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| Student Name: |  |
| Placement Course | WORK 10593 Field Placement 1 |
| Agency: |  |
| Supervisor/ Evaluator: |  |
| Date: |  |

The purpose of evaluation is to help the student learn and grow through constructive feedback and discussion about performance and attitude. Learning about one’s strengths, struggles or challenges is the goal of field placement. As such, the evaluation is designed to provide opportunities for both.

The most important part of evaluation is that it should happen continuously. That is, problem areas should not be left unidentified until they become larger problems or until there is no time to improve. Also, areas of strengths need to be reinforced so the student is aware that she/he is on the right course.

In keeping with good evaluation practices, students require feedback and opportunity to improve or remedy areas of concern.

The first section of the evaluation will be used in determining the student's overall field performance, demonstration of learning outcomes, and final grade. The final comments summary provides the field supervisor the opportunity to support and clarify the evaluation as well as comment on the student’s strengths and challenges.

Please note, there may be occasions when the student has not had the opportunity to practice some of the listed behaviours. The evaluation process is a great opportunity to reflect upon the student’s learning experience and provide dedicated time and discussion about important skill development.

**Using the Evaluation Guidelines**

The following evaluation levels are provided to give students an indication of their performance and opportunities for growth as evaluated by their field placement supervisors.   
The final grade for the field placement course (WORK 10125) is either Requirements Met or Unmet.   
To meet the minimum requirements, there must be a Satisfactory rating in at least 50% of the evaluation elements.

**Pass**

**Meets Requirement – Excels** implies that the student is demonstrating the ability to perform the skill independently, under supervision, with minimal error. Upon completion of the winter semester, it is expected that the student will achieve sufficient mastery of the skills rated by the end of placement.

**Meets Requirement - Satisfactory** implies that, although the performance is satisfactory, further development, growth or improvement is desired. The student requires continued supervision and perhaps more so, than most emerging practitioners with respect to the item rated and has required some repeated corrective instruction to be able to perform the skill or demonstrate the knowledge required.

**Fail**

**Requirement not Met: Developing –** although the performance is approaching satisfactory, further development, growth or improvement is needed. The student requires more supervision than most emerging practitioners with respect to the item rated and has required repeated corrective instruction to be able to perform the skill or demonstrate the knowledge required.

**Requirement not Met – Unsatisfactory –** indicates that the student is performing at a level that requires significant upgrading with the respect to those criteria. At the midterm of the placement, performance objectives must be established and an opportunity provided for the student to meet these objectives within a designated period of time.

Please indicate not applicable ("N/A") in any of the columns in which you are unable to rate.

Space is provided for comments and explanations on this form.

* **All students must be successful in the area of “Confidentiality” and “Responsibility to Clients, criterion 3 – boundary violations” to pass field placement.**
* **Evaluations submitted through our website’s online evaluation are considered authenticated only when the email addresses of the submitting supervisor, student, Field Placement Specialists are included.**

**Both agency supervisors and students are advised to retain a copy of the evaluation**

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| **Evaluation Category** | **Requirement Not Met - Unsatisfactory** | **Requirement Not Met - Developing** | **Requirement Met - Satisfactory** | **Requirement Met - Excels** | **Not Applicable (N/A)** |
| 1. **Goal Plan** |
| Develop strategies and plans that lead to the promotion of improved job performance:  **Direct Goal:**  Was the goal achieved? ❑ Yes ❑ No Please elaborate:  **Indirect Goal:**  Was the goal achieved? ❑ Yes ❑ No Please elaborate: |
| 1. Communicated regarding and submitted goal plan to supervisor by the end of the first month of the semester or prior to Field Placement Specialist visit (whichever is earlier). |  |  |  |  |  |
| 1. Identified areas of improvement through goal and objective setting for both a direct service and an indirect service goal. |  |  |  |  |  |
| 1. Followed through on any revisions to goal plan as identified by the supervisor, student (if applicable). |  |  |  |  |  |
| 1. Identified learning activities specific to the agency or program and participated in the same to support accomplishing set goals/objectives. |  |  |  |  |  |
| 1. Demonstrated initiative to identify learning opportunities and participate in these. |  |  |  |  |  |
| Comments: | | | | | |

