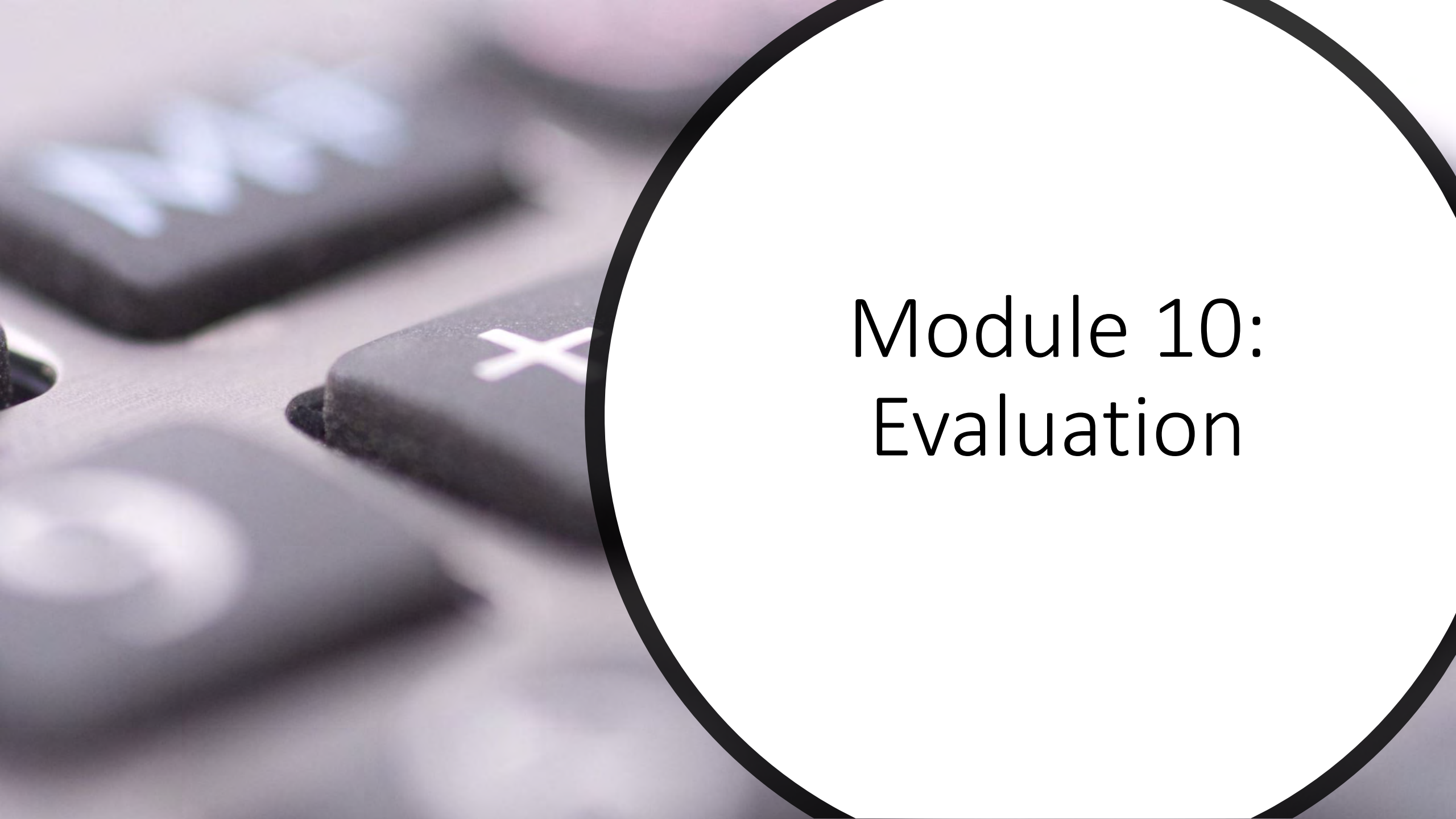




FIELD INSTRUCTOR ORIENTATION TRAINING

Online Module Training 2020



Module 10: Evaluation

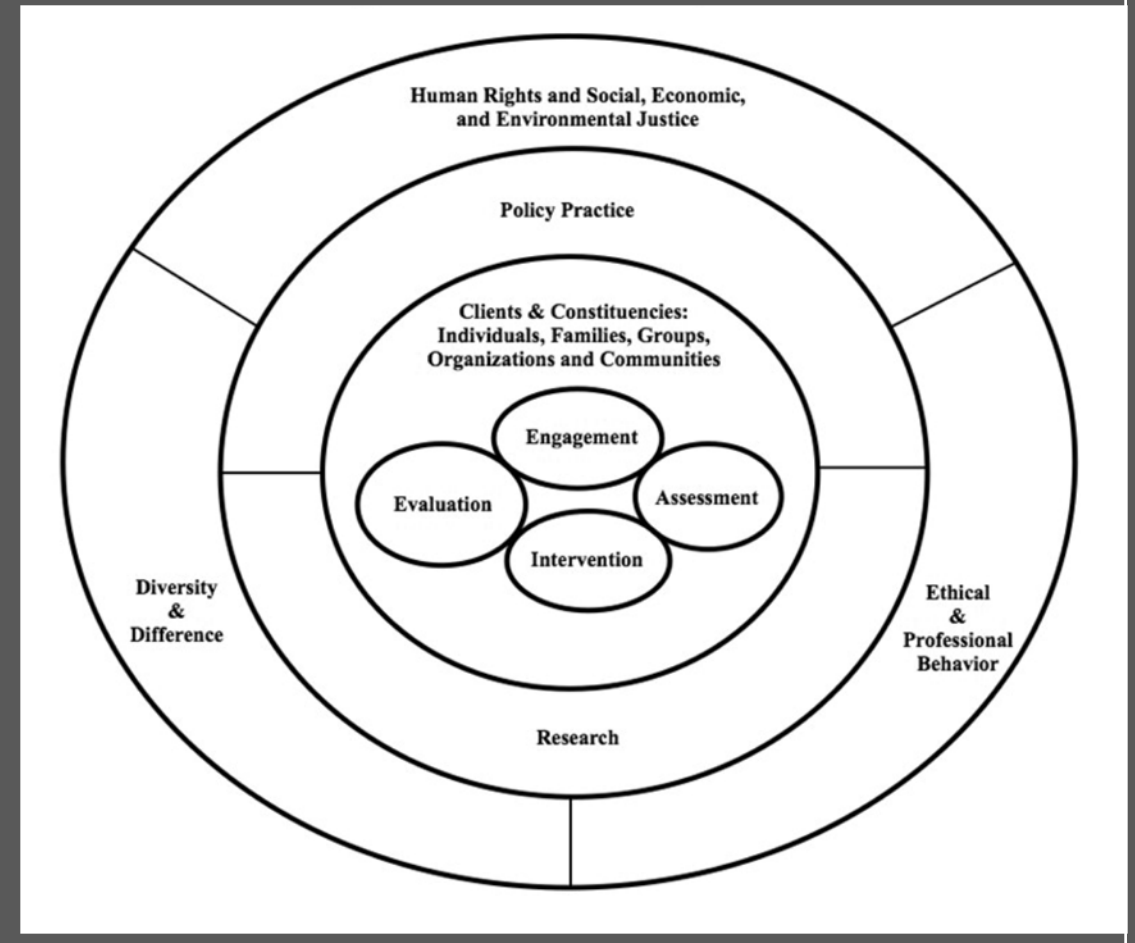
Learning Objectives

- To understand how to provide student interns with a fair, accurate and constructive performance evaluation of their field work
- To pay attention to holistic competence and dimensions of practice in the evaluation of the student.
- To learn about the Student Progress Evaluation Process

Evaluating Student Performance

Field Instructors are responsible for evaluating a student's professional behavior during the practicum. Per the Council on Social Work Education (CSWE) requirements, students must demonstrate all of the nine (9) Competencies.

Field Instructors play a critical role in assisting students in the development of the competencies, as well as helping them to gain an understanding of how to present themselves professionally within the standards established by the profession and the School of Social Work.





Holistic Competence

"Competency-based education rests upon a shared view of the nature of competence in professional practice....

