**School of Social Work Practicum Learning and Evaluation**

*This form is completed at three stages during the social work practicum:*

1. ***Establishment of learning objectives (completed by the student near the start of placement)***

*Under each of the five categories of learning, students should establish two to four learning objectives in consultation with their Field Supervisor and their Faculty Liaison. Learning objectives should be specific, relevant to the practicum setting, and time bound. Student must identify:*

1. *the learning objective - what the student intends to learn*
2. *the means to progress - what activities the student will undertake to progress in the learning objective*
3. *the means to evaluate - how the student will identify/know that learning has taken place, how learning will be measured*
4. *the progress timeline - when the student will undertake learning activities aimed at achieving progress on the objective*

*Draft objectives must be submitted to the Faculty Liaison and then adjusted as appropriate. Learning objectives must be submitted to the Faculty Liaison prior to the initial consultation and in accordance with the deadline detailed in the course outline.*

1. ***Midpoint Evaluation (completed by the student and the Field Supervisor at the midpoint)***

*Under each of the five categories of learning, students and Field Supervisors must comment on the student’s progress in the learning objectives. Comments should be as specific as possible, outlining what activities the student has undertaken to achieve progress toward the learning objectives and noting any barriers to achieving the objectives. Students and Field Supervisors should also identify any new learning objectives and/or adjust learning objectives established previously.*

*This form, with learning objectives and midpoint evaluation sections completed, must be submitted to the Faculty Liaison prior to the midpoint consultation and in accordance with the deadline detailed in the course outline.*

1. ***Evaluation of achievement of the learning objectives (at the endpoint)***

*Under each of the five categories of learning, students and Field Supervisors must comment on the progress the student made in each category of the learning objectives. Comments should be as specific as possible, outlining what activities the student undertook to achieve progress toward the learning objectives and noting any barriers. Students and Field Supervisors are also invited to comment on goals or suggestions for future learning.*

*This form with all sections completed must be submitted to the Faculty Liaison in accordance with the deadline detailed in the course outline.*

**Social, historical, political, economic, legal, institutional, cultural and community contexts of practice**

*Objectives related to practice setting and its work within society, e.g. understanding of mission/mandate, understanding of population(s) served, understanding of funding model/challenges, understanding influence of policies and legislation, connecting agency’s work to wider community and social services/movements, etc.*

***1. Learning Objectives:***

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| --- | --- | --- | --- |
| Learning objective/goal | Means to progress | Means to evaluate | Progress timeline |
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***2. Midpoint Evaluation***

|  |
| --- |
| *Student evaluation of progress made toward goals:* |
| *Field Supervisor evaluation of progress made toward goals:* |

*New or adjusted learning objectives (if applicable)*

|  |  |  |  |
| --- | --- | --- | --- |
| Learning objective/goal | Means to progress | Means to evaluate | Progress timeline |
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|  |  |  |  |
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***3. Endpoint Evaluation***

|  |
| --- |
| *Student evaluation of progress made toward goals:* |
| *Field Supervisor evaluation of progress made toward goals:* |

*Goals/comments on future learning*

|  |
| --- |
| *Student comments:* |
| *Field Supervisor comments:* |

**Social work ethics, values, and principles in practice context**

*Objectives related to ethical obligations, values, equity, and social justice, e.g. demonstrated understanding of codes of ethics, respect for dignity and worth of humans, commitment to social change, challenging structural inequities, etc.*

***1. Learning Objectives:***

|  |  |  |  |
| --- | --- | --- | --- |
| Learning objective/goal | Means to progress | Means to evaluate | Progress timeline |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

***2. Midpoint Evaluation***

|  |
| --- |
| *Student evaluation of progress made toward goals:* |
| *Field Supervisor evaluation of progress made toward goals:* |

*New or adjusted learning objectives (if applicable)*

|  |  |  |  |
| --- | --- | --- | --- |
| Learning objective/goal | Means to progress | Means to evaluate | Progress timeline |
|  |  |  |  |
|  |  |  |  |
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***3. Endpoint Evaluation***

|  |
| --- |
| *Student evaluation of progress made toward goals:* |
| *Field Supervisor evaluation of progress made toward goals:* |

*Goals/comments on future learning*

|  |
| --- |
| *Student comments:* |
| *Field Supervisor comments:* |

**Skills and knowledge of practice context**

*Objectives related to the knowledge and skills needed to perform within the setting, e.g. assessment, referral, documentation, therapeutic skills, writing skills, substantive knowledge, technical knowledge, professional judgment and analysis, relationship-building, etc.*

***1. Learning Objectives:***

|  |  |  |  |
| --- | --- | --- | --- |
| Learning objective/goal | Means to progress | Means to evaluate | Progress timeline |
|  |  |  |  |
|  |  |  |  |
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***2. Midpoint Evaluation***

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| *Student evaluation of progress made toward goals:* |
| *Field Supervisor evaluation of progress made toward goals:* |

*New or adjusted learning objectives (if applicable)*

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| Learning objective/goal | Means to progress | Means to evaluate | Progress timeline |
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***3. Endpoint Evaluation***

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| --- |
| *Student evaluation of progress made toward goals:* |
| *Field Supervisor evaluation of progress made toward goals:* |

*Goals/comments on future learning*

|  |
| --- |
| *Student comments:* |
| *Field Supervisor comments:* |

**Social worker identity, well-being, reflexivity, and development**

*Objectives related to self, e.g. self-awareness and openness to examining personal beliefs, values, reactions, openness to learning, engagement in supervision, self-evaluation, curiosity, caring for self and others, understanding one’s own positionality, ability to link theory to practice.*

***1. Learning Objectives:***

|  |  |  |  |
| --- | --- | --- | --- |
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***2. Midpoint Evaluation***

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*New or adjusted learning objectives (if applicable)*

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***3. Endpoint Evaluation***

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| --- |
| *Student evaluation of progress made toward goals:* |
| *Field Supervisor evaluation of progress made toward goals:* |

*Goals/comments on future learning*

|  |
| --- |
| *Student comments:* |
| *Field Supervisor comments:* |

**Expectations/requirements of placement setting**

*Objectives related to workplace expectations and behaviors, e.g. arriving on time, using time effectively, communicating absences, reliability in completing tasks, reliability in attendance, respect for workplace norms, effective management of workload, ability to work well independently and with others, flexibility and adaptation, etc.*

***1. Learning Objectives:***

|  |  |  |  |
| --- | --- | --- | --- |
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***2. Midpoint Evaluation***

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| *Field Supervisor evaluation of progress made toward goals:* |

*New or adjusted learning objectives (if applicable)*

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***3. Endpoint Evaluation***

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| *Field Supervisor evaluation of progress made toward goals:* |

*Goals/comments on future learning*

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| *Student comments:* |
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