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| **Evaluation Category** | **Requirement Not Met - Unsatisfactory** | **Requirement Not Met - Developing** | **Requirement Met - Satisfactory** | **Requirement Met - Excels** | **Not Applicable (N/A)** |
| 1. **Relationship With Clients** |
| Respect and facilitate client self-determination, within the role of the agency  Respect and acceptance of clients’ uniqueness.  Identify strengths, resources and challenges of individuals, families, groups and communities to assist in achieving their goals.  Recognize diverse needs and experiences of individuals, groups, families and communities. |
| 1. Has progressed over the semester to communicate clearly with clients and meet the needs of the appropriate audience. |  |  |  |  |  |
| 1. Has progressed over the semester to and has begun to listen for understanding and utilize skills of clarification such as probing, active listening, and questioning. |  |  |  |  |  |
| 1. Has begun to interact with clients in ways that contribute to the attainment of client (individual, group, family or community) goals. |  |  |  |  |  |
| 1. Is able to identify ways of working with concepts of empowerment. |  |  |  |  |  |
| 1. Is able to recognize their own values, attitudes and needs and how these may differ with clients. |  |  |  |  |  |
| Comments: | | | | | |

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| **Evaluation Category** | **Requirement Not Met - Unsatisfactory** | **Requirement Not Met - Developing** | **Requirement Met - Satisfactory** | **Requirement Met - Excels** | **Not Applicable (N/A)** |
| 1. **Competence and Integrity** |
| Develop and maintain professional relationships that adhere to professional, and legal standards. Identify current social policy, relevant legislation, and political, social and/or economic systems and their impact on service delivery |
| 1. Has begun to develop the ability to identify and utilize social service work theory that is applicable, supportive, and relevant to client group, agency framework, and social welfare policy**.** |  |  |  |  |  |
| 1. Demonstrates an understanding of referral and resource networking. |  |  |  |  |  |
| 1. Makes wise use of supervision. |  |  |  |  |  |
| 1. Has begun to develop the capacity to self-evaluate interpersonal interactions. |  |  |  |  |  |
| 1. Understands the organization’s policies, population served, function, mandate and funding framework. |  |  |  |  |  |
| 1. Demonstrates the ability to work within the purpose, structure, and constraints of the agency. |  |  |  |  |  |
| 1. Works within the parameters of assigned role at the agency. |  |  |  |  |  |
| 1. Takes responsibility for one’s own actions, decisions, and consequences. |  |  |  |  |  |
| Comments: | | | | | |

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| **Evaluation Category** | **Requirement Not Met - Unsatisfactory** | **Requirement Not Met - Developing** | **Requirement Met - Satisfactory** | **Requirement Met - Excels** | **Not Applicable (N/A)** |
| 1. **Responsibility to Clients** |
| Identify strengths, resources and challenges of individuals, families, groups, and communities to assist them in achieving their goals. Recognize diverse needs and experiences of individuals, groups, families and communities as separate from the student’s. |
| 1. Has begun to identify barriers to client change and insight into client patterns. |  |  |  |  |  |
| 1. Student has been able to develop professional boundary setting with individuals, groups or communities that adhere to OCSWSSW guidelines. (e.g. responding to or providing service to a client in a timely manner, terminating service appropriately, avoiding dual relationship situations). |  |  |  |  |  |
| 1. Student has ***not*** engaged in a boundary violation such as having an inappropriate relationship with a client (e.g. intimate relationship; student needs such as attachment needs, esteem needs have superseded client needs and/or best interests; knowingly participated in a dual relationship). ***Student must successfully pass this criterion in order to successfully pass Field Placement 2.*** |  |  |  |  |  |
| Comments | | | | | |

