RETURN IN DUPLICATE

FORDHAM UNIVERSITY Graduate School of Social Service 113 West 60 th Street, New York, NY 10023-7479 (212) 636-6610 Field Instruction Department
Evaluation: Client-Centered Management Students
NAME OF STUDENT
AGENCY NAME
FIELD INSTRUCTOR (AGENCY SUPERVISOR)
FACULTY ADVISOR
PERIOD COVERED FALL SPRING YEAR
I. DESCRIPTION OF BASIC AGENCY SERVICES

II. DESCRIPTION OF LEARNING ASSIGNMENTS

CODE SHEET FOR RATING SCALE

0 NOT ACHIEVED

THE STUDENT HAS NOT YET DEVELOPED THIS SKILL. THIS SKILL IS NOT UNDERSTOOD AND NOT PRACTICED.

1 UNDERSTOOD BUT NOT ACHIEVED

GRASPS THE IDEA AND IS BEGINNING TO RECOGNIZE HOW IT MIGHT HAVE BEEN APPLIED IN A GIVEN PRACTICE SITUATION.

2 PERFORMED AT BEGINNING RANGE

DEMONSTRATES THE SKILL IN PRACTICE ALTHOUGH PERFORMANCE IS TENTATIVE AND UNEVEN

3 PERFORMED AT MIDDLE RANGE

THE SKILL IS APPLIED BUT THERE ARE FREQUENT GAPS, *E.G.* NOT USED WITH SOME CLIENTS, OR SOME FEELINGS AVOIDED, ETC.

4 PERFORMED AT ADVANCED RANGE

THE SKILL IS USED WITH AWARENESS AND WITH CONSISTENT CONSCIOUS APPLICATION.

NOT APPLICABLE (PLEASE INDICATE WITH AN N/A)

THE FIELD INSTRUCTOR DOES NOT HAVE EVIDENCE NEEDED TO MAKE A JUDGMENT. (THE STUDENT MAY OR MAY NOT HAVE DEVELOPED THIS SKILL.)

III. PROFILE OF STUDENT'S MANAGEMENT TASK ASSIGNMENTS

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1.	Represent the agency/program/unit on a committee, task force, coalition				
2.	Staff a committee or task group				
3.	Supervise a staff member or volunteer				
4.	Organize and implement training for staff/constituents				
5.	Plan a public awareness/outreach initiative				
6.	Plan and conduct a needs' assessment in agency/community				
7.	Engage in fund raising				
8.	Design or conduct staff/program evaluation				
9.	Design a procedure to monitor service delivery				
10.	Organize a community project/event				
11.	Use an assessment tool to identify current situation/future issues				
12.	Develop a new service or program				
13.	Improve agency procedures, policies or systems				

		Experienced by student during this placement?	Level of skill at beginning of assignment	Assessment of growth at the end of the period	Level of skill at end of the assignment
		<u>Yes or No</u>	(None, Minimal, Moderate, Extensive)	(Very Much, Moderate, Some, None)	(Excellent, Very good, Adequate, Minimal)
14.	Work with an agency/community policy- making body				
15.	Engage in a community capacity building project				
16.	Enhance participation/ influence of clients/consumers				
17.	Prepare a proposal for funding				
18.	Prepare/present recommendations to community/agency				
19.	Prepare a program or agency manual				
20.	Develop a resource directory				
21.	Plan an improvement of services to clients				
22	OTHER (please specify)	·		·	

IV. PROFILE OF STUDENT'S CLIENT PRACTICE TASK ASSIGNMENTS

2. Psychosocial Assessments 3. Individual counseling/ supportive therapy 4. Group facilitation 5. Couple's counseling 6. Hotline crisis calls 7. Information and referral 8. Case advocaey 9. Case finding 10. Home visits 11. Family meetings 12. Treatment conferences 13. Case consultation 14. Crisis intervention 15. Evaluation/monitoring of ongoing practice 16. Linking clients with resources 17. Friendly visiting 18. Work with members of natural support systems 19. Work with caregivers	that have school a Client-O placement to perfore expecte tasks m and stud assigned complet field insisterve as serves a student	lowing is a profile of tasks we been identified by the as desirable for a student in a Centered Management ent. Students are not expected orm all these tasks, and it is d that there will be additional ore appropriate to the agency dent learning that will be d to the student. The tion of this profile by the structor and the student can is a teaching-learning tool. It as a basis for assessing the 's professional growth, nance and level of skill I. Intakes	Experienced by student during this placement? <u>Yes or No</u>	Level of skill at beginning of assignment (None, Minimal, Moderate, Extensive)	Assessment of growth at the end of the period (Very Much, Moderate, Some, None)	Level of skill at end of the assignment (Excellent, Very good, Adequate, Minimal)
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natural support systems	17.					
	18.					
	19.					

