

Berkeley Social Welfare



COMPETENCY-BASED FIRST SEMESTER PROGRESS REVIEW OF MSW STUDENTS



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OUR FIRST SEMESTER PROGRESS REVIEW TOOL

1. Accreditation standards have change requiring all schools of social work (not just ours) to obtain detailed information about 41 specific practice behaviors
2. Students want to know more specifics about what they did well and how they could improve and do not find global evaluations to be of maximal value
3. Greater specificity allows all parties (students, classroom faculty, and field instructors) to focus their time, energy, and resources more effectively

YOUR PROFESSIONAL JUDGMENT COUNTS

- Although this tool helps to guide and structure your professional judgment, it is NOT intended to replace it!
- You are the expert on your area and context of practice, and we want you to be able to inform us about your expert observations of our students
- The tool may help you to identify specific components of strength or where improvement would be beneficial but there also may be missing elements or concepts

BEST PRACTICES IN FIELD INSTRUCTION



Strong, attuned,
personalized
instructional
relationship



Clearly
Identified
Outcomes,
Purpose, and
Processes



Opportunities to
observe, do and
be observed
doing practice



Provision of
feedback that is
observationally
based,
balanced, and
specific



Opportunity to
reflect,
integrate, and
consolidate
learning and to
re-set goals

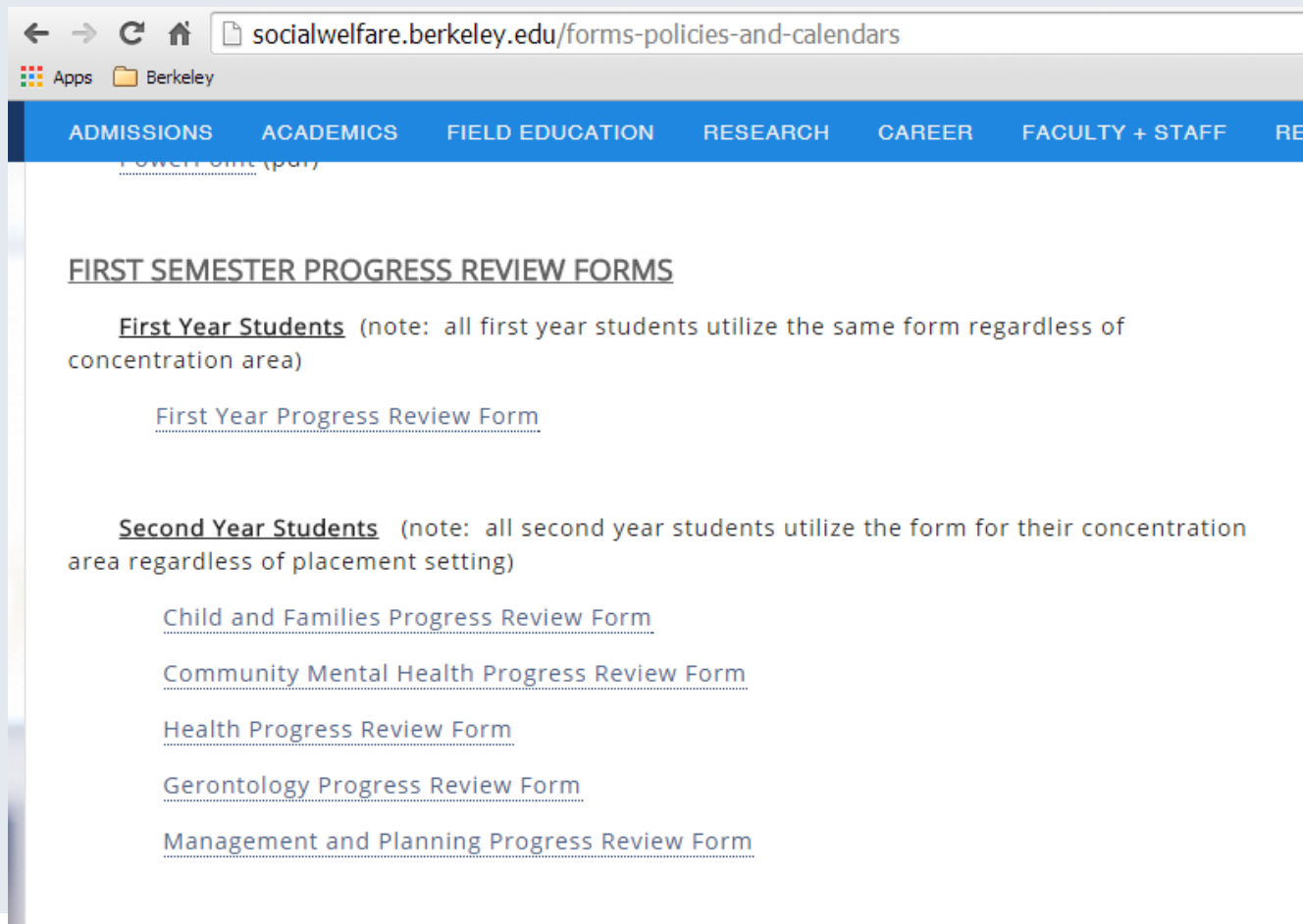


WATCH FOR RATER BIAS

- **The Halo Effect:** The tendency to inflate rating based upon one or two outstanding characteristics of the individual. This prevents individuals from getting feedback that can help them to improve. This is pervasive in social work!
- **The Leniency Error:** The tendency to evaluate all people as outstanding and not to properly discern levels of attainment
- **Impressionistic Error:** The tendency to extrapolate from general impressions without looking at specific examples or behaviors related to the area being evaluated.
- **The Strictness Effect:** The tendency to be overly critical and to not rate people fairly related to their developmental level (i.e. MSW student vs. long-time professional)
- **The Similar-to-me Effect:** The tendency to more favorably judge those people perceived as similar and vice versa.