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| **Evaluation Category** | **Requirement Not Met - Unsatisfactory** | **Requirement Not Met - Developing** | **Requirement Met - Satisfactory** | **Requirement Met - Excels** | **Not Applicable (N/A)** |
| 1. **SSW Record and Documentation** |
| Communicate factual information clearly, concisely and correctly in the documentation format that meets the needs of the agency/ organization/ or College |
| 1. Consistently completed SSW Activities Logs including obtaining supervisor signature. |  |  |  |  |  |
| 1. Adheres to agency requirements with respect to written communication of factual information, including recording as soon as an event, occurrence or interaction has occurred as possible. |  |  |  |  |  |
| 1. Written communication includes pertinent facts (e.g. dates) necessary to facilitate sharing of information for professional purposes. |  |  |  |  |  |
| 1. Written communication is clear, does not include extraneous information and is understandable to the reader. |  |  |  |  |  |
| Comments | | | | | |

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| **Evaluation Category** | **Requirement Not Met - Unsatisfactory** | **Requirement Not Met - Developing** | **Requirement Met - Satisfactory** | **Requirement Met - Excels** | **Not Applicable (N/A)** |
| 1. **Confidentiality** |
| A demonstrated understanding of confidentiality and adherence to agency policy and procedures as well as the Ontario College of Social Work and Social Service Work code of ethics |
| 1. Consistently ensures all information is kept confidential, follows professional best practices ,and organizational guidelines outlining confidentiality |  |  |  |  |  |
| Comments | | | | | |

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| **Evaluation Category** | **Requirement Not Met - Unsatisfactory** | **Requirement Not Met - Developing** | **Requirement Met - Satisfactory** | **Requirement Met - Excels** | **Not Applicable (N/A)** |
| 1. **Professionalism** |
| Respect and acceptance of individuals.  The ability to set and maintain appropriate professional boundaries with colleagues, including refraining from in appropriate self-disclosure. |
| 1. Consistently communicates clearly, concisely with colleagues. |  |  |  |  |  |
| 1. Handles interpersonal challenges with tact and diplomacy. |  |  |  |  |  |
| 1. Consistently responds positively to feedback. |  |  |  |  |  |
| 1. Consistently displays a professionalism in interactions with colleagues, self discloses appropriately. |  |  |  |  |  |
| 1. Demonstrates the ability to seek out supervision/guidance when appropriate |  |  |  |  |  |
| 1. Interact with others in ways that contribute to effective working relationships and the achievement of personal and organizational goals. |  |  |  |  |  |
| Comments: | | | | | |

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| **Evaluation Category** | **Requirement Not Met - Unsatisfactory** | **Requirement Not Met - Developing** | **Requirement Met - Satisfactory** | **Requirement Met - Excels** | **Not Applicable (N/A)** |
| 1. **Critical Thinking / Problem Solving** |
| Has begun to demonstrate the use of critical thinking and approaches to anticipate and solve problems |
| 1. Has begun to use a variety of thinking skills to anticipate and solve problems as they relate to the client group and/or agency framework. |  |  |  |  |  |
| 1. Has developed the ability to search out and locate needed information. |  |  |  |  |  |
| 1. Has begun to analyses and apply relevant information from a variety of sources. |  |  |  |  |  |
| Comments: | | | | | |

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| 1. **Time Management** |
| Manages time, resources to work punctually and effectively. Has developed the ability over the course of the semester to work independently and appropriately. |
| 1. Manages the use of time and other resources to complete projects. |  |  |  |  |  |
| 1. Punctual and uses time responsibly, follows protocol for reporting absences |  |  |  |  |  |
| 1. Organizes work effectively. Well organized and considers priorities appropriately. Has developed the ability to work independently. |  |  |  |  |  |
| Comments | | | | | |

**Final Evaluation: Comment/Summary**

Based on your observations of this student, please comment on the student’s suitability for  
the field of Social Service Work including empathy, key strengths, and areas for improvement:

Empathy:

Key Strengths:

Areas for Improvement:

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| Print Name | Signature |
| Supervisor/Reviewer: |  |
| Student: |  |