Overall professional competence is multi-dimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, changing over time in relation to continuous learning"

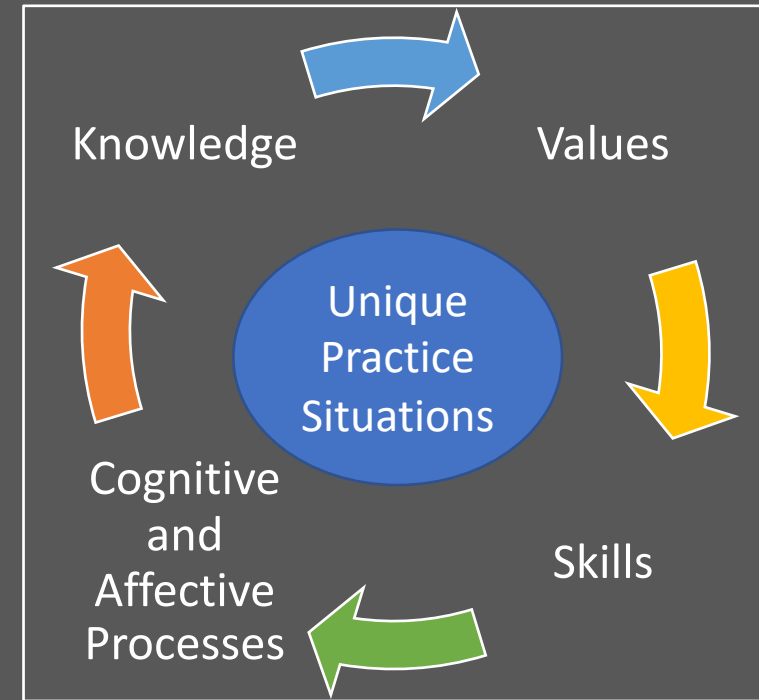
(CSWE, 2015).

Holistic Competence

“Demonstration of competence is informed by

- knowledge,
- values,
- skills, and
- cognitive and affective processes that include the social worker’s
 - critical thinking,
 - affective reactions, and
 - exercise of judgment

In regard to unique practice situations. “ (CSWE, 2015).

