COMPETENCY-BASED FIRST SEMESTER PROGRESS REVIEW OF MSW STUDENTS
1. Accreditation standards have changed 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.
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
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

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
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.
## OUR 12 HOLISTIC COMPETENCIES

<table>
<thead>
<tr>
<th>1. Engagement with Individuals, Families, Groups, Organizations, and/or Communities</th>
<th>2. Consultation, Coordination, and Collaboration</th>
<th>3. Assessment of Individuals, Families, Groups, Organizations, and/or Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Evaluation of Systemic Efforts or Interventions</td>
<td>8. Planning for Transition and/or Termination</td>
<td>9. Written and Verbal Communication Skills</td>
</tr>
</tbody>
</table>
**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.*

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

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Unable to Assess</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not Competent</td>
<td>Competent</td>
<td>Exceptional Mastery</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

- Assign a number to the nearest .50 increment
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 demonstrated 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.
### 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)
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:

Robert Ayasse: rayasse@berkeley.edu
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The Field Office: 510-642-1306
THANK YOU FOR YOUR SERVICE TO THE SCHOOL AND THE PROFESSION