SCWK3053 Field Instruction I - Mid-Term Evaluation

Mid-Term Evaluation Part 1

This list of skills is designed to assist in providing feedback at the mid-term review.

Instructions: *The agency project supervisor and each student should complete the review of each section together, and write applicable comments at the end of each section prior to the mid-term meeting with the Faculty Liaison. The sharing of these comments will be facilitated by the Faculty Liaison.* **It's likely that some entire sections or certain skills in some sections may not apply to your specific project. These should simply be acknowledged as non-applicable (NA).**

A. Generalist Practice

Professional Values and Characteristics:

1. Is able to articulate social work values, ethics and principles.
2. Is able to recognize and show respect for the range of cultural norms, values and ethics espoused by clients of different races, classes and gender.
3. Is committed to the dignity and rights of clients to privacy and confidentiality.
4. Is able to identify their strengths and limitations in relation to the professional role.
5. Is able to assume responsibility to identify and meet their professional learning needs.
6. Is open to being challenged on the values and beliefs that guide their practice.
7. Is able to be assertive in carrying out their professional role.

Summarize key observations about your own or the student's strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

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Effectiveness within the agency and as a member of the project team:

1. Is able to understand and explain the purpose of the agency.
2. Is able to work cooperatively with agency staff.
3. Is able to work cooperatively as a member of the social action project team and negotiate mutually acceptable guidelines for team work.
4. Is able to contribute one's own ideas as a member of the agency staff and as a member of the

project team.
5. Is able to organize one's time effectively.
6. Is able to establish priorities with respect to the project workload.
7. Is able to write reports and relevant project documentation that meet agency standards.
8. Is able to meet activity and writing deadlines with respect to the social action project.
9. Is flexible in adapting to work interruptions, frustrations and changes.
10. Is able to constructively address and resolve conflicts that emerge in the social action project team.

Summarize key observations about your own or the student's strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

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Students Use of Supervision

1. Is able to take initiative in identifying when they need help.
2. Is able to raise questions about the project, the identified problem and/or about their role in the work.
3. Is able to accept and utilize feedback constructively.
4. Is able to disagree with the supervisor in a constructive manner.
5. Is able to establish a healthy balance between dependence and independence in the learning process.

Summarize key observations about your own or the student's strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

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B. Professional Effectiveness

Skills Related to Research and or Project Activities
1. Is able to identify clear goals and objectives related to the assigned project.
2. Is able to define the parameters of the tasks involved.
3. Is able to identify all the relevant factors and/or restrictions related to the work.
4. Is able to gather relevant data.
5. Is able to formulate questions relevant to clarifying a particular problem or issue.
6. Is able to apply logical reasoning to determine the relationships of variables.
7. Is able to identify the implications of policy statements related to the project or research.
8. Is able to test assumptions and utilize feedback in making revisions and corrections.
9. Is able to coordinate resources toward the fulfilment of the desired objectives.
10. Is able to negotiate changes in the direction or the development of the project.

Summarize key observations about your own or the student's strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

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Group Work Skills - Formation of the Group

1.   Is able to identify and assess a need for the establishment of a group.
2.   Is able to identify the various types of formal and informal group structures.
3.   Is able to negotiate with the client group, the type of group structure (roles, style of leadership) best suited to meet its needs.
4.   Is able to plan or design a group meeting based on the identified needs of the group.
5.   Is able to work cooperatively as a member of a planning team or committee.

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Presentation of Information Sessions

1.   Is able to organize the content of the presentation in an effective manner.
2.   Is able to present the information clearly and effectively.
3.   Is able to adapt the presentations to various groups, taking into account the group size, needs and interest.
4.   Is able to deal effectively with difficult situations when responding to audience questions or concerns.

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Facilitation of Group Process
1. Is able to design activities that help a group get started in building trust.
2. Is aware of, and able to plan for, different stages of group development.
3. Is able to encourage group members to use their own, and each other's, resources.
4. Is able to use self-disclosure appropriately.
5. Is able to observe group dynamics by noting member's verbal and non-verbal reactions.
6. Is able to facilitate the identification of goals and objectives.
7. Is able to assist the group in identifying a decision-making process best suited to their needs.
8. Is able to encourage the expression of ideas and opinions.
9. Is able to summarize discussions.
10. Is able to clarify issues or statements made in vague terms.
11. Is able to face and deal effectively with difficult emotional situations.
12. Is comfortable in dealing with silence in the group.
13. Is able to uphold the rights of individuals in the face of group pressure.
14. Is able to facilitate the group process of reaching agreement or consensus on issues.
15. Is able to plan for, and effectively terminate, a group.

