

## The Practice Based Evaluation (PBE) Tool

### INSTRUCTIONS

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On the following pages there are a series of sentences that have been generated by other instructors as they described their students' clinical and learning behaviour in the context of a clinical placement. These behaviours have been divided into six categories.

This form is to be completed separately by the student and each field instructor. For each of the six categories, please read all the descriptions and highlight 4-6 of the sentences that you believe best describe your student (or you as a student).

Your selections will be rated. A composite score as well as a score for each category will be computer generated. Scores will range between 1-5.

The student-rated and field instructor-rated scores should be discussed when writing the evaluation summary reports.

Please add the summaries at the end of the tool.

### COMPETENCY: LEARNING AND GROWTH

Descriptor	Check
Asks a lot of direct questions over a long period of time in order to understand basic information, such as policies, procedures, and the worker role.	
Consults with field instructor frequently as she/he is not confident in her/his skills and abilities.	
Consistently reports disinterest in focus of placement and asserts there is nothing new to learn	
Demonstrates a general lack of growth in the course of the placement.	
Demonstrates confidence in taking risks and challenging her/himself (e.g., to work with clients early in the placement, work with challenging client situations, or assume more challenging roles, such as group leader).	
Demonstrates some strengths and capacity for growth and learning, but shows little progress in moving beyond the basic level.	
Demonstrates strong capacity to learn and grow when given feedback.	
Displays difficulties in integrating new information and skills from field instruction to the clinical work.	
Displays increased confidence through field instruction and learning opportunities in the placement.	
Displays strong capacity to learn.	
Displays hesitance and nervousness about making mistakes, despite possessing experience and maturity	
Does not demonstrate much interest in the placement or the clients.	
Does not seek out or integrate constructive feedback.	
Does not seek out or maximize learning opportunities available in the agency.	
Eager to learn and can establish clear learning objectives.	
Enters the placement with some general, unfocused learning goals.	
Exhibits some struggle with understanding the basic functions of social work at the end of placement.	
Invests little in the learning process and does not make the placement a priority.	
Is cautious and avoids taking risks, such as seeking out new learning opportunities.	
Is eager to learn and establish learning objectives, but nervousness interferes with learning.	
Is somewhat hesitant to take risks to meet chosen goals.	
Lacks clear learning objectives as the student is uncertain about his/her desired learning outcomes	
Performs adequately but displays little motivation to improve or excel	
Possesses strong/inflexible values and anxiety that impact quality of work	

Possesses the capacity to hear and integrate feedback, but minimal improvements are observed.	
Possesses appropriate learning objectives from the outset of the placement and demonstrates initiative, energy and motivation in achieving these goals.	
Seems to be interested in the placement as a way to explore employment potential, rather than as a learning experience	
Self-identifies her/his skills needing improvement (e.g., dealing with conflict, setting limits, report writing) and uses placement opportunities to address these.	
Significant areas for improvement are identified at the time of evaluation.	
Struggles to learn and requires considerable teaching time	
Transfers learning from field instruction to clinical practice.	

### COMPETENCY: BEHAVIOUR IN THE ORGANIZATION

Descriptor	Check
Demonstrates an overall inflexibility in the workplace.	
Disagrees with and challenges workplace procedures	
Displays no respect for the agency and its procedures.	
Experiences difficulty in building relationships with organizational staff.	
Experiences difficulty in fitting into the agency and engages in problematic behaviours, such as being highly critical of and argumentative with other staff and the field instructor, and/or becoming involved in agency politics.	
Follows agency procedures and is accepted by the team.	
Is highly flexible and adaptable.	
Lacks appreciation of the student role and self-awareness about interactions with organizational staff.	
Regarded as a student/learner by other members of the team.	
Relates to agency staff with humility and respect.	
Respected and valued by agency staff. Other staff regard her/him as a valued colleague.	
Shows respect to other staff and works well within the agency's culture.	
Struggles to assert her/himself with team members	
Struggles with the student role, as she/he wants more clients and responsibility, but does not possess or demonstrate the needed skills and abilities to take on this extra responsibility.	
Tends to work well in the student role.	
Understands the student role and maintains professional boundaries with other team members.	
Viewed as "student co-worker" by other members of the team.	

