

**Wayne State University
School of Social Work**

**FIELD EDUCATION
PERFORMANCE ACHIEVEMENT RATING
BACHELOR OF SOCIAL WORK - JUNIOR YEAR
_____ Semester, 2000**

Name of Student: _____

Name of Agency : _____

Name of Practicum Instructor: _____

Name of Faculty Advisor: _____

Number of Clock Hours Completed: _____

Signatures of Participants in the Evaluation Process:

_____ Student _____ Date

_____ Practicum Instructor _____ Date

The faculty advisor is responsible for assigning the mark. The following marks are used:

- S = Satisfactory
- M = Marginal Pass
- U = Unsatisfactory

TO BE COMPLETED BY FACULTY ADVISOR

MARK: _____

SIGNATURE: _____
FACULTY ADVISOR

***PLEASE RETURN PERFORMANCE ACHIEVEMENT RATING FORM (UPON COMPLETION)
TO THE FACULTY ADVISOR.***

BACHELOR OF SOCIAL WORK - JUNIOR YEAR

Introduction to the Performance Achievement Rating Scale:

The Junior Year Performance Rating is composed of two inter-related components. One component is comprised of the knowledge and skills basic to the social work profession; the other component is focused on student/agency objectives.

1. The "Field Education Plan" delineates the mutually agreed-upon goals, objectives, specific task assignments, time-lines and status reports developed by the practicum instructor and the student. This component is individualized for each student and the field placement agency. The "Field Education Learning Plan" is to be attached to the rating form.
2. The knowledge and skills component applies to the full range of social work practice. This component provides an in-depth evaluation of performance in specific areas consistent with academic content as well as professional social work standards. This component is divided into three sections:
 - I. The Agency
 - II. Knowledge and Skills in Service Delivery
 - III. Professional Development
3. The Rating Scale:

Ratings are distinct for each semester; they are not cumulative. The Rating Scale for the three sections is:

 - a) **Does not meet expectations:** The student is unable to perform even minimal tasks and does not demonstrate an understanding of the theoretical base of materials.
 - b) **Marginal:** The student requires intensive redirection. The student demonstrates effort but has difficulty in achieving required expectations.
 - c) **Meets expectations:** The student demonstrates both ability and knowledge which meets the basic expectations as listed in the criteria for each section.
 - d) **Above expectations:** The student demonstrates knowledge and ability above the criteria set for this level.
 - e) **NA:** not applicable
4. **Criteria:** These criteria identify the knowledge and skills basis for evaluating each of the specific points in the three Performance Achievement Rating sections.
5. The form may be individualized with comments after each section. If any item within a section has been rated either "Does not meet" or "Marginal", a specific comment should be made regarding that item in the area provided for comments.
6. Please note strengths, achievements and initiatives shown by the student in the performance of his/her assignments and work contacts. These should be noted in the comment sections or narrative summary.
7. The term "client" refers to constituent, patients, clients and consumers of service.

BACHELOR OF SOCIAL WORK - JUNIOR YEAR

- 1. Describe the student's assignments and other field education experiences such as in-service training and workshops. Include the nature of the client/constituent problems/issues, age, gender, length of service, number of client's etc. Describe the nature of the service, e.g., observations, interviews, service to individuals, groups, families, committees, organizations.**
- 2. Also, list the learning activities used to evaluate the performance achievement, e.g., process recordings, tapes, observations, field instruction conferences, and/or written documents.**

II KNOWLEDGE AND SKILLS IN SERVICE DELIVERY

Items here reflect the student's knowledge of the agency, social work and use of self.

Criteria:

- A. Client Skills Demonstrates awareness of clients' needs. Engages client in meaningful relationship.

- B. Scope of Practice Understands client's background and needs and begins to integrate these into goal setting.

- C. Personal development Cooperates with agency and outside-agency staff and begins to understand roles of other disciplines at agency.

KNOWLEDGE AND SKILLS IN SERVICE DELIVERY	Does Not Meet	Marginal	Meets	Above Expectations	NA
Communication and Relationship Skills					
1. Expresses self effectively in verbal communication					
2. Expresses self effectively in written communication					
3. Demonstrates ability to report behavior in specific non-labeling terms					
4. Demonstrates ability for establishing empathic relationships					
5. Records attitudinal and feeling content in process recordings					
<i>Comments:</i>					
Observation					
1. Appropriately uses observation skills					
2. Describes the environmental context					
3. Demonstrates knowledge of functioning of individuals, families and groups in developing a plan.					

Comments:

KNOWLEDGE AND SKILLS IN SERVICE DELIVERY contd.

Problem Definition, Fact-finding and Assessment

	Does Not Meet	Marginal	Meets	Above Expectations	NA
1. Identifies the major concerns of the client system					
2. Is purposeful in gathering data					
3. Is able to organize data appropriately					
4. Understands the dynamic of beginning and middle phases					
5. Identifies major social, political and economic policies which impact service delivery					

Comments:

Designing a Plan of Action

1. Collaborates with others in the development of the treatment plan					
2. Uses an ecological system approach in developing a plan of action					
3. Uses problem solving approaches to intervention.					
4. Involves clients in setting goals and objectives.					

Comments:

Intervention

1. Appropriately involves the client and related support systems					
2. Demonstrates ability to utilize community resources appropriately					

3. Uses the mediator role in helping resolve actual and potential conflict					
4. Uses problem solving approaches to intervention					
<i>Comments:</i>					
KNOWLEDGE AND SKILLS IN SERVICE DELIVERY <i>contd.</i>					
Termination	Does Not Meet	Marginal	Meets	Above Expectations	NA
1. Appropriately plans ahead for the end phase with clients and agency					
2. Establishes closure at the end of the individual/group/community contact(s)					
<i>Comments:</i>					
Evaluation					
1. Demonstrates ability to evaluate own work.					
2. Applies research and relevant research findings to practice.					
<i>Comments:</i>					

III. PROFESSIONAL DEVELOPMENT

Items here refer to the student's ability to perform within agency standards as well as the student's appropriate use of the practicum instructor.

Criteria:

Social work values

**Able to accept values and life-styles different from one's own.
Begins to understand concept of confidentiality.**

Practicum and Self

**Begins to become more aware of self by identifying some of own
strengths and weaknesses.**

PROFESSIONAL DEVELOPMENT Self-Assessment, responsibility, ethics		Does Not Meet	Marginal	Meets	Above Expectations	NA
Values						
1. Demonstrates awareness of own values						
2. Demonstrates awareness of values of service systems						
3. Demonstrates behaviors which are consistent with the Professional Code of Ethics:	Acceptance of client systems					
	Non-judgmental behavior					
	Confidentiality					
4. Demonstrates sensitivity to the diversity and differences of clients, e.g., gender, race, culture, lifestyle, disability, etc.						
<i>Comments:</i>						
Self-Awareness						
1. Demonstrates awareness of own strengths and weakness.						
2. Recognizes own biases and their implications.						
3. Demonstrates ability to use constructive criticism and feedback by modifying own practice of behaviors.						
4. Demonstrates awareness of the various roles of student in the agency setting; i.e., student, group facilitator, professional, etc.						
<i>Comments:</i>						

JUNIOR YEAR SUMMARY

Summary Statement

Briefly summarize overall assignments and performance indicating areas of strengths, weaknesses and learning needs.

Preparation for Next Phase:

Please identify learning objectives for next phase. Suggest assignments which are based on student's learning needs.