

**END TERM EVALUATION**

**Social Work Field Education, SOCW 302  SOCW 402**

**Student Name:** \_\_\_\_\_ **Agency:** \_\_\_\_\_

**Agency Supervisor:** \_\_\_\_\_ **Faculty Field Instructor:** \_\_\_\_\_

**Purpose:**

The purpose of this evaluation report is to give the student, the Agency Supervisor, and the Program a clear picture of the strengths and weaknesses of the student's practicum performance at the conclusion of the practicum.

**Objectives:**

1. Feedback on specific knowledge, skills and tasks as agreed to in the field education contract.
2. Assessment of the student's performance in the areas of social work practice competencies.
3. Overall comments on the student's work and progress as a professional. Please be as concrete and specific as possible giving both positive comments and identifying areas of practice that could be strengthened.

**Procedure:**

At the mid and end point of the practicum, the agency supervisor and student will be required to complete a copy of the relevant evaluation form. To complete this form please fill out the sections below. Once the student and agency supervisor have filled out the evaluation form the faculty field instructor will initiate a meeting to discuss the student's progress. Concluding the evaluation meeting the form will be signed by the student, supervisor and faculty field instructor.

Please comment on the individual's **performance as a student**, not an employee.

### Progress Scale

The following scale provides a guideline for assessing the student's performance in developing the various skills and competencies necessary for the completion of SOCW 302 or SOCW 402.

<p><b>Poor</b> Has little or no understanding of skills required or tasks assigned.</p>	<p>Performance unsatisfactory, needs constant supervision and assistance, unable to carry minimal responsibilities. Has not developed this skill and/or has no understanding of the task</p> <p>Performance marginal, needs almost constant supervision and assistance, can carry minimal responsibilities. Has only a beginning understanding of the skill or task.</p>
<p><b>Fair</b> Has beginning understanding of skills or tasks</p>	<p>Performance varied, needs frequent supervision, and regular assistance, can carry limited responsibilities. Has understanding of skill or task and can perform when directed.</p> <p>Performance usually consistent, some variation, uses supervision beyond agreed upon average, sometimes needs assistance, usually able to carry regular responsibilities. Recognizes in hindsight how skill might be used or task performed.</p>
<p><b>Good</b> Understands skill or task at acceptable level</p>	<p>Performance reliable and usually consistent, uses supervision as agreed, carries regular responsibilities. Sometimes able to anticipate use of skills.</p> <p>Performance reliable and showing some initiative. Seeks and uses supervision appropriately, capable of some independent work, carries regular responsibilities. May still be some general gaps in skill use, e.g. , not applied to some groups of clients or has difficulty in specific situations (i.e., hostile clients).</p>
<p><b>Very Good</b> Has good understanding of skill or task and shows ability to use and adapt skill while work in progress.</p>	<p>Performance very reliable, with considerable initiative and some innovation. Seeks and uses supervision appropriately. Capable of independent work. Can carry some additional responsibilities above regular assignment. May still be gaps in skill usage in specific situations.</p> <p>Performance level frequently showing initiative and innovation. Needs limited supervision, able to use consultation, able to work independently with higher than usual workload. Some capacity to teach or supervise others in a limited number of tasks.</p>
<p><b>Excellent</b> Demonstrates high level of skill and is consistently able to draw on skill in impromptu situations.</p>	<p>Performance level of consistent initiative and adaptability. Uses consultation. Limited need for supervision. Carries higher than usual workload and responsibilities.</p> <p>Exceptional performance showing innovation/adaptability. Carries full range of responsibilities. Does not need supervision, but is able to work with infrequent consultation. Can supervise and teach others. Shows full integration of knowledge and skill in practice.</p>

**A. FEED BACK ON SPECIFIC KNOWLEDGE AND SKILLS**

<b>KNOWLEDGE AND SKILLS:</b> <i>(from Field Education Contract)</i>	<b>Unable to Comment</b>	<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>Comments (optional)</b>

Please describe any additions or deletions of knowledge and skills from the original Field Education Contract:

Additions:

Deletions:

**B. FEEDBACK ON SPECIFIC TASKS AND RESPONSIBILITIES**

<b>TASKS AND RESPONSIBILITIES</b> <i>(from Field Education Contract)</i>	<b>Unable to Comment</b>	<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>Comments (optional)</b>

Please describe any additions or deletions of tasks from the original Field Education Contract:

Additions:

Deletions:

**C. FEEDBACK ON PRACTICE COMPETENCIES**

<b>COMMUNICATION AND INTERVENTION SKILLS</b>	<b>Unable to Comment</b>	<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>Comments (optional)</b>
<b>a) <u>Relationship building</u></b>							
Demonstrates joining skills with clients and colleagues							
Maintains good communication with clients							
Demonstrates communication techniques appropriate to the situation or intervention plan							
Uses a range of communication techniques in practice (verbal and non-verbal)							
Other							
<b>b) <u>Assessment</u></b>							
Demonstrates an understanding of assessment format required by agency or organization							
Completes all aspects of assessment within reasonable guidelines and time frames							
Organizes assessment and data into a relevant format							
Uses assessment data for the basis of intervention strategies							
Other							