Viewed primarily as a student.	
Works in a responsible and experienced manner within the agency.	
Works well with colleagues, but can be intimidated by members of other professions.	

### COMPETENCY: CONCEPTUALIZING PRACTICE

Descriptor	Check
Able to begin to identify and discuss ethical matters.	
Competent in using numerous theories in practice, and applying them in a flexible manner.	
Culturally competent and actively incorporates factors relevant to diverse clients.	
Culturally competent, understands and begins to incorporate factors relevant to diverse clients.	
Demonstrates awareness of multiple levels of practice	
Demonstrates rigidity in his/her thinking and belief systems	
Demonstrates some ability to think critically.	
Displays some understanding of the impact of cultural factors.	
Gives attention primarily to the concrete aspects of clients' situations.	
Has difficulty applying theoretical understanding to practice situations	
Has the potential to be harmful to clients.	
Knowledgeable about theory and is capable of applying it to practice.	
Tends to know one approach and works primarily from that framework	
Limited understanding of impact of cultural factors	
Little to no understanding of impact of cultural factors	
Maintains a highly ethical practice	
Personal issues and difficulties are not kept out of his/her work and practice	
Possesses strong critical thinking skills.	
Struggles with understanding the difference between personal relationships and student/worker-client relationships	
Struggles in understanding social work values	
Tends to think in the here and now and experiences difficulties in making deeper connections.	
Thinks about and understands practice on multiple levels from instrumental tasks to deeper, therapeutic interventions.	
Understands and carries out the mandate of the organization, while remaining sensitive to clients' situations and needs.	
Understands and maintains social work ethics.	
Understands, maintains, demonstrates and discusses social work ethics.	
Views practice at a concrete level only and experiences extreme difficulty in going beyond this level	

Views practice as simply the process of collecting factual or affective information and demonstrates only a beginning/limited ability to link affect, behaviour, and cognition.	
Views practice on multiple levels, but this develops only with field instruction.	
Works well within established frameworks but demonstrates inflexibility in using different practice approaches	

### COMPETENCY: CLINICAL RELATIONSHIPS

Descriptor	Check
Able to identify areas for improvement in clinical relationships	
Acts with clients in a friendly manner, like a student/volunteer, rather than a student/worker, as interactions with clients tend to resemble informal discussions, rather than therapeutic interviews.	
Attention is given primarily to tasks and meeting the practical needs of clients, not to exploring deeper emotional issues.	
Begins where the client is and paces the interview to meet the needs of the client.	
Can build relationships, but struggles with establishing deeper, more therapeutic connections	
Compassion and empathy for clients is lacking or slow to develop	
Demonstrates a good use of self.	
Demonstrates some creativity and innovation in connecting with clients.	
Does not identify or respond to cultural factors in building relationships with clients	
Does not use professional power appropriately, as interactions with clients can be intrusive and authoritarian	
Establishes and sustains effective relationships with a broad array of diverse clients by drawing on the ability to be genuine, respectful, and client-focused; and to use oneself appropriately and differentially.	
Establishes meaningful relationships and works well with an array of diverse clients.	
Is responsible and respectful with clients.	
Lacks basic skills, such as affect and warmth and there is no evidence of growth during the placement	
Lacks self-awareness, as she/he tends to confuse her/his own experiences with those of clients	
Not aware of cultural issues important to relationship building	
Not respectful of diversity in clients	
Possesses good basic skills, such as listening, questioning, and differential use of self.	
Possesses some very strong skills, but, at times, can experience difficulty in applying these with clients, such as moving too quickly in	

