

SCWK3053 Field Instruction † Mid-Term Evaluation

Mid-Term Evaluation Part 1

This list of skills is designed to assist in providing feedback at the ~~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 ~~not~~ applicable (NA).

project team.

5. Is able to organize one's time effectively.

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 th

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.

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 th

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.

E. Social Action Practice

Political Competencies

1.

microcosm of the group. Sexism, racism, classism, and ageism will be ~~even~~ **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~~ **conflictive**. 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.

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

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