DP Contract Training Handout Examples: Evaluations

Evaluation Instrument SWK 5816

FOR ALL COMPETENCIES: The following evaluation instrument is built into the education contract. This design should assist field instructors as they provide students with ongoing feedback about their performance. When preceptors have been included in the plan for practicum supervision, their feedback must somehow be incorporated into this process.

AC Advanced Competence
Expertly demonstrates awareness, knowledge and skills as a social work intern.

C Competence
Consistently demonstrates awareness, knowledge and skills as a social work intern.

EC Emerging Competence
Demonstrates beginning awareness, knowledge and skills as a social work intern.

IP Insufficient Progress
Rarely demonstrates awareness, knowledge and skills as a social work intern.

UP Unacceptable Progress
Never demonstrates awareness, knowledge and skills as a social work intern.

FOR PRACTICE SECTION ONLY: ***There are two grading checkpoints, one at mid-practicum (5816 for DP) and one at the end of the practicum (5826 for DP). During the first half of the practicum, practice steps which have not yet been demonstrated by the student can be marked "delayed." At evaluation, along with a performance rating, each instructor will signify the process by which the student was exposed to and given opportunity to participate in each step of the practice process. This will be signified by entering all relevant numbers from the scale below. A student could have as many as six numbers for one practice step, depending on the learning process involved.***

Learning Process

1 = Read about or receive oral information

2 = Shadowed during client system interactions

3 = Shared responsibility for parts of an interaction/project

4 = Took full responsibility for parts of interaction/project

5 = Took full leadership in organizing interaction/project

6 = Took full leadership in implementing interaction/project

Delayed

L PRACTICE: Apply the knowledge and skills of an integrated and contextualized social work perspective to practice with individuals, families and groups; progress towards independent work with clients, based upon self-monitoring and select utilization of informed supervisory guidance and consultation.	

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Practice - Preparation-1

Practice Tasks

UP	IP	EC	C	AC
☐	☐	☐	☐	☐

Learning Process Involved

1	2	3	4	5	6	Delayed
__	__	__	__	__	__	__

1. Identify and become familiar with specialized knowledge and skills needed to practice in the practicum placement's area of social work practice.
   Some Examples:
   Child Welfare (knowledge of the legal system)
   Schools (safety plans, IDEA)
   Mental Health (DSM, psychotropic medication)
   Veterans (privacy training, PTSD/TBI framework)
   Medical (medical terminology)
   Drug & Alcohol Prevention (assessment tools)
   Special Training (crisis intervention, suicide assessment, etc.)
2. Actively prepare for work with clients by collecting, organizing and interpreting client information.
3. Affectively prepare for action with clients.
4. Seek supervisory guidance as necessary.

Work Plan:
The student will review any and all presenting intake sheet and/or case file prior to meeting with a client. He will discuss anticipated session goals in conjunction with unknown client reactions. Student will prepare for client interactions by reading/updating his knowledge of domestic violence, drug & alcohol abuse, Hispanic family dynamics and other issues of concern.

Revisions

Evidence to support rating:
The student has been observed to prepare well for client involvement. Presenting issues are discussed in supervision for new intakes. The student has reviewed relevant materials prior to engagement with clients plus co-occurring disorders and special populations. The student has been open to discussing his personal concerns about working with known abusers.

Strategies to increase competence:

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Practice - Engagement-1

Practice Tasks

UP	IP	EC	C	AC
☐	☐	☐	☐	☐

Learning Process Involved

1	2	3	4	5	6	Delayed
__	__	__	__	__	__	__

1. Demonstrate ability to develop and maintain strengths based relationships and processes with a variety of client systems.
2. Identify special engagement needs of diverse agency clients.
3. Demonstrate ability to explain to clients the "big picture," i.e. the context of your engagement with them, the nature of your role, how the process of continued engagement will work and what is known about what to expect.
4. View self as a "learner" and clients as "informants."
5. Apply basic interviewing skills (active listening, appropriate use of empathy & compassion, differential use of self, language that is affirmative, constructive and encouraging, etc.) to respectfully engage diverse client systems; recognize and demonstrate other interpersonal skills as needed when working with clients.
6. Generate verbal and nonverbal skills that communicate insight and understanding of the impact of difference in life experiences.
7. Develop a mutually agreed upon focus of work and desired outcomes.
8. Accurately convey the operative extent of client confidentiality.

Work Plan:
Student will demonstrate the ability to develop and maintain strengths based relationships with diverse clients, families, community, co-workers, administrators, and other client systems. Residents will be helped to understand the role of the social worker and what to expect. Appropriate and effective basic interviewing skills will be demonstrated as outcomes and expectations are communicated.

Revisions

Evidence to support rating:
Student is developing strategies through interviewing and orientation techniques, assessing and evaluating client's needs.

Strategies to increase competence:
Student will continue to increase her comfort level and confidence in working with the veterans by learning more about the military culture and its impact on the resident's.