client interviews or struggling to understand client situations and issues.	
Primarily viewed as personable and engaging.	
Rigidly maintains professional boundaries with clients.	
Struggles with establishing therapeutic relationships and interventions, as she/he is unfocused in her/his interactions with clients or she/he struggles with being genuine or non-judgmental.	
Tends to be judgmental, condescending, overly anxious, inflexible, not genuine, one-dimensional and can become frustrated with some clients' inability to change	
Tries to form inappropriately close and friendly relationships with clients and other staff, rather than student/worker-client or students/worker-worker relationships	
Understands their own personal experiences and draws on these life experiences to understand clients and their life situations.	
Uses creativity in connecting with difficult to reach clients.	
With feedback and through supervision, relationship skills improve during the placement.	

### COMPETENCY: ASSESSMENT AND INTERVENTION

Descriptor	Check
Able to intervene effectively.	
Assessment and intervention skills become more differentiated and complex throughout the placement.	
Assessment and intervention plans tend to be factual and one-dimensional	
Assessments are conducted at a pace that is not respectful of the client or client-centred.	
Assessments are not founded on the clients' situation but are based more on the student's assumptions and perceptions	
Assessments focus on basic and factual information.	
Assessments attempt to make client situations fit and conform to theory.	
Assessments reflect understanding and application of theory	
Capable of constructing clear, concise, and comprehensive assessments.	
Completes focused and relevant assessments, but with some struggle in knowing what information to include and being concise.	
Considerable assistance is needed to understand the basics of a good assessment	
Developments in conducting and writing assessment are made with field instruction.	
Displays some understanding and integration of cultural factors into	

assessment and intervention with diverse clients.	
Integrates cultural factors in assessment and intervention with diverse clients.	
Interventions are often not goal directed.	
Interventions do not take client views into account	
Little attention to incorporating cultural factors in assessment and intervention with diverse clients	
Little attention to no attention to incorporating cultural factors in assessment and intervention with diverse clients	
Mainly focuses on offering practical assistance to clients.	
Performs comprehensive assessments and uses these for goal-directed interventions.	
Struggles to incorporate cultural factors in assessment and intervention with diverse clients.	
Struggles with understanding the purpose of intervening and interventions are often unfocused	
There is a lack of depth as there is a tendency to focus on identifying and addressing instrumental needs.	
Through field instruction, improvements are seen in creating treatment plans.	
Uses theory flexibly to fit clients' situations, instead of trying to make client situations fit to theoretical models.	
Weak critical analysis of collected information.	
When applied, therapeutic models are used very rigidly and not individualized to the client situation	

### COMPETENCY: PROFESSIONAL COMMUNICATION

Descriptor	Check
Capable of producing well-developed reports.	
Delivers clearly organized and effective presentations.	
Effective and confident in case conferences and team meetings.	
Experiences lack of confidence or readiness in presenting to others	
Experiences some struggles in meeting agency reporting expectations	
In case conferences or team meetings lacks self-confidence and may not speak unless required or asked.	
Possesses comprehensive verbal skills.	
Possesses comprehensive written skills.	
Presentations are clear and well organized.	
Presentations tend to be sufficient/satisfactory.	
Reports are well organized, but can be unfocused and contain too much information.	
Reports lack focus and depth.	
Reports tend to be a reiteration of the actual interview with the client	

and lack clinical analysis.	
Reports tend to be superficial and too descriptive. For some, reports read like academic assignments.	
Reports contain sufficient information but require editing to meet agency standards	

**Please add the following here:**

**Student summary**

**Field instructor summary**

The summary should include:

- 1) a reflection of the goals set in the **learning contract** (student)
- 2) a description of the activities used to operationalize the goals (student)
- 3) a description of other learning opportunities made available in the placement (student)
- 4) an overview of progress to date (student and field instructor)
- 5) recommendations for future learning for the student (field instructor)