**C. FEED BACK ON PRACTICE COMPETENCIES** (continued)

<b>COMMUNICATION AND INTERVENTION SKILLS</b> (continued)	<b>Unable to Comment</b>	<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>Comments (optional)</b>
<b>c) <u>Intervention</u></b>							
Demonstrates the ability to develop a plan with the client or client group either verbal or written							
Demonstrates the ability to anticipate issues or problems and can operate proactively							
Demonstrates the ability to carry out the planned agreement							
Evaluates the effectiveness of the intervention							
Demonstrates suitable termination skills							
Demonstrates effective community entry strategies							
Other							
<b>KNOWLEDGE AND USE OF COMMUNITY RESOURCES</b>							
Understands the linkage that the agency has with the community							
Has working knowledge of community resources							
Assesses and comments upon service gaps							
Refers appropriately in order to address the presenting issue or problem							
Develops effective working relationships with community people							
Other							

**C. FEEDBACK ON PRACTICE COMPETENCIES** (continued)

<b>AGENCY/ORGANIZATIONAL DYNAMICS</b>	<b>Unable to Comment</b>	<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>Comments (optional)</b>
<b>a) <u>Mandate</u></b>							
Aware of legislation and directives pertinent to the agency/organization							
Understands the purpose, mandate and function of the agency							
Understands the relationship between policy and practice							
Aware of the power structure and lines of authority within the agency							
Other							
<b>b) <u>Working Relationships</u></b>							
Develops effective working relationships with staff							
Respects colleagues							
Understands roles and responsibilities of other staff							
Handles personality clashes or differences of opinion							
Works effectively within and with groups							
Other							

**C. FEEDBACK ON PRACTICE COMPETENCIES** (continued)

AGENCY/ORGANIZATIONAL DYNAMICS	Unable to Comment	Excellent	Very Good	Good	Fair	Poor	Comments (optional)
<b>c) <u>Use of Supervision</u></b>							
Recognizes when to use supervision and consultation							
Prepared for supervisory conferences or sessions							
Follows supervisory direction							
Critiques own performance							
Other							
<b>d) <u>Administrative Functions</u></b>							
Reports to work on time and attends consistently							
Completes all written tasks within acceptable time frames and in an acceptable fashion							
Understands the role of support staff and demonstrates respect							
Demonstrates effective time management and the ability to prioritize tasks							
Other							

**C. FEEDBACK ON PRACTICE COMPETENCIES** (continued)

AGENCY/ORGANIZATIONAL DYNAMICS (continued)	Unable to Comment	Excellent	Very Good	Good	Fair	Poor	Comments (optional)
<b>e) <u>Written and Recording skills</u></b>							
Demonstrates good written communication							
Completes written work on time to meet deadlines							
Demonstrates clearly written and logically organized skills in report writing							
Other							
<b>f) <u>Functioning within the Community</u></b>							
Demonstrates an understanding of the community constituencies (e.g., stakeholders, consumers, and residents)							
Articulates how the issues of the community are addressed in the organization's mandate							
Demonstrates an understanding of the political forces and policy forces that are working in the community							
Uses a critical social work approach (anti-racist and anti-discriminatory) to analyze community and policy issues from multiple standpoints (clients, stakeholders, employers, and public)							
Other							

**C. FEEDBACK ON PRACTICE COMPETENCIES** (continued)

<b>PROFESSIONAL VALUES</b>	<b>Unable to Comment</b>	<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>Comments (optional)</b>
<b>a) <u>Client</u></b>							
Understands and demonstrates a commitment to client empowerment							
Regards welfare of client as primary							
Seeks to provide maximum possible information and services to the client							
Observes confidentiality guidelines							
Focuses on client empowerment and does not develop dependency relationships							
Is aware of boundary and dual relationship issues							
Other							
<b>b) <u>Linkage to social work values</u></b>							
Expresses social work values in clear terms							
Demonstrates a sensitivity to diversity issues eg) class, race, gender, disability, culture and ethnicity							
Demonstrates an awareness of the structural origins of individual problems							
Demonstrates respect for community history and values							
Other							

**C. FEEDBACK ON PRACTICE COMPETENCIES** (continued)

<b>PROFESSIONAL VALUES</b> (continued)	<b>Unable to Comment</b>	<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>Comments (optional)</b>
<b>c) <u>Self Awareness</u></b>							
Takes initiative in identifying own strengths and weaknesses							
Is self reliant and takes responsibility for his/her own professional work							
Is aware when personal needs are impinging on job performance							
Uses self-disclosure appropriately							
Other							

**D. SUMMARY STATEMENTS**

a) **Agency Supervisor:** Based on all of the data available, my overall evaluation of this student's performance at the conclusion of the practicum is:

Excellent       Very Good       Good       Fair       Poor

I would say that the student's strengths are:

I would say that the student needs further development in the areas of practice of:

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Agency Supervisor

Date

b) **Student:**

I would identify my strengths as:

I would identify the areas for further developments are:

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Student Signature

Date

c) **Faculty Field Instructor** (if applicable): Comments:

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Faculty Field Instructor

Date