Summarize key observations about your own or the student's strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

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C. Community-Based Work: Networking Skills

1. Is able to identify and initiate contact with relevant agencies.
2. Is able to search out informal resources and opportunities in the community, and local leadership.
3. Is able to liaise and maintain on-going relationships with agencies and partners.
4. Is able to link individuals and groups to resources in the community.
5. Is able to expand the network of resources available to communities.
6. Seeks opportunities for bridging with other communities.

Summarize key observations about your own or the student's strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

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Issue Identification
1. Is able to assist the community in identifying unmet or inadequately met needs.
2. Is able to develop a chronology of the development of the issue.
3. Is able to develop a profile of all the stakeholders involved in the issue.

Summarize key observations about your own or the student's strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

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Needs Assessment/Asset Building
1. Is able to engage the community in all aspects of the assessment process.
2. Is able to identify the individuals, groups and population affected by the issue.
3. Is able to work with the community to develop a methodology for assessing their capacities.
4. Is able to carry out formal and informal interviews with stakeholders and those affected, using qualitative research methods.
5. Is able to develop and conduct a survey of individuals and groups affected by the issue, using quantitative research methods.
6. Is able to analyse and interpret the data.
7. Is able to synthesize findings in written and verbal formats that are in tune with community needs.
8. Is able to communicate findings to stakeholder and client groups through appropriate means (meetings, newsletters, posters, local radio and newspapers, etc.).

Summarize key observations about your own or the student's strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

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Constituency Building (forming new groups, organizations or coalitions)
1. Is able to involve participants from various social sectors in a community.
2. Is able to build relationships among individuals from different social classes and ethnicities.
3. Is able to identify common interests among divergent members of a community and support interest-based partnerships.
4. Is able to facilitate group building through various kinds of strategies (kitchen meetings, public forums, social events).
5. Is able to foster democratic and inclusive processes of discussion and decision-making.
6. Is able to identify and support the development of local informal leaders.

Summarize key observations about your own or the student's strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

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Program/Project Development Knowledge
1.   Is able to facilitate setting goals and objectives with community members.
2.   Is able to develop and assess different options and strategies with community members and help the community to select effective strategies for community action.
3.   Is able to facilitate the selection of one particular option for project or program development with a clearly articulated rationale.
4.   Is able to facilitate the development of a plan of action, which includes tasks, resources required, time frames and participant involvement.
5.   Is able to support participants and encourage effective collaboration in relation to tasks and group cohesion during implementation.
6.   Is able to facilitate on-going analysis and reflection with participants during implementation.
7.   Is able to facilitate an understanding of program/project outcomes through evaluation with participants, community members and stakeholders.

Summarize key observations about your own or the student's strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

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D. Policy Practice

Policy Development - Public Awareness
1.   Is able to plan and hold public meetings or forums.
2.   Is able to publicize issues by means of press releases, PSAs, letters to editors, opinion pieces, etc.
3.   Is able to produce attractive and accurate flyers, hand-outs or leaflets that are appropriate for various constituencies and groups.
4.   Is able to use computer technology to publicize issues (list-serves, web sites, etc.).

Summarize key observations about your own or the student's strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

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Issue/Problem Assessment
1. Is able to understand the "public interest" in the issues.
2. Is able to identify all the relevant stakeholder groups.
3. Is able to carry out research using methods appropriate to each constituency (e.g. solicit studies and literature from academics, expert documents from professionals or citizen views via public forums, etc.).
4. Is able to synthesize information gathered from stakeholders, from multiple sources, and from prior work done on the issues, into the format of a briefing note or background fact sheet.

Summarize key observations about your own or the student's strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

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Policy Analysis
1. Is able to articulate core issues and formulate policy goals based on the issues.
2. Is able to identify viable policy options and provide a rationale for those options.
3. Is able to apply value-based criteria to analyse potential policy options.
4. Is able to apply specific criteria related to gender, race, orientation, age and other forms
5. Is able to develop alternative measures to achieve the same goals.
6. Is able to develop alternative policy options to address the same issues.

