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PRACTICUM IN COMMUNITY PSYCHOLOGY
(PSYC 3901/3902/3905)
FIELD EVALUATION (2024-25)

Dear Placement Supervisor:

I would like to thank you for supporting *Practicum in Community Psychology* (PSYC 3901/3902/3905). You have provided a valuable opportunity for a student to learn in a community setting and made an important contribution to their degree program.

A final task involves a formal evaluation of student performance. The *Field Evaluation Form* (below) prompts you to consider student performance across several factors including the extent to which they accomplished their learning outcomes and demonstrated the characteristics and skills that are associated with success in the workplace. An emphasis is placed on qualitative feedback and the acknowledgement of strengths and areas in need of improvement. Along with student preparation of the *Practicum Report* and a presentation at the *Practicum Showcase*, this evaluation will contribute to their final grade in the course.

In offering feedback, please consider your initial expectations and, if applicable, the performance of previous Practicum students that you have supervised. Unless otherwise instructed, I will assume that you are sharing the assessment with your student and discussing the comments.

Please forward an electronic copy of the evaluation to practicumpsycho@cunet.carleton.ca

For students to receive credit, evaluations must be received no later than **Dec 6, 2024 for the Fall Term and April 8, 2025 for the Winter Term**. Should you have any questions or comments, please be in-touch.

Thanks again for your support,

Kaitlin Barkley (Acting)
Practicum Coordinator
Department of Psychology
Carleton University

Cheryl Harasymchuk, Ph.D.
Course Instructor
Department of Psychology
Carleton University

STUDENT NAME		TERM (Fall/Winter)	CONCENTRATION (IF APPLICABLE)
PLACEMENT AGENCY			
AGENCY NAME			
PLACEMENT AGENCY SUPERVISOR	NAME		
	POSITION TITLE		
	CREDENTIALS		
	EMAIL		
	PHONE		

1. EVALUATION OF SKILLS

Please provide qualitative feedback on the extent to which the student successfully demonstrated skills positively associated with success in the workplace. The skills have been divided into two categories: *Personal management skills* and *fundamental & teamwork skills*. Each category includes a brief description and 10 examples that reflect the skills involved. Focus on noteworthy strengths and the most important areas for improvement.

A) Personal Management Skills

i) Description: Demonstrate positive attitudes and behaviours, be responsible, be adaptable, learn continuously, and work safely.

- Show interest, initiative, and effort
- Work independently, as required
- Demonstrate effective organizational and time management skills
- Committed to learning and self-development
- Solicit and respond constructively to feedback
- Adhere to the dress and personal appearance standards of the agency
- Make appropriate use of technology
- Respect confidentiality and comply with the policies of the agency
- Cope with uncertainty
- Demonstrate an ability to adapt and succeed in a dynamic work environment

ii) Feedback on Personal Management Skills (use space provided below)

B) Fundamental & Teamwork Skills

i) Description: Communicate, work with others, manage information, use numbers, think and solve problems, participate in projects and tasks

- Exhibit effective oral and written communication skills
- Read and understand information presented in a variety of ways
- Receptive to the thoughts and contributions of others
- Share ideas and make constructive suggestions
- Interact appropriately and constructively with colleagues and clients
- Listen and ask questions to better appreciate problems and situations
- Demonstrate creativity in solving problems
- Locate, gather, and organize information
- Plan, design, or carry out a project or tasks from start to finish
- Continuously monitor the success of a project or tasks and identify ways to improve

ii) Feedback on Fundamental & Teamwork Skills (use space provided below)

Note: Adapted from materials developed by the Conference Board of Canada.

2. EVALUATION OF LEARNING OUTCOMES

If not otherwise addressed in *Evaluation of Skills*, please provide qualitative feedback on the extent to which the student successfully accomplished the learning outcomes and associated tasks specified in the *Student-Agency Contract*. If any changes were made to student outcomes or tasks, please indicate below.

3. ADDITIONAL COMMENTS

If you have any additional comments for the student, please offer them below.

4. FIELD EVALUATION RUBRIC

This section provides an opportunity to consider an overall rating that best represents student performance while at the agency. Below, you will find a description of each rating and the corresponding percentage grade range. Once you are comfortable with the rubric, please proceed to the *Overall Field Evaluation* section.

Rating	Rating Definition	Grade Range (%)
Surpassed	Performance was outstanding and strongly exceeded expectations. Student far surpassed requirements of a practicum student. An exceptional contributor who exemplified effective behaviours across all situations, including those that were new and challenging. The student made a superior contribution to the agency and could serve as a role model for others.	90-100
Succeeded +	Performance exceeded expectations and consistently generated strong results above those required of a practicum student. The student demonstrated highly effective behaviours in a variety of situations, including those that were new and challenging. The student made a very positive contribution to the agency.	80-89
Succeeded	Performance fully met expectations and generated results consistent with requirements. The student demonstrated effective behaviors and if lapses occurred, they had a minimal effect on quality of work. The student made a positive contribution to the agency.	70-79
Succeeded -	Performance met some but not all expectations. Results could have been improved in some areas and with greater attention to effective behaviours in typical day-to-day situations. The student made an occasionally positive contribution to the agency.	60-69
Beginning	Performance met few expectations. Results fall well short of what is required for the position. Only occasionally did the student demonstrate effective behaviour in typical day-to-day situations. Lapses had a significantly negative effect on quality of work. The student did not make a positive contribution to the agency.	50-59
Did not meet	Performance did not meet expectations and results are considered unacceptable. The student did not demonstrate effective behaviours and made a negative contribution to the agency.	0-49

Note: Adapted from a version employed by the Canadian federal public service.

5. OVERALL FIELD EVALUATION

Using the *Field Evaluation Rubric*, please assign a rating and specific percentage score that best Reflects the student's performance at your agency. This evaluation will contribute to their final grade in the course.

Student Rating		Percentage Grade	

6. SIGNATURE

PLACEMENT SUPERVISOR NAME	SIGNATURE	DATE

Please submit all documentation to the Practicum Coordinator via email at practicumpsihology@cunet.carleton.ca