FIND THE RIGHT TOOL FOR YOUR STUDENT

<http://socialwelfare.berkeley.edu/forms-policies-and-calendars>



The screenshot shows a web browser window with the URL socialwelfare.berkeley.edu/forms-policies-and-calendars in the address bar. The browser's navigation bar includes 'Apps' and 'Berkeley'. A blue navigation menu contains the following items: 'ADMISSIONS', 'ACADEMICS', 'FIELD EDUCATION', 'RESEARCH', 'CAREER', 'FACULTY + STAFF', and 'RES'. Below the menu, the page content is titled 'FIRST SEMESTER PROGRESS REVIEW FORMS'. Under this title, there are two main sections: 'First Year Students (note: all first year students utilize the same form regardless of concentration area)' and 'Second Year Students (note: all second year students utilize the form for their concentration area regardless of placement setting)'. Each section lists several forms with underlined links: 'First Year Progress Review Form', 'Child and Families Progress Review Form', 'Community Mental Health Progress Review Form', 'Health Progress Review Form', 'Gerontology Progress Review Form', and 'Management and Planning Progress Review Form'.

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Apps Berkeley

ADMISSIONS ACADEMICS FIELD EDUCATION RESEARCH CAREER FACULTY + STAFF RES

FIRST SEMESTER PROGRESS REVIEW FORMS

First Year Students (note: all first year students utilize the same form regardless of concentration area)

First Year Progress Review Form

Second Year Students (note: all second year students utilize the form for their concentration area regardless of placement setting)

Child and Families Progress Review Form

Community Mental Health Progress Review Form

Health Progress Review Form

Gerontology Progress Review Form

Management and Planning Progress Review Form

RECOMMENDED STEPS

1. Ask the student to submit a self-evaluation
2. Review the student's learning agreement and activities
3. Review your observations of the student over time and gather input from other staff and team members who have had an opportunity to interact with the student
4. Rate the student on the form (time estimate: two hours)
5. ***Devote one instructional hour to discussing the final evaluation with your student;*** consider their input; identify and discuss differing perceptions
6. Finalize the evaluation, click to sign, and send to student to review comment, if needed, and they will send back to you and to us.