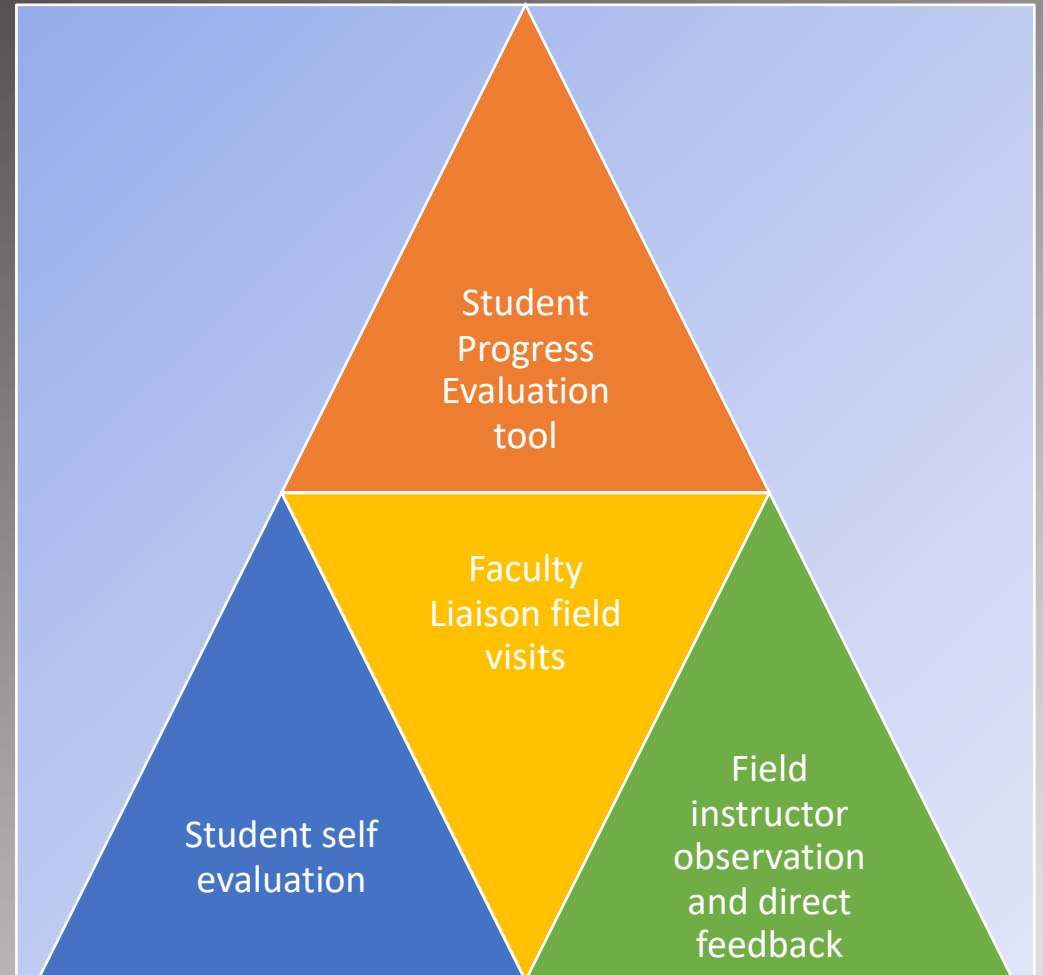


Implications of Holistic Competence

- Holistic Competence implies an understanding that all students begin their journey with unique degrees of experience, knowledge, values, skills and cognitive and effective processes. Systemic inequalities and oppression may have impacted the opportunity for students to equally access opportunities, resources, and supports.
- A holistic approach to evaluating student competence allows for greater individualization, equity, inclusion, and growth. Progress is assessed using the student's personalized learning plan as a guide. Progress is understood as appropriate to the student's developmental level, and competence is seen as dynamic, and changing over time.

Evaluating Student Progress

- There are several ways we gather information about the student's performance in field:
 - Field Instructor observation and direct feedback
 - Student self evaluation
 - Faculty Liaison field visits
 - Student Progress Evaluation Tool



Field Instructor Observation & Feedback

- An objective, fair, accurate, and constructive evaluation of the student's performance in field is an invaluable tool for the student's success.
- Constructive feedback is information-specific, issue-focused, and based on observation. Can be positive or negative.
- Framing negative feedback in a supportive and sensitive manner can be referred to as “Constructive Critical Feedback.”
- Any evaluation of progress should be based on observation of the student’s performance and include positive feedback, areas needing further work, and clear suggestions for growth.
- We encourage you to provide regular, ongoing feedback in all your supervision sessions.



Student Self-Evaluation

Students complete a variety of self evaluations as part of the field seminar

Assignments include weekly field logs which are reviewed by the faculty liaison

Students may be given additional self evaluation assignments by the field instructor

Students are provided opportunity to comment on student progress evaluations

Faculty Liaison Field Visit

- During the practicum, the Faculty Liaison who is monitoring the field seminar class will make a face-to-face field visit, or arrange a phone call or Video conference call depending upon the location of your organization.
- The timing of the site visits will be arranged individually with the field instructor. Students in our distance program have more than one site visit per semester.
- The site visit allows the Field Liaison the opportunity to discuss the student's progress/learning experiences with the Field Instructor and the student, address any concerns that may have arisen, and answer questions.
- During the course of the practicum, if issues or concerns arise, additional meetings with the Field Liaison can be arranged.

Student Progress Evaluations

"During the field placement experience, the field instructor becomes the most important teacher, aside from the clients, in the student's day-to-day learning " (CAL STATE LA SSW, 2019)

"Competency-based field assessments are used to measure field student growth and achievement. These assessments, completed by field supervisors, incorporate the CSWE core competencies, and may incorporate other developed competencies...based on the goals and evolution of the particular program"

(TAPP, MACKE, MCLENDON, 2012)

"Direct evaluation of discrete practice behaviors represents a way for social work programs to demonstrate the incorporation of competencies into the field practicum and to gather data on students' mastery of those competencies"

(RINGSTAD, 2013)



Student Progress Evaluations

- Student progress evaluations sent at mid-point and end of two-semester practicum
- Electronic delivery and storage system
- Based on same competencies, performance descriptors and dimensions as the learning plan

Completed by Role:	Degree	Student Progress Evaluation Form	Student Progress Evaluation Narrative & Signature Only
Field Instructor	BSW (BSW Students ONLY) OR MSW	✓	N/A
		OR	
Site Supervisor	OTHER	✓	
BSW/MSW External Consultant	BSW (BSW Students ONLY) OR MSW		✓

Student Progress Evaluations

- There are two versions of the evaluation form. We pre-select which version you will receive based on your role with the student.
- **If you are receiving the *Student Progress Evaluation Form***, you provide a mix of quantitative and narrative data about the student's demonstration of competence.
- If you are completing the ***Student Progress Evaluation Narrative and Signature Only***, you are asked to provide a brief narrative evaluation of the student's demonstration of competence.

How is the Student Progress Evaluation Used?