Summarize key observations about your own or the student's strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

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Policy Implementation - Organizational Knowledge
1. Understands the nature and culture of the organization (its particular characteristics).
2. Understands how different groups may be affected by a policy/program.
3. Understands the values, backgrounds, practice skills and interventions related to services being carried out to meet policy goals.
4. Demonstrates a working knowledge of the structures and politics of the organization.
5. Demonstrates a working knowledge of the government bureaucracies, agencies and constituencies   to

whom the organization is accountable.
6.   Is able to assess power dynamics in an organization and its relationship to the outer world.
7.   Demonstrates an understanding of negotiation and mediation in an organizational environment.

Summarize key observations about your own or the student's strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

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Lobbying/Advocacy
1.   Is able to identify key persons in elected or influential positions.
2.   Is able to establish contact with key persons through written and oral means of communication.
3.   Is able to provide decision-makers with technical information and assessments of adopting positions   on issues.
4.   Is able to be articulate, persuasive, concise and flexible when discussing issues with public officials.

Summarize key observations about your own or the student's strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

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Policy Evaluation
1.   Is familiar with a variety of approaches to evaluating policies and programs.
2.   Is able to determine the formal and informal goals of a policy/program.
3.   Is able to assess the consistency between a policy's goals and the means for achieving the goals.
4.   Is able to assess the difference between intended and unintended consequences of a policy/program.
5.   Is able to examine the way in which services are being carried out (process evaluation).
6.   Knows the difference between adequacy, effectiveness and efficiency and is able to develop criteria for evaluating them.
7.   Is able to determine the impact of a policy in terms of social justice (for example, on the human rights and self-determination of the group or population affected).

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E. **Social Action Practice**

Political Competencies

1. Is able to advocate a position with a decision maker (e.g. politicians, local officials, agency directors or boards).
2. Is able to use conventional media to publicize an issue or advocate a position (e.g. press releases, letters to editor, opinion pieces, etc.).
3. Understands and is able to use internet and alternative media to publicize an issue or advocate a position.
4. Is able to empower others by organizing client/staff/citizen involvement in taking action on an issue.
5. Is able to identify common interests among divergent groups and promote interest-based partnerships.
6. Demonstrates an ability to reflect on, and to assess, personal strengths and limitations regarding the use of power to effect social change.

Summarize key observations about your own or the student's strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

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Analytical Competencies

1. Is able to understand and interpret agency programs/services in terms of social justice.
2. Is able to diagnose social, economic, political barriers to advancing social justice on a social issue.
3. Is able to assess the political climate and the interests of various stakeholders in bringing about change on an issue.
4. Is able to develop a strategy or an action plan based on agency programs/services to enhance the social goals of an agency, where none exists.
5. Is able to gather and synthesize information accurately, from institutional and community-based stakeholders.
6. Is able to carry out research using methods appropriate to each constituency (e.g. studies and literature from academics, expert documents from professionals or views of citizens from public meetings).
7. Demonstrates an understanding of participatory research approaches and the social ethics underlying such approaches.

Summarize key observations about your own or the student's strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

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Organizational Competencies
1. Is able to establish contact with key persons/groups through effective written and oral communication.
2. Is able to mobilize participation from various social sectors and stakeholders.
3. Is able to plan and organize public meetings or presentations.
4. Is able to be articulate, persuasive, concise and flexible when discussing issues with authorities, stakeholders or the public.
5. Is able to support participants and encourage effective collaboration in relation to tasks and group cohesion.
6. Is able to deal with conflict within groups, among groups and between individuals.
7. Is able to work effectively as part of a team or independently.

Summarize key observations about your own or the student's strengths and limitations at this stage of the learning experience. It can be helpful to note where there is no evidence of use of specific skills and when there is consistent and effective use.

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Qualities of a Well-Functioning Group (Mid-Term Evaluation Part 2)

Instruction: Students should read the following page, complete the scale on the next page, and attach it to their Mid-Term Review.

What qualities have you noticed in groups that do empower their members? The following list is from my observations about what makes a difference.

1. Belonging and Valuing
Let people know they do belong and that their contributions are valued. One aspect of this is welcoming and fully orienting new members. Create a positive atmosphere in which people feel affirmed, in which positive strokes are given easily and often. Affirmation is a powerful motivator – yet the more common practice is not to give feedback to each other or to mention only negative things.

