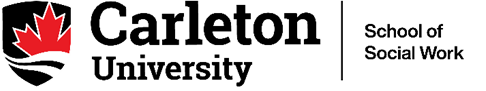
**End-Point Evaluation Form  
Field Supervisor**

**This form is ONLY to be used to save your placement as the electronic form does not have a save and return function. You CAN’T submit this form.**

**You may send this form to your student so that you can both review the evaluation prior to submitting the final form.**

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| **INSTRUCTIONS:**  This End-Point Evaluation Form is designed to help Field Supervisors provide feedback about each student’s performance at the end of their placement. Students will also be asked to complete an End-Point Evaluation Form to demonstrate evidence of achievement on their individual learning objectives as outlined in their learning contract, and to identify any additional or unanticipated learning on placement.  The School expects Field Supervisors to hold an end-point evaluation meeting with the student to enable both parties to discuss and share their completed End-Point Evaluation Forms. This end-point meeting should be held on or before the last day of placement. The purpose of this end-point meeting is to help students assess their professional development during their field placement and identify areas for future learning.  The Field Supervisor and student are required to sign both End-Point Evaluation Forms. A student’s signature on this form indicates only that the student has read and discussed the evaluation, and does not indicate total agreement with the contents of the evaluation. Both forms will become part of the student’s record for this course and may be considered in assigning grades for the Practicum.  Field Supervisors are asked to complete and provide a signed copy of their End-Point Evaluation Form to the Faculty Liaison no later than the last day of placement. This ensures that student grades can be entered in time for credit or graduation.  The School wishes to take this opportunity to thank you for your work with a student this term and for your answers and comments on the Mid-Point and End-Point Evaluation Forms. The Field Supervisor role is integral to students’ professional training and to the development of the profession.  Thank you for your contribution! |

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| **RATING SCALE:**  To complete this form, please answer each item using the scale provided above. Space is provided following each category group for specific comments. Please also consider your evaluations in the context of the year of study for the student (i.e., third or fourth year BSW or first or second year MSW) and how they compare with others at that level. |

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| **BASIC WORK REQUIREMENTS:** | |
| Arrives on time consistently |  |
| Uses time effectively |  |
| Informs Field Supervisor and makes arrangements for absences |  |
| Reliably completes requested or assigned tasks on time |  |
| Completes required total number of hours or days on site |  |
| Is responsive to norms about clothing, language, and so on, on site |  |
| Demonstrates ability to manage student workload and placement demands effectively |  |
| Comments: | |

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| **ETHICAL AWARENESS AND PROFESSIONAL VALUES:** | |
| Demonstrates an understanding of the CASW Code of Ethics (2005), and identification with the ethics of the social work profession |  |
| Respects the inherent dignity, value and worth of all human beings |  |
| Focuses on client empowerment, self-determination and respects individuality |  |
| Demonstrates a commitment to social change by seeking to challenge structural sources of oppression and/or privilege, including those based on race, class, language, religion, gender, disability, culture and sexual orientation |  |
| Demonstrates self-awareness and an openness to examining personal beliefs, values and reactions and their potential impact on social work practice |  |
| Strictly complies with confidentiality guidelines |  |
| Comments: | |

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| **ORGANIZATIONAL CONTEXT OF PRACTICE:** | |
| Demonstrates knowledge of client population |  |
| Understands the mandate, funding, structure, services, and policies and procedures of the organization |  |
| Effectively presents the organization’s services to clients, other agencies, and to the community |  |
| Complies with the administrative requirements of the setting |  |
| Completes service user-related and other documentation and/or reports in a way that meets standards and expectations of the setting |  |
| Recognizes agency’s strengths and limitations in meeting client and community needs |  |
| Comments: | |

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| **COMMUNITY CONTEXT OF PRACTICE:** | |
| Demonstrates knowledge of relevant city, provincial, and federal social policies and programs that affect service to clients |  |
| Demonstrates knowledge of community resources that meets the needs of the client or client group |  |
| Facilitates appropriate linkages within the agency and with other organizations |  |
| Identifies gaps in existing community resources and makes suggestions to fulfill unmet client needs |  |
| Comments: | |

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| **STUDENT AS LEARNER:** | |
| Actively seeks supervision when necessary |  |
| Prepares for supervision |  |
| Analyzes and reflects on practice |  |
| Has willingness to explore personal strengths and weaknesses |  |
| Is receptive to feedback and suggestions from Field Supervisor |  |
| Demonstrates a commitment to professional development through actively seeking and using available learning opportunities and resources in the agency (i.e., in-service training, literature, conferences, etc.) |  |
| Applies new information in field setting |  |
| Makes links between theory and practice |  |
| Comments: | |

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| **SOCIAL WORK KNOWLEDGE AND SKILLS:** | |
| Demonstrates understanding of the impact of social and institutional oppression on client populations, social policies and programs, and professional social work relationships |  |
| Demonstrates empathy and sensitivity in engaging a variety of client systems in professional helping contexts |  |
| Demonstrates appropriate interviewing and data collection skills with individuals, groups and/or communities |  |
| Uses sound judgement in behaviour with clients, staff and collateral contacts |  |
| Establishes mutual contracts with clients about the goals and terms of the work to be done and the responsibilities of all participants |  |
| Differentiates personal needs from those of the client, group, organization or community |  |
| Identifies strengths within individuals, groups, and/or communities |  |
| Demonstrates ability to define problems and to consider a range of strategies to address them |  |
| Recognizes the importance of research and professional literature to inform social work practice |  |
| Monitors interventions through consistent evaluation of progress in reaching goals |  |
| Demonstrates ability to work independently |  |
| Demonstrates ability to work effectively with others |  |
| Demonstrates ability to work under pressure, in crisis situations or emergencies |  |
| Actively participates in collective work, such as staff or team meetings, committees, projects |  |
| Comments: | |

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| **SKILL DEVELOPMENT:**  Please list specific skill areas of focus for this student during the placement and apply the scale to evaluate the student’s performance (e.g., individual counselling, group work, community engagement, research, policy development, education/capacity building, etc.) | |
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| Comments: | |

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| **STUDENT’S STENGTHS, ACHIEVEMENTS AND CONTRIBUTIONS TO THE FIELD SETTING:** |
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| **RECOMMENDATIONS ON DIRECTIONS FOR STUDENT’S FUTURE LEARNING:** |
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| **What is your overall recommendation of the student’s work in placement?** | **Satisfactory**  **Unsatisfactory** |