Field Instructor/Site Supervisor:

- Assess student progress towards the learning plan
- Evaluate student competence in practice setting
- Continue providing constructive student feedback and coaching
- Reinforce strengths, target areas to improve

Student:

- Receive objective feedback about professional performance
- Update learning plan to reflect feedback from evaluation
- Integrate feedback and coaching into practice

Faculty Liaison:

- Assess student progress & professional development
- Work with student and Field Instructor to target areas to improve
- Assign a percentage of the student's grade in the field seminar class

School of Social Work:

- Evaluate curriculum effectiveness
- Gather and report aggregate student learning outcomes
- Professional gatekeeping

Rater Errors & Biases

- Just like students, field instructors are unique individuals with varying degrees of experience and viewpoints.
- Implicit biases and rater errors are a risk for any evaluator, since we are all human.
- Rater Biases and errors can give a student a skewed evaluation that is not reflective of their competency and may reinforce systemic inequalities.
- Conscious consideration of the economic, political, cultural, and historical conditions which give rise to our biases is an important component of social work practice and social justice (Boston Liberation Health, n.d.).

Common Rater Errors

- Halo/Horns Effect
 - People tend to view some personal traits as more important than others.
 - When a field instructor likes (or dislikes) a student's personal traits and allows personal feelings to influence performance ratings across all competencies.
- Leniency Bias/Error:
 - The tendency for evaluators to provide scores higher than warranted by a student's performance.
 - Some field instructors believe that by giving a higher rating students will work harder to live up to the score. FI may also wish to avoid conflict.

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Common Rater Errors

- Strictness/Severity Error
 - The tendency for evaluators to provide scores lower than warranted by a student's performance.
 - Some field instructors believe that by giving lower ratings, students will try to earn higher scores. Could be caused by comparing student to self, forgetting it took time to develop competency. Could be agency culture (i.e. we never give above a two in first six months).
- False Attribution and Perceived Meaning:
 - False attribution is the tendency to attribute all bad performance to internal causes and all good to external causes. If the student did well, it was because they had help. If they did poorly, it is because they did something wrong.
 - Differences in perceived meaning becomes a problem when there is not agreement on the perception of the rating. . A student may view constant reporting of problems as initiative, while a FI may feel this demonstrates dependence.