20.	OTHER (please specify)

V. EVALUATION OF SKILLS RELATED TO THE STUDENT'S TASK ASSIGNMENTS

The field instructor is asked to rate the student in each area on the following scale based on the <u>quality</u> of performance and to provide comments where appropriate.

0	1	2	3	4	5
Neither understood	Understood but not	Performed at	Performed at middle	Performed at advanced	Not
nor achieved	achieved	beginning range	range	range	applicable

]	PART 1	PRACTICE	E SKILLS

A.	ENGAGEMENT	RATING		
		Management	Client Practice	
1.	Encourages expression of concerns and reactions regarding the presenting situation			
2.	Discusses the function of the agency			
3.	Establishes a working alliance.			
4.	Responds with sensitivity and empathy			
Sum	mary with examples:			

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B.	ASSESSMENT	RAT	ING
		Management	Client Practice
1.	Elicits pertinent data		
2.	Assesses non-verbal cues		
3.	Summarizes data.		
4.	Identifies areas of strength		
5.	Identifies areas of stress and conflict.		
6.	Identifies potential sources of help		
7.	Identifies the environmental, psychological, social, and cultural variables		
8.	Evaluates the importance of dynamic interrelatedness of the variables.		
9.	Distinguishes between fact and inference in evaluating data		
10.	Prepares a written analysis of the situation		
11.	Develops a plan of intervention based upon analysis.		
12.	Revises the intervention plan based on new information.		
13.	Demonstrates ability to use tools of assessment, i.e., DSM IV, agency assessment forms, etc.		

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Summary with examples:

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		Management	Client Practice
1.	Establishes goals and develops plans mutually		
2.	Accepts necessary and limited goals		
3.	Develops alternative or contingency plans.		
4.	Negotiates the terms of the work including time, place, and frequency of contact.		
5.	Considers appropriate tasks for self and others.		
6.	Establishes a mutually agreeable contract.		

D.	INTERVENTION SKILLS	RATING	
		Management	Client Practice
1.	Partializes global issues into manageable concerns.		
2.	Points out that experiences are common to many people		
3.	Holds to focus.		
4.	Applies fundamental concepts of a range of theories		
5.	Identifies resistance in contrast to the right to refuse intervention		
6.	Uses modalities based on assessment of need		
7.	Demonstrates skills in leading groups		
8.	Reflects on group dynamics		
9.	Works with discrepancies between verbal and non-verbal messages		
10.	Identifies manifest and latent communication, assesses their meaning and determines an appropriate course of action.		
11.	Times exploration and intervention appropriate course of action.		
12.	States possible consequences of individual behavior and change		
13.	Moves from general to the specific and vice versa.		
14.	Employs silences appropriately		
15.	Opens up discussion about sensitive areas		
16.	Arranges or provides for needed concrete service		
17.	Expresses reassurance appropriately		
18.	Identifies and supports strengths		
19.	Reaches out to vulnerable people with multiple problems		

Sum	Summary with examples:					
E.	TERMINATION	RATING				
		Management	Client Practice			
1.	Introduces the subject of termination					
2.	Identifies the dynamics of termination with and in self					
3.	Works through feelings of loss.					
4.	Evaluates progress and areas needing further work.					
5.	Encourages evaluation of work completed.					
6.	Explores future application of problem solving skills.					
Sum	mary with examples:	· · · · · · · · · · · · · · · · · · ·	·····			

PART 2: PROFESSIONAL CONTEXT

0	1	2	3	4	5
Neither understood	Understood but not	Performed at	Performed at middle	Performed at advanced	Not
nor achieved	achieved	beginning range	range	range	applicable