HOLISTIC COMPETENCIES ARE PARTIALIZED INTO COMPONENT PARTS

Assessment of Individuals, Families, Groups, Organizations, and/or Communities:

Collects, analyzes, and applies relevant information to promote the effective delivery of clinical services and/or execution of administrative and planning projects.

<i>Improvement Needed</i>	<i>Competence</i>	<i>Mastery</i>
<input type="checkbox"/> Unable to collect essential information	<input type="checkbox"/> Collects most of the relevant information	<input type="checkbox"/> Consistently collects the most relevant information
<input type="checkbox"/> Overlooks biological, developmental, psychological, social, cultural, community, and/or spiritual factors	<input type="checkbox"/> Considers factors on multiple levels including biological, developmental, psychological, social, cultural, community, and spiritual factors	<input type="checkbox"/> Selects the most critical factors on biological, developmental, psychological, social, cultural, community, and spiritual levels
<input type="checkbox"/> Ignores or undervalues client system's experience of diversity including poverty, oppression, and discrimination	<input type="checkbox"/> Considers some diversity factors including poverty, oppression, and discrimination	<input type="checkbox"/> Thoughtfully considers the most relevant diversity factors including subtle factors like micro-aggression
<input type="checkbox"/> Unable to balance strength and needs	<input type="checkbox"/> Balances appraisal of strengths and needs in most instances	<input type="checkbox"/> Consistently balances strengths and needs
<input type="checkbox"/> Fails to organize and analyze information	<input type="checkbox"/> Organizes and analyzes information sufficiently	<input type="checkbox"/> Efficiently organizes, analyzes, and condenses information
<input type="checkbox"/> Draws spurious or inaccurate conclusions	<input type="checkbox"/> Draws conclusions that are mostly well-founded and well-supported	<input type="checkbox"/> Draws accurate conclusions and applies understanding in a creative manner

PROVIDE YOUR GLOBAL RATING ON EACH COMPETENCY

Considering the above items (i.e. the components) and other relevant factors, how would you rate the student's overall level of competence related to *assessment*?

1	2	3	4	5	Unable to Assess
Not Competent		Competent		Exceptional Mastery	

- Assign a number to the nearest .50 increment

YOUR COMMENTS MATTER, TOO

- Please provide comments in the comment boxes that include specific, observable behaviors the student has demonstrated to you that indicate competency development

Student strengths or accomplishments: Jane demonstrated excellent capacity to engage the children she was assigned to assess. She demonstrate persistence and creativity, seeming able to connect with children that even experienced providers had difficulty getting to talk. She was able to elicit quite a bit of speech from a client who was selectively mute in part because of her improved comfort with silence.

Specific ways student could enhance or improve competency in this area: Although parents reported that their children were extremely fond of and positively impacted by Jane, she appears to heavily prefer working with children to their parents. Over the year I did see her improve her ability to engage the parents and natural supports of the child but would encourage continued enhancement in her engagement skills with adults.

REVISE LEARNING AGREEMENT ACTIVITIES AS NEEDED

REVISED TASK ASSIGNMENTS AND PRIORITIES

In this section, both the field instructor and student may comment on revisions to the specific task assignments that will occur either because of the student's learning needs or because of changes in the agency or program. This is also a place to request and/or agree to changes in the teaching and learning relationship that may improve the student's acquisition of competencies.

Field Instructor Comments: (expandable text box)

Student Comments: (expandable text box)

MAKE AN OVERALL GRADE RECOMMENDATION TO THE SCHOOL

- SATISFACTORY** (indicates that the student's overall learning and performance proceeded at an appropriate rate without apparent problems)
- UNSATISFACTORY** (indicates that the student's overall learning and/or performance has been deemed unacceptable)
- REQUEST FOR CONSULTATION** (indicates that you have questions about overall learning or performance and would like to discuss your grade recommendation)

EMAIL OR CALL US FOR CONSULTATION!

- We can help you determine what the fairest, most accurate appraisal rating may be and also recommend language you can use to describe accomplishments or concerns:

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THANK YOU FOR YOUR SERVICE TO THE SCHOOL AND THE PROFESSION