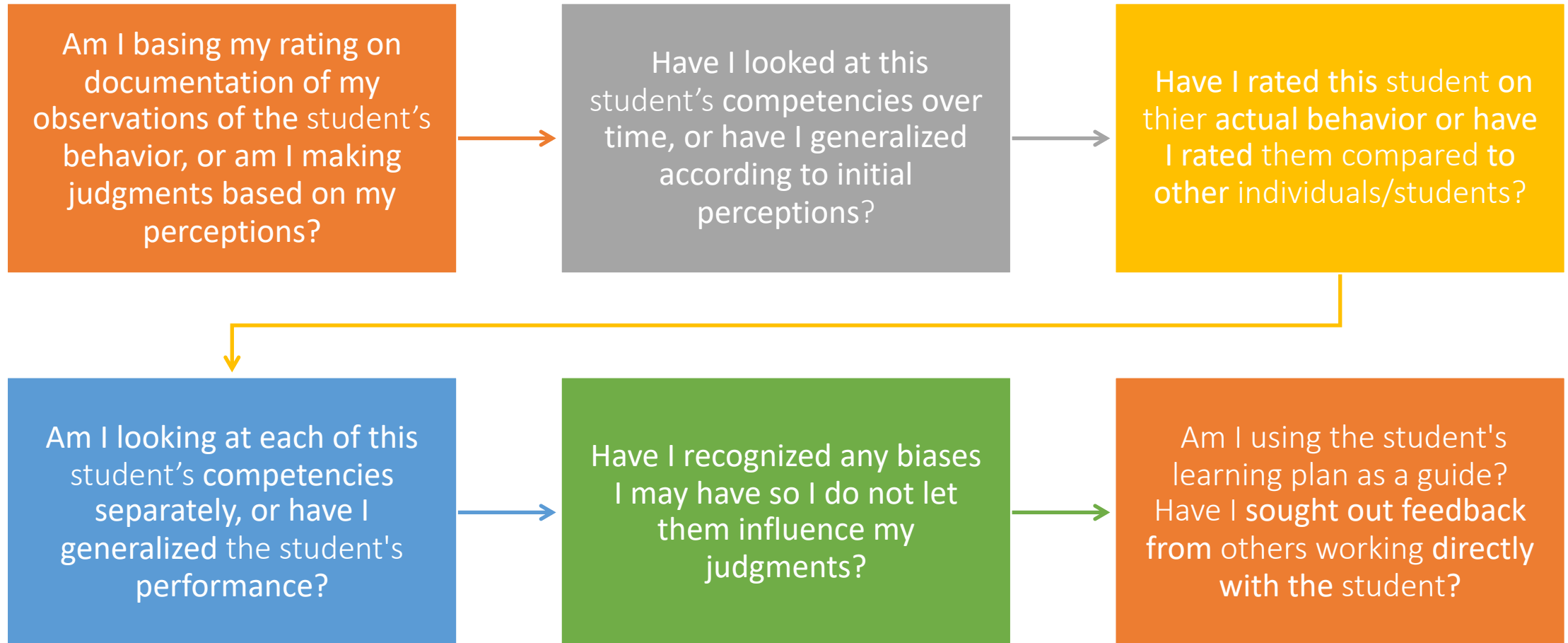
Common Rater Errors

- Recency Error
 - The tendency to allow more recent events to carry too much weight in a student's evaluation.
 - This can tilt the evaluation unfairly, based on the effectiveness or ineffectiveness of the most recent project.
- Stereotyping :
 - The tendency to apply the same generalizations to all members of a specific social, cultural, or economic group. Common stereotypes based on race/ethnicity, gender, age, religion, and sexuality. Stereotypes may be positive or negative.
 - The intern is classified a certain way because of apparent membership in a certain category of people. When a FI holds a stereotype, it is easy to interpret behavior according to that belief.

Additional rater biases and errors

- **Central tendency Error** – lumping all judgements into the middle, avoiding "extreme" judgements. May result from a desire to avoid conflict.
- **High Potential Error** – confusing potential with performance.
- **Grouping** - Excusing low competence behavior because it is widespread, "Everyone does it".
- **First Impression Error** – a tendency to let first impression carry too much weight in evaluation, ignoring change over time.
- **"Similar to me" Error** – a positive bias towards students most similar to the field instructor.

Questions to Ask Yourself to Avoid Rater Errors



Tips to Avoid Rater Errors

- Take and review regular supervision notes
- Have a clear, shared understanding with your student about learning plan activities and performance expectations.
- Use the student's learning plan as a guide.
- Gather input from others in the agency who have worked with the student.
- Keep in mind the overall goals of the practicum – learning, growing, expanding professional experience.
- Seek support from the faculty liaison for problem solving and guidance.

Tips: Student Progress Evaluations

- A holistic evaluation of the student, including your assessment of their *knowledge, values, skills, and cognitive and affective behaviors*.
- Cognitive and affective behaviors include the social work students' *CRITICAL THINKING, AFFECTIVE REACTIONS, and EXERCISE OF JUDGEMENT* in regard to unique practice situations.
- The inclusions of the cognitive and affective behaviors in the rating scale now allows you to provide feedback about the students use of these soft-skills in practice.

Tips: Student Progress Evaluations

- Complete the evaluation before reviewing it with the student and submitting to the program.
- Plan a time to review the evaluation (in –person or remotely) with the student to provide direct feedback and suggestions.
- It is important that you **rate all Performance Descriptors for each competency**. Please do not leave blanks.
- N/A may be used sparingly in the first semester only.
- Please complete in a timely fashion. Communicate with the faculty liaison if you need an extension.
- It is not expected that students will receive perfect scores, particularly in the first semester. We ask students to focus on learning and demonstrating improvement over the two semesters.

Student Progress Evaluation Rating Scale

1

The intern **has NOT MET the expectations** for demonstrating the competency at this time. The intern is **NOT ABLE to demonstrate ANY** of the dimensions of knowledge, values, skills, cognitive, and affective behaviors for the performance descriptors.

2

The intern is **APPROACHING competency** in this area and it is anticipated that the intern will meet the expectations in the near future. The intern **is able to demonstrate SOME** of the dimensions of knowledge, skills, values, cognitive, and affective behaviors for the performance descriptors.

3

The intern **demonstrates SATISFACTORY competency** in this area. The intern **is able to demonstrate application of ALL** the dimensions of knowledge, values, skills, cognitive, and affective behaviors for the performance descriptors.

4

The intern **demonstrates ADVANCED competency** in this area. The intern **is able to demonstrate ADVANCED APPLICATION of MOST** of the dimensions of knowledge, values, skills, cognitive, and affective behaviors for the performance descriptors.

5

The intern **has MASTERED the competency** in this area. The intern **is able to demonstrate ADVANCED APPLICAITON of ALL** of the dimensions of knowledge, values, skills, cognitive, and affective behaviors for the performance descriptors.

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