A.	STUDENT LEARNING	RAT	RATING	
		Management	Client Practice	
1.	Participates in establishing an educational contract			
2.	Accepts and tolerates ambiguities in learning and practice			
3.	Seeks, evaluates and responds to feedback about professional performance.			
4.	Transfers knowledge and skills from one situation to another			
5.	Takes initiative in using field instruction as a learning experience			
6.	Prepares and submits required recordings promptly			
7.	Applies conceptual knowledge in actual practice			
8.	Uses supervision appropriately			
9.	Makes on-going links between direct (clinical) and indirect (management) practice			

B.	PROFESSIONAL STANCE	RATING	
		Management	Client Practice
1.	Accepts and tolerates differences among varying behaviors and situations.		
2.	Views individuals within their social milieu		
3.	Appreciates cultural, racial and religious diversity		
4.	Understands the meaning of relationship as a framework for maintaining, restoring, and/or enhancing adjustment to life stresses and developmental tasks.		
5.	Is comfortable with the concept of self-determination and self-actualization.		
6.	Tolerates strong affect and feelings.		
7.	Is comfortable using one's own style		
8.	Demonstrates a belief in the possibility of change		
9.	Shows commitment to self awareness		
10.	Considers transference as a variable in the helping process		
11.	Understands the influences of countertransference in the helping process		
12.	Demonstrates ability to lead groups		
13.	Demonstrates ability to be effective group/team member		

Summary with examples:		

C.	COMMUNICATION	RATING	
		Management	Client Practice
1.	Prepares and submits recordings promptly		
2.	Meets agency requirements for recording		
3.	Conceptualizes and organizes ideas clearly and concisely in speech		
4.	Conceptualizes and organizes ideas clearly and concisely in writing		
5.	Presents ideas and recommendations clearly, using technology appropriately.		
6.	Can produce agency documents (reports, manuals, agendas, media releases, minutes, etc.) as needed		

D	RESPONSIBILITY FOR ASSIGNMENTS	RATING	
		Management	Client Practice
1.	Develops logical plans		
2.	Plans and organizes work		
3.	Uses time productively		
4.	Prepares for conferences and meetings		
5.	Adheres to work schedule and meets deadlines		

Summary with examples:

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Е	PROFESSIONAL RELATIONSHIPS	RAT	ING
		Management	Client Practice
1.	Collaborates effectively as needed		
2.	Maintains effective work relationships with all staff		
3.	Has working knowledge of organization		
4.	Has working knowledge of one's role in the administrative structure		
5.	Represents the agency in a professional manner.		

Summary with examples:

F	PROFESSIONAL VALUES	RAT	ING
		Management	Client Practice
1.	Subscribes to the code of ethics		
2.	Develops an ethical stance regarding one's role		
3.	Demonstrates commitment and accountability to clients and constituents		
4.	Embraces social work mission to change environment		
5.	Balances competing values and demands.		
Sum	mary with examples:		

G	PRACTICE EVALUATION SKILLS	RATING	
		Management	Client Practice
1.	States target problems, goals, and interventions in measurable terms.		
2.	Makes use of evaluative instruments for measuring change (e.g. rating scales, standardized questionnaires)		
3.	Promotes monitoring of progress (e.g. use of log, journal, minutes)		
4.	Discusses evaluative procedures with supervisor to ensure practice effectiveness.		
5.	Incorporates feedback into assessment of progress		
6.	Monitors improvement and change through own observations (e.g. appearance, mood, coping skills, communication)		
7.	Documents progress through quantitative methods (e.g. graph, scales)		
Sum	mary with examples:		

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VI. GENERAL SUMMARY: Please summarize individual student performance, commenting on learning patterns and on areas where additional effort is needed. Differentiate clearly between management and client practice.

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VII. STUDENT'S COMMENTS REGARDING THE LEARNING EXPERIENCE (Students should refer

specifically to those experiences found to be most productive.)

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VIII. Combining student performance in both management and client practice, this student has performed in the field instruction course for the semester at the following level:

Marginal	Satisfactory	Very Good	Outstanding

	Unsatisfactory			
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SIGNATURE OF FIELD INSTRUCTOR			DATE	
SIGNATURE OF STUE	DENT		DATE	

TO THE STUDENT: Your signature indicates that you have read this evaluation. In the event you do not agree with any aspect of this judgment of your performance by your instructor, append a statement describing your specific disagreements and reasons for them.