

---

# School of Social Welfare, Rockefeller College University at Albany, State University of New York

---

## INSTRUCTIONS

### Second-Year Direct Practice Evaluation Instrument – Modified Block

The second-year direct practice field evaluation instrument is comprised of six sections: Student as Learner; Development of Professional Attitudes, Values and Ethics; Knowledge and Skills for Agency-Based Work; Communication Skills; Assessment Skills; and Intervention Skills. Students are evaluated on a continuum of skills at three intervals throughout the two-semester placement. The skills are applicable to individuals, families, groups, and community assignments.

For each evaluation period, please rate a student on every item by entering the number that corresponds to your assessment of the student's demonstrated performance in the box or boxes to the right of each item. Reevaluate a student's performance from a previous evaluation when the student's performance has changed.

#### Ratings

- 0 No significant opportunity yet
- 1 Unacceptable (never or rarely meets criteria)
- 2 Needs improvement (meets criteria inconsistently)
- 3 Satisfactory (meets criteria most of the time)
- 4 Very good (consistently meets criteria)
- 5 Outstanding (consistently exceeds criteria)
- 9 Not applicable in setting

Summarize the student's overall performance for each section by placing an X at the point on the bar graph that represents his or her overall performance for that section. Space for comments is included after each section.

The last page includes an overall student rating, space for comments, goals for the next evaluation period, and the signature page. The student and field instructor are required to sign each evaluation. When a student disagrees with the contents of the evaluation, he or she can submit an addendum stating the reasons for disagreement which is attached to the evaluation in the student's file. Each faculty field liaison reads all evaluations for assigned agencies and will be available for discussion at the student's or field instructor's request.

Any time a student receives a summary rating, in any section, of "needs improvement" or "unacceptable," please provide supporting documentation in the comments section.

Your careful attention to completing the evaluation form is greatly appreciated. Evaluation is a crucial part of a student's professional training and provides an opportunity for feedback and educational planning.

Semester:	3 <sup>rd</sup>	4 <sup>th</sup>	Student:	_____
Evaluation:	1 <sup>st</sup>	2 <sup>nd</sup>	Field Instructor:	_____
From:	_____	final	Agency:	_____
Liaison:	To: _____			







0 No significant opportunity yet	2 Needs improvement	4 Very good	9 Not applicable
1 Unacceptable	3 Satisfactory	5 Outstanding	

## Knowledge and Skills for Agency-Based Work

The student is able to	Aug	Oct	Dec
asses the effect of regulations, policies and procedures on service delivery.	_____	_____	_____
identify the range of relevant services (formal and informal) available in the community and the ways in which these services are used for referrals by the field agency.	_____	_____	_____
set priorities for use of time and meet deadlines.	_____	_____	_____
accept assignments.	_____	_____	_____
take responsibility for timely completion of records and statistics and for notifying others of schedules.	_____	_____	_____
take an active role in collective work such as team meetings, staff meetings, and committees.	_____	_____	_____
describe the procedures followed by agency staff in developing and maintaining cooperative relationships with other agencies in the community.	_____	_____	_____
analyze the impact that the agency's relations with other agencies has on service delivery.	_____	_____	_____
conduct oneself in a conscious way in professional relationships.	_____	_____	_____

	Oct	Dec
identify the formal and informal channels of communication in the field agency.	_____	_____
differentiate between representing a personal, professional or organizational position.	_____	_____
identify the formal and informal means by which agency policy is formulated or influenced by internal or external factors.	_____	_____
present and defend her or his point of view verbally or in writing.	_____	_____

	Dec
critically examine agency programs and planning and make appropriate suggestions for constructive change.	_____
identify ways in which changes in the agency's relationships with other agencies could affect service delivery.	_____





0 No significant opportunity yet	2 Needs improvement	4 Very good	9 Not applicable
1 Unacceptable	3 Satisfactory	5 Outstanding	

## Assessment Skills

The student is able to	Aug	Oct	Dec
use different sources of information, including nonverbal data, client's support system, and collateral contacts in the assessment process.	_____	_____	_____
recognize and elicit information that will contribute to the understanding of the client and the client's situation.	_____	_____	_____
identify sources of strengths and stress in the client and in the client's support system.	_____	_____	_____
individualize clients.	_____	_____	_____
present this information in a well-written, formal assessment, using agency format and separating facts and inferences.	_____	_____	_____
formulate a diagnosis.	_____	_____	_____
look beyond the symptom(s) to the underlying problem.	_____	_____	_____
identify family system dynamics.	_____	_____	_____
assess and understand the individual within the context of the family system.	_____	_____	_____
identify client group dynamics.	_____	_____	_____
recognize the difference between the needs of an individual and the needs of a client group.	_____	_____	_____
integrate knowledge of emotional, biological, social, organizational (including racism, sexism, homophobia, and ageism), economic, and cultural competencies into assessment.	_____	_____	_____
integrate theoretical knowledge about normative and pathological human development, individual, family, community, and group structures and processes into assessment.	_____	_____	_____
identify when individual client needs and organizational structures or practices are in conflict.	_____	_____	_____
apply assessment skills to organizational settings.	_____	_____	_____

	Oct	Dec
develop a plan of intervention based on the problem definition.	_____	_____
revise the plan based on new information.	_____	_____
conceptualize and synthesize knowledge of emotional, biological, social, organizational (including effects of racism, sexism, social class, homophobia, and ageism), economic and cultural components in a critical manner.	_____	_____
assess emerging patterns of behavior in a group and identify interventions that facilitate functional group behaviors.	_____	_____



0 No significant opportunity yet	2 Needs improvement	4 Very good	9 Not applicable
1 Unacceptable	3 Satisfactory	5 Outstanding	

### Intervention Skills (continued)

The student is able to	Aug	Oct	Dec
identify obstacles, as they arise, in implementing the contract with clients and groups.	_____	_____	_____
seek cooperation from relevant agencies to meet client needs.	_____	_____	_____
utilize services from relevant agencies to meet client needs.	_____	_____	_____
respond to crisis situations.	_____	_____	_____
demonstrate skills in interdisciplinary teamwork.	_____	_____	_____
demonstrate skills in case management.	_____	_____	_____
actively participate in case conferences.	_____	_____	_____
understand and incorporate a range of interventions in a family setting.	_____	_____	_____
understand and incorporate a range of interventions in a group setting.	_____	_____	_____

	Oct	Dec
engage in differential treatment planning and distinguish between treatment models.	_____	_____
deal with client/group resistance about seeking help.	_____	_____
deal with anger and conflict with client/group in the therapeutic relationship.	_____	_____
demonstrate a specialized knowledge base relevant to specific problems and clients.	_____	_____
demonstrate development of crisis intervention skills.	_____	_____
demonstrate skills in advocacy, brokerage and linkage.	_____	_____
monitor the implementation plan (analyze consequence of change, modify objectives and tasks as indicated, assess new problems that require action).	_____	_____
develop a plan to increase the likelihood of maintenance of change.	_____	_____

	Dec
use more than one method of data collection for research and evaluation results to modify practice.	_____
utilize evaluation results to modify practice.	_____
determine when to terminate intervention.	_____
anticipate and deal with a range of client/group and student reactions to termination.	_____
evaluate, with the client or group, the extent to which the objectives of the intervention plan were achieved.	_____
engage client or group in a review of accomplishments and areas of continuing concern.	_____



