, public, other) | |
| <input type="checkbox"/> Community Development, Social Action | |
| <input type="checkbox"/> Other: | |
| Please add comments. | |
| Were you able to achieve what was planned in the Learning Contract? | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Somewhat |
| Please explain. | |
| Were the learning opportunities at the agency relevant to your learning goals? | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Somewhat |
| Please explain. | |

| | | | |
|--|------------------------------------|--|--------------------------------|
| Does the instructor's evaluation reflect your assessment of your learning and abilities? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Somewhat |
| Please explain. | | | |
| My agency instructor was effective and prepared. | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Somewhat |
| My agency instructor provided time for supervision and timely feedback. | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Somewhat |
| My agency instructor provided consultation advice, direction and support | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Somewhat |
| My agency instructor discussed integration with theory and practice. | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Somewhat |
| Please add comments. | | | |
| Were the goals and objectives of the Learning Contract met? | <input type="checkbox"/> Goals met | <input type="checkbox"/> Goals not met | |
| Please explain. | | | |

Signatures

Instructor (Agency):

| | | |
|-----------------------|--------------------|------|
| | | |
| Typed or printed name | Signature required | Date |

Student:

| | | |
|-----------------------|--------------------|------|
| | | |
| Typed or printed name | Signature required | Date |

SECTION THREE – FACULTY ADVISOR

Instructions

- Review Sections 1 and 2. Complete Section 3.
- Organize and attend final meeting to discuss evaluation (can be done same day as presentation).
- Sign and submit to Field Education Assistant.
- Submit grades to DAL online system.

The final evaluation of the BSW Field course (SLWK 4033: SLWK 4031/32) is based on the following:

1. Agency-based field work (based on the approved Learning Contract and course objectives)
2. Attendance and participation in the integrative seminars facilitated by the Faculty Advisor
3. Paper written by the student on the Framework for Social Work Practice
4. Presentation of the practice framework at a meeting attended by the Agency Instructor, Faculty Advisor and other interested agency personnel

1. Agency Based Placement

Please comment on any discrepancies you see in term of agency instructor's evaluation of goals and BSW objectives and your overall assessment of student.

Comments:

2. Interactive Seminar

The Faculty Advisor evaluates the student's attendance and participation in the Integrative Seminar with particular emphasis on her/his ability to present and discuss social work practice issues demonstrating the integration of theory and practice.

Comments:

3. Practice Paper

The Faculty Field Advisor evaluates the student's paper on the Social Work Framework for Practice using the criteria provided in Section Twelve of the manual.

Evaluation Criteria for Practice Paper

The following are the bases for evaluation of the paper:

- Clear articulation and integration of ideologies, theories, practices and ethics
- Demonstration of the use of the framework in a specific practice setting, indicating familiarity with the current issues in the field of practice (for example addictions, child welfare, corrections, advocacy, policy analysis)
- Locating the practice framework within an understanding of systemic inequalities in resources and power, rooted in diverse factors such as class, gender, sexual orientation, race, ethnicity, ability/disability and age
- Demonstrated ability to critically reflect on one's practice, including a discussion of strengths and areas for further development
- Evidence of critical capacity and analytical ability
- Effective integration and analysis of relevant social work literature
- Good structure, syntax and use of language; clarity in expression of ideas and appropriate citation
- Length of 4000 to 6000 words

4. Presentation of the Framework for Practice

Comments:

Additional Comments

1. Please rate the student's overall performance in the BSW Field Course.

| | | | |
|--------------------------------------|--|---------------------------------------|---|
| <input type="checkbox"/> Outstanding | <input type="checkbox"/> Very Satisfactory | <input type="checkbox"/> Satisfactory | <input type="checkbox"/> Unsatisfactory |
| Further Comments: | | | |

2. Please summarize the most significant progress made by the student during the BSW Field Course

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3. Please identify areas of knowledge, skills and analysis requiring further development.

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|-------------------------|--------------------------------------|--------------------------------------|
| SLWK FINAL GRADE | <input type="checkbox"/> PASS | <input type="checkbox"/> FAIL |
|-------------------------|--------------------------------------|--------------------------------------|

COMPLETED BY:

Faculty Advisor

| | | |
|--|--|--|
| | | |
|--|--|--|

Typed or printed name

Signature required

Date