

## **CYC 410 Student Evaluation**

This document is provided to Field Supervisors and Students for reference only. All student evaluations must be done online. Please do not submit evaluations using this form.

This "Print Friendly" version will allow you to see all of the questions from the online evaluation in advance. Feel free to use it in discussions between Student and Field Supervisor and to help plan your online session for submitting the evaluation.

### Course Objectives

Here are the course objectives for your reference as you consider the evaluation of the student.

1. To have direct experience working with children, adolescents and/or their families suitable to the student's learning needs and career goals
2. To have continued and direct involvement with at least one agency or setting and develop an awareness of a variety of other child and youth care agencies and programs
3. To have an opportunity to relate theory to practice
4. To know how to apply case assessment, planning, intervention and evaluation skills
5. To be able to demonstrate an acceptable level of integration of theory and practice within selected assignments and practice situations
6. To demonstrate appropriate professional and ethical behavior within the applied setting
7. To experience a high level of supportive supervision concerning clinical and professional functioning and have the opportunity to observe skills and knowledgeable practitioners at work
8. To be able to make an in-depth examination of the role of the child and youth care worker in relation to other human service professionals, and be able to articulate that role clearly
9. To have a developmental learning experience through a series of stages similar to an employment experience with increasing levels of responsibility and self-direction

The questions from the online evaluation begin on the next page. The evaluation is divided into the five skill clusters.

Please use the scale explained below:

N/A: Not applicable or not enough information to form an assessment

1: Far below expectations - needs improvement; a concern

2: Below expectations - needs some improvement to meet basic entry level competency

3: Acceptable – meets standard at average level; basic competency

4: Above expectations – performs above average level; consistently competent

5: Far above expectations – a definite strength; outstanding level of competency

## **Clinical Skills**

Student demonstrates core communication skills

1    2    3    4    5    N/A

Student demonstrates problem-solving skills

1    2    3    4    5    N/A

Student possesses good interviewing skills

1    2    3    4    5    N/A

Student relates effectively with clients

1    2    3    4    5    N/A

Student demonstrates sensitivity to cultural and gender differences

1    2    3    4    5    N/A

Student can assess strengths, needs and concerns of clients and set clear objectives for working with clients

1    2    3    4    5    N/A

Student implements plans

1    2    3    4    5    N/A

Student evaluates effectiveness of interventions

1    2    3    4    5    N/A

Student manages/addresses difficult or challenging behaviors

1    2    3    4    5    N/A

Student adapts to different contexts (groups, families, case conferences)

1    2    3    4    5    N/A

Student seeks supervision when needed

1    2    3    4    5    N/A

## Critical Thinking Skills

Student has knowledge of empirically-based interventions

1    2    3    4    5    N/A

Student has knowledge of developmental ages and stages

1    2    3    4    5    N/A

Student integrates theory (knowledge) with assessment and analysis of client/group

1    2    3    4    5    N/A

Student utilizes theoretical knowledge in decision-making and problem-solving

1    2    3    4    5    N/A

Student demonstrates creativity in decision-making and problem-solving

1    2    3    4    5    N/A

Student utilizes knowledge in understanding present behaviors and planning interventions

1    2    3    4    5    N/A

Student actively seeks information required to address gaps in knowledge – knows where/how to seek needed information

1    2    3    4    5    N/A

Student demonstrates an ability to learn from experience

1    2    3    4    5    N/A

Student demonstrates an ability to learn from others; receives and integrates feedback

1    2    3    4    5    N/A

Student seeks to understand community resources and refers appropriately

1    2    3    4    5    N/A

Student constructs innovative practices – based on own experiences and feedback from others

1    2    3    4    5    N/A

## Self-Reflective Skills

Student realistically appraises own strengths and needs

1    2    3    4    5    N/A

Student realistically and critically reflects upon, and articulates own performance

1    2    3    4    5    N/A

Student demonstrates realistic expectations of self

1    2    3    4    5    N/A

Student sets goals for new learning based on self-appraisal

1    2    3    4    5    N/A

Student knows when to seek supervision

1    2    3    4    5    N/A

Student takes initiative in seeking supervision

1    2    3    4    5    N/A

Student is prepared and able to discuss issues of own performance during supervision

1    2    3    4    5    N/A

Student is receptive to feedback – demonstrates this by implementing suggestions for improvement

1    2    3    4    5    N/A

Student demonstrates a willingness to take risks

1    2    3    4    5    N/A

Student shows an awareness of personal biases and a willingness to explore the impact of these on practice

1    2    3    4    5    N/A

Student is aware of and utilizes a variety of self-care strategies

1    2    3    4    5    N/A

Student is aware when personal needs are impinging on job performance

1    2    3    4    5    N/A

## Professional Skills

Student keeps written work current and complete

1    2    3    4    5    N/A

Student meets required deadlines

1    2    3    4    5    N/A

Student's written communication is clear, logical & objective

1    2    3    4    5    N/A

Student is self-reliant and self-directed

1    2    3    4    5    N/A

Student monitors own use of time & manages time effectively

1    2    3    4    5    N/A

Student meets agency administrative requirements

1    2    3    4    5    N/A

Student sets priorities and follows through

1    2    3    4    5    N/A

Student deals with unanticipated workload demand/crises

1    2    3    4    5    N/A

Student's behavior is consistent with ethical guidelines

1    2    3    4    5    N/A

Student comes prepared to meetings and case conferences; presents information in a professional manner

1    2    3    4    5    N/A

Student develops effective working relationships with staff

1    2    3    4    5    N/A

Student is collegial and respectful with colleagues and community professionals

1    2    3    4    5    N/A

Student effectively manages conflict and differences of opinion with co-workers/  
professionals/supervisors

1    2    3    4    5    N/A

Student demonstrates professional values and attitudes

1    2    3    4    5    N/A

## Contextual Skills

Student demonstrates an awareness of the larger systemic influences impacting a client's life

1    2    3    4    5    N/A

Student develops interventions within the context of the client's life

1    2    3    4    5    N/A

Student considers a wide range of systemic influences – family, community, school, culture, religion, gender, economic, political

1    2    3    4    5    N/A

Student understands the variety of services offered within the host agency

1    2    3    4    5    N/A

Student demonstrates effort in developing knowledge about the community at large and the variety of resources available (or not) to assist clients

1    2    3    4    5    N/A

Student demonstrates a willingness to learn about the uniqueness of the community within which the client lives

1    2    3    4    5    N/A

Student actively and appropriately refers to available resources

1    2    3    4    5    N/A

Student develops effective working relationships with community people

1    2    3    4    5    N/A

Student understands advocacy and can advocate on a client's behalf

1    2    3    4    5    N/A

## Summary Questions

What do you observe to be the student's strengths?

What skills do you observe this student could develop?

Overall comments about the practicum: