

Student Name: _____
Field Supervisor(s): _____
Agency: _____

Course: _____
Date: _____

	Exceeds Expectations	Meets Expectations	Falls Below Expectations	Unable to Evaluate
A. Professional Practice				
1. Arrives on time; gives notice of unavoidable absences.				
2. Meets the course requirements of attending placement for the required hours per week.				
3. Presents an agency appropriate appearance and demeanour.				
4. Maintains required records according to agency procedures.				
5. Works cooperatively during activities.				
Comments:				
B. Application of Knowledge				
1. Considers appropriate theories and strategies.				
2. Searches out information needed for activities in placement.				
3. Demonstrates an understanding of contextual issues and how they influence the client/student.				
4. Demonstrates knowledge of sound ethical principles and puts those principles into action.				
Comments:				
C. Communication				
1. Communicates clearly and comfortably with supervisor.				
2. Communicates appropriately with other organization staff.				
3. Communicates appropriately with clients.				
Comments:				
D. Task Management				
1. Shows independence and creativity in initiating and completing activities.				
2. Manages time appropriately to complete the objectives in an orderly way.				
3. Demonstrates flexibility in responding to situations as they arise.				
4. Seeks and uses supervision appropriately and responds well to guidance.				
Comments:				

	Exceeds Expectations	Meets Expectations	Falls Below Expectations	Unable to Evaluate
E. Overall Performance				
1. Demonstrates capacity as an independent adult learner in the field setting.				
2. Demonstrates interest in, and capacity for self–evaluation.				
3. Student demonstrates a growing level of confidence in her/his abilities.				
Comments:				
F. Narrative Evaluation – MIDTERM: The time taken to provide thoughtful comments is greatly appreciated!				
1. How is the student progressing towards their learning goals?				
2. Identify an area of strength and/or professional competence demonstrated by the student.				
3. Identify an area of development the student can focus on in the remainder of the placement? What activities or experiences could facilitate or support this development?				

EVALUATION STANDARDS FOR PRACTICUM COURSE¹

What follows is an articulation of the evaluation standards for the practicum, which is based on the University of Guelph Grading Procedures. Please note, in order for a student to obtain the same score at the final evaluation as she did at midterm, there must be an improvement in performance. It is expected that students will receive lower evaluation at the midterm than at the final evaluation. *A student whose performance in the placement is judged as unsatisfactory or a student who is asked to leave placement early because of unethical performance will not be granted a passing grade.*

Exceeds Expectations: Student performs beyond what one would expect at this level and *consistently* demonstrates:

- evidence of a personal philosophy in working with professionals, individuals and/or families;
- a clear understanding of and consistent ability to perform duties;
- a high degree of initiative and responsibility; goes beyond the expected tasks for course requirements showing creativity and originality in thought and action;
- a superior ability to integrate ideas and a consistent ability to analyze causes and solutions by considering the complexities of the individual and family's social context within the mandate of the site; goes beyond available information;
- an exceptional ability to seek out and incorporate feedback; consistently reflects on personal and professional responses to strengthen professional practice; **mature understanding of strengths and growth areas.**

Both field instructor and course instructor feel that the student strove to extend the placement experience and to challenge development (seeking responsibilities at every opportunity; showing initiative and autonomy; contributing in a meaningful way to the placement setting - e.g., involvement in activities which promote a sense of community within the setting).

Meets Expectations: Student performs at a level one would expect of at this point in the practicum and *consistently* demonstrates:

- a **clear** understanding of the relevant issues and familiarity with the relevant literature, theories and techniques; applies a range of strategies and techniques to practical situations, showing adaptation and consistent consideration of individual differences;
- an understanding of and ability to **reliably** perform the duties by adapting theories and strategies to the specific context;
- the ability to take on some challenges and completes most tasks independently or in a team; somewhat limited involvement in agency/school-wide activities;
- the ability to analyze, integrate and evaluate the development of adults and families;
- openness to feedback; collaborates with co-workers, sharing ideas, knowledge and experiences; awareness of differing points of view;
- an ability to **reflect** on personal and professional responses to strengthen professional practice.

Field supervisor and/or course instructor feel that the student made appropriate use of the placement experience and have confidence that the student will develop awareness of, skills for and ability to serve as a professional with more experience.

Falls Below Expectations: Student performs below what one would expect at this level and at this point in the practicum. Student demonstrates:

- an adequate understanding of the relevant issues and acceptable familiarity with the relevant literature, theories and techniques; applies a limited range of strategies to practical situations; usually considers individual differences;
- a requirement for a considerable amount of support/supervision to complete course requirements; ability to complete tasks independently is limited;
- inconsistent ability to evaluate the development of individuals;
- inconsistent consideration of differing points of view and social contexts in evaluating the development of individuals and families;
- some difficulty in accepting feedback; though able to reflect on personal and professional responses to improve practice **with direction**;
- unrealistic goals/expectations or **unable to use goals as a focus** to strengthen professional practice.

Field supervisor and course instructor agree that, while some progress may have been made over the course of the placement, there remains a need for considerable improvement.

Fail: Student fails to meet expectations and demonstrates:

- **little progress** in improving professional practices, despite regular feedback and direction/support; infrequently reflects critically on the perspectives of others, causes and solutions or personal/professional development;
 - OR constant need of support/direction;
 - OR placement expectations incomplete;
 - OR acted in an unethical manner.

Field supervisor and the course instructor agree that, little or no progress was made over the course of the placement, student would benefit from repeating the course with remediation.

¹ Adapted from: Advanced Supervised Practicum Evaluation Forms CYC 410. University of Victoria, BC, Canada.