

University of the Fraser Valley
Child and Youth Care
310 Practicum Evaluation

Completed by _____
Date _____

Initial Student Self-Assessment

Mid-Point Evaluation

Final Evaluation

Practicum Evaluation Criteria and Standards

Please use the following criteria and standards when assessing the student's practicum work in the evaluation (midpoint and final). **Note:** An assessment of below standard competency in any of the four areas of evaluation will result in an examination and review of a student's potential for successful completion of the practicum.

The student:

- demonstrates consistent performance and contributes significantly to the practicum setting in relation to all practice areas
- is able to articulate theoretical concepts, professional values and attitudes, and CYC perspectives, and integrate them into practice at a high level
- is able to establish and maintain effective professional relationships with children/youth and families, co-workers and the supervisor
- takes initiative and responsibility for own learning and reflecting on practice, analyzes own strengths and needs, demonstrates a high degree of self-awareness, and sets realistic goals to work toward growth
- rises to meet challenges, and is creative in finding solutions and strategies that are effective, and appropriate to the situation
- goes beyond available information and searches out new ways to integrate information and experiences to strengthen professional practice
- puts concepts and skills acquired through practice to immediate use, and takes advantage of all learning opportunities

Application of Knowledge

Please check the standard that the student has achieved for each competency.						
	Below Standard	Standard Beginning Student	Increasing Independence	Job Entry or Beyond	Not Applicable	Student: use this section to record examples of practice
Accesses, and uses information from a broad range of appropriate theories to plan, deliver and evaluate interventions						
is able to work both independently, and as part of a team						
Verbalizes how a CYC orientation and CYC perspectives influences practice						
Considers Aboriginal history and Indigenous ways of knowing						
Can articulate how they are integrating theory into practice						
Demonstrates knowledge of developmental theory to meet the needs of children, youth, and families						
Demonstrates knowledge of change theory to meet the needs of children, youth, and families						
Continually identifies strengths and preferences, ecological context, and vulnerabilities						
Explores protective factors and resources (that can support change)						
Demonstrates creativity in decision making and problem solving						
Mindfully considers the multiple factors that influence behaviour, adjustment, and current needs						

Effectively considers the impact of trauma and utilizes trauma informed practice						
Considers the unique life space of children, youth, families, and communities, and utilizes it in planning and delivering interventions						
Student constructs innovative practices based on own learning and experiences and feedback from others						
Overall Rating for Application of Knowledge						
Specific areas/examples of strength						
Opportunities for development						
Proposed goals and action plans						

Reflective Practice

Please check the standard that the student has achieved for each competency.						
	Below Standard	Standard Beginning	Increasing Independence	Job Entry or Beyond	Not Applicable	Comments/Examples
Initiates questions, processes situations, and verbalizes observations related to practice.						
Seeks additional knowledge when needed						
Demonstrates an ability to learn from experience						
Demonstrates an openness and ability to learn from others, receive feedback and integrate recommendations						
Critically reflects on social and structural inequality and adjusts their practice to be an agent for change in the practicum context						
Examines own strengths and needs as a practitioner						
Continually reflects upon/appraises their practice						
Sets goals for new learning based on self-appraisal						
Takes initiative in seeking supervision						
Aware of personal biases and triggers, and mindfully regulates their responses for professional practice						

Continuously monitors personal wellness, and uses self-care strategies						
Aware of when personal needs are interfering with job performance, and takes appropriate action						
Identifies and reflects on the relationships between the practicum agency, the larger community and systems it is connected to						
Initiates discussion about tensions that are occurring between knowledge of CYC practice and experiences and expectations in the practicum setting.						
Overall Rating for Reflective Practice						
Specific areas/examples of strength						
Opportunities for development						
Proposed goals and action plans						

Professionalism

Please check the standard that the student has achieved for each competency.						
	Below Standard	Standard Beginning	Increasing Independence	Job Entry or Beyond	Not Applicable	Comments/Examples
Understands and works within the mission, vision, values, and relevant policies and procedures of the agency						
Demonstrates professional values, attitudes, and behaviours						
Understands the variety of services offered within the host agency						
Meets agency administrative requirements, such as current and complete record keeping, and timelines						
Utilizes networking to develop a community of practice and working knowledge of community resources						
Constructs and actively participates in new opportunities to enhance their learning and practice						
Flexibly deals with unanticipated workload demands						
Writes and presents clear, logical, organized, and objective case notes and records						
Student manages time effectively, setting priorities and following through with agreed upon plans						

Works with increasing independence and responsibility within the context of the team						
Works with sensitivity and humility when engaging with Indigenous and/or other cultural individuals, families, and communities						
Demonstrates ethical practice, including respecting confidentiality, using power and authority responsibly, respecting client self-determination and choice, negotiating boundaries, regarding welfare of client as primary obligation						
Develops effective and respectful working relationships with colleagues and community						
Can verbalize roles and responsibilities of self, other staff and community professionals						
Utilizes professional judgement and effective communication strategies to manage conflict and differences of opinion						
Takes increasing responsibility for leadership						
Overall Rating for Professionalism						
Specific areas/examples of strength						

Opportunities for development
Proposed goals and action plans

Therapeutic Skills

Please check the standard that the student has achieved for each competency.						
	Below Standard	Standard Beginning	Increasing Independence	Job Entry or Beyond	Not Applicable	Comments/Examples
Demonstrates relational practice, support and therapeutic alliance through attending and attunement, expressing empathy, questioning						
Communicates in ways that demonstrate respect for and affirmation of individual experiences, preferences and perspectives						
Maintains a strength based – resiliency focus						
Demonstrates a grounded presence with others						

Cares for others with authenticity and genuineness						
Creates interventions that are trauma informed, with a focus on being: <ul style="list-style-type: none"> • Relational (safe) • Relevant (developmentally-matched) • Repetitive (patterned) • Rewarding (pleasurable) • Rhythmic (resonant with neural patterns) • Respectful (of the child, family, and culture) Perry (2010) 						
Utilized effective communication skills for therapeutic conversations and/or interviewing, to learn from children, youth and families						
Adjusts style and approach to the conditions, emotional states, developmental abilities, and cultural considerations of the child, youth and family						
Collaboratively works with the child, youth and family, and community to create case plans that are strength based, family centred, culturally appropriate.						
Demonstrates sensitivity and the ability to respond to the diverse social locations and needs of children, youth, and families						
Student responds effectively and respectfully to difficult or challenging behaviours						
Understand the role of attachment and utilizes the therapeutic relationship to promote healing and growth						

Learns the specific knowledge and skills to meet the unique needs in each setting						
Understands advocacy and can advocate on a client's behalf						
Overall Rating for Therapeutic Skills						
Specific areas/examples of strength						
Opportunities for development						
Proposed goals and action plans						