2. Being Clear About the Task
When consistent attention is given to planning, policies, procedures and roles, it is clear what needs to be done, why, by whom and when. Lack of clarity in this area is a major source of disempowerment in small community groups.

3. Creating Safety
It helps if members think about each other and give each other encouragement to keep developing inner resources, build confident, overcome limitations and express feelings. In this environment feelings are not swept aside as irrelevant, irrespective of whether they are about the issue or about other people in the group.

4. Listening and Consulting
Groups in which people are listened to and consulted about things that affect them, share power and foster participation. Though at times it may be appropriate to have strong and directive leadership, this does not exclude proper listening and consultation and it does include paying attention to integrity in decision-making processes.

5. Respecting Diversity and Uniqueness
In voluntary community based groups especially, it is recognized as appropriate to have different rhythms, time commitments and working styles. As far as possible, people are encouraged to find the thing they love to do and can uniquely offer. Different cultural, racial, age or class backgrounds and life perspectives are valued and respected.

6. Being Aware of Oppression
Recognize that we are rooted in the structures that we seek to change and therefore the same problems are likely to surface in the

microcosm of the group. Sexism, racism, classism, and ageism will be ever present in the group, reflecting the values of society. This can shift when members are both confronted and supported to change oppressive attitudes and patterns. Policies of affirmative action help counteract structural bias.

7. **Being Committed to Conflict Resolution**
Groups that see conflict as an opportunity to develop rather than as something that is bad and to be avoided, are more likely to flourish. Maintaining this attitude means being prepared to give feedback and stay with difficulties till they are resolved. Making this commitment enables far deeper levels of cohesion and satisfaction to be reached than in groups that gloss over conflict.

8. **Encouraging and Supporting Leadership**
Each person in the group is treated as a potential leader and the role of leadership is shared and demystified.

9. **Training and Developing Skills**
People are encouraged to identify areas for development to enable them to improve what they do. This could include preparation for nonviolent action, typing, book-keeping, conflict resolution, meeting facilitation or burnout prevention strategies.

10. **Sharing Visions and Encouraging Each Other's Dreams**
Taking the time to look together at common visions will enhance creativity and motivation.

11. **Making Room for Fun and Humour**
How great it is to be with people for whom working does not exclude playing! Often the best work happens when people are also having a good time!"

(Shields, K. (1991) *In the Tiger's Mouth: An Empowerment Guide for Social Action,* **p. 164-165. Blacktown: Millennium Books.)**

Rating Scale – How well does your group empower its members?

1.   VALUING INDIVIDUALS Are positive feelings expressed and encouragement given to members?

|_____|_____|_____|_____|

Nothing positive expressed.   *High degree of positive feedback.*

2.   CLARIFYING THE TASKS How clear is what needs to be done, and by whom?

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Very vague and confusing.   *Very clear.*

3.   EXPRESSION OF FEELINGS How safe would you feel generally expressing feelings directly, either about the issue or about people in the group?

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No support, very unsafe.   *Strong, support & safety.*

4.   LISTENING AND CONSULTING Are people consulted about things which affect them? Are   they listened to?

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No consultation, poor listening.   *Consulted and listened to.*

5.   RESPECT FOR DIVERSITY Are different perspectives e.g. Age, ethnic, cultural, and class
    respected and included?

|_____|_____|_____|_____|

No respect for diversity.   *High degree of diversity integrated.*

6.   AWARE OF OPPRESSION In general, is there awareness of issues of sexism, ageism, and
    racism?

|_____|_____|_____|_____|

No awareness.   *High degree of awareness.*

7.   COMMITTED TO CONFLICT RESOLUTION Are conflicts acknowledged and resolved?

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Conflict handled ineffectively.   *Conflict handled effectively.*

8.   TRAINING Is attention given to training and skill development?

|_____|_____|_____|_____|

No attention.   *High quality opportunities.*

9.   **VISIONS** Does your group create visions together?

|_____|_____|_____|_____|

No sharing.   *Often share and encourage.*

10.   FUN AND HUMOUR Overall does your group have fun together?

|_____|_____|_____|_____|

Very serious, fun discouraged.   *Lots of permission for fun and humour.*