

**BACHELOR OF SOCIAL WORK**

**FOURTH YEAR STUDENT**

**FIELD EDUCATION EVALUATION FORM**

This form is for the purpose of evaluating the ***4th year*** BSW Practicum of the student listed below. The form will be completed with input from the Practicum Student and the Field Instructor.

**Fourth Year Field Education Student Name**:

**Field Education Placement Site**:

**Field Instructor**:

**Dates of Field Placement**: Start: To:

Please provide a brief description of what tasks you were involved with while completing your practicum, using your learning goals as a framework from which to comment. (This portion of the form is to be **completed by the student**):

**PRACTICUM EVALUATION CHECKLIST**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***INITIATIVE SHOWN IN WORKING TOWARDS ATTAINMENT OF STUDENT’S GOALS AND ACTIVITIES (LEARNING PLAN)*** | ***Needs work*** | ***Satis—***  ***factory*** | ***Well done*** | ***N/A*** |
| The student demonstrates initiative and leadership in identifying and meeting their learning goals. |  |  |  |  |
| The student uses supervision appropriately and seeks professional guidance, when needed. |  |  |  |  |

**Student Comments** (provide examples of these competencies):

**Field Instructor Comments**:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| ***APPLYING ETHICAL STANDARDS*** | ***Needs work*** | | ***Satis—***  ***factory*** | | ***Well done*** | ***N/A*** |
| The student is able to establish clear professional boundaries between themselves and their clients and colleagues. |  | |  | |  |  |
| Brings ethical transgressions to the attention of relevant parties. |  | |  | |  |  |
| The student understands the importance of confidentiality and uses discretion in handling sensitive information. |  | |  | |  |  |
| Identifies ethical considerations related to the problem or needs being addressed. | |  | |  |  |  |
| Acts in accordance with the regulatory framework for social work practice. | |  | |  |  |  |
| Follows appropriate protocols for seeking assistance when facing conflict in the workplace. | |  | |  |  |  |
| Recognizes and manages personal values in a way that allows professional values to guide practice. | |  | |  |  |  |

**Student Comments** (provide examples of these competencies):

**Field Instructor Comments**:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***CONDUCTING ASSESSMENTS*** | ***Needs work*** | ***Satis—***  ***factory*** | ***Well done*** | ***N/A*** |
| Assesses clients’ ***situation and needs*** in relation to current professional standards and jurisdictional requirements. |  |  |  |  |
| Gathers pertinent information by systematic questioning and discussions. |  |  |  |  |
| Informs and involves clients in the intake/assessment process. |  |  |  |  |
| Provides information to clients regarding their rights and responsibilities, including limits to confidentiality. |  |  |  |  |
| Follows agency policies and procedures. |  |  |  |  |

**Student Comments** (provide examples of these competencies):

**Field Instructor Comments**:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***PLANNING INTERVENTIONS*** | ***Needs work*** | ***Satis—***  ***factory*** | ***Well done*** | ***N/A*** |
| States clearly the nature of the clients’ problem or need being addressed. |  |  |  |  |
| Identifies potential interventions appropriate to clients’ problem. |  |  |  |  |
| Elicits the clients’ point of view, suggestions and consent, about the proposed interventions. |  |  |  |  |
| Selects from a universe of potential interventions, the intervention that will most likely alleviate the clients’ problem/need. |  |  |  |  |

**Student Comments** (provide examples of these competencies):

**Field Instructor Comments**:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***DELIVERING SERVICES*** | ***Needs work*** | ***Satis—***  ***factory*** | ***Well done*** | ***N/A*** |
| Explains the intervention plan to relevant stakeholders involved in the intervention delivery. |  |  |  |  |
| Documents various steps in the intervention plan. |  |  |  |  |
| Implements the intervention according to the established plan. |  |  |  |  |
| Promotes self-determination of clients. |  |  |  |  |
| Assesses and adjust process of intervention. |  |  |  |  |
| Brings intervention process to a conclusion. |  |  |  |  |

**Student Comments** (provide examples of these competencies):

**Field Instructor Comments:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***IMPROVING POLICIES AND PRACTICES*** | ***Needs work*** | ***Satis—***  ***factory*** | ***Well done*** | ***N/A*** |
| Assesses adequacy of existing policies and practices in light of professional standards. |  |  |  |  |
| Determines the change necessary for improving practices and policies. |  |  |  |  |
| Advocates for system change. |  |  |  |  |
| Works with existing and emerging community organizations. |  |  |  |  |

**Student Comments (provide examples of these competencies)**:

**Field Instructor Comments:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***ENGAGING IN REFLECTIVE PRACTICE AND PROFESSIONAL DEVELOPMENT*** | ***Needs work*** | ***Satis—***  ***factory*** | ***Well done*** | ***N/A*** |
| Reflects and evaluates practice and develops a plan for professional development. |  |  |  |  |
| Participates in professional development activities, enhancing the professional development of others. |  |  |  |  |
| Uses supervision to enhance practice. |  |  |  |  |

**Student Comments** (provide examples of these competencies):

**Field Instructor Comments:**

***What do you consider to be the major strengths of this student?***

***Any suggested areas for growth or further improvement?*** (i.e. Are there suggestions you could make to this student that would help them become more job-ready?)

***Final Student Comments:***

**Signatures**

Field Instructor

Signature: Date:

Student

Signature: Date:

***Thank you very much for mentoring this student and for completing this evaluation.***