

CRITERIA FOR PERFORMANCE: SECOND SEMESTER

The following material describes the expected level of performance to be achieved by the student by the end of the second semester field practicum. The behavior described in the first semester continues to develop and grow, bringing the thinking, feeling and doing into a better balance.

I. FUNCTIONING WITHIN THE AGENCY

Structure and Function of Agency

The student had made some connections as to how the agency fits into the network the systems that are available to meet the needs of people. There is a better understanding and appreciation of the organizational dynamics within the agency and factors involved in change processes. More specifically, the student:

- is able to see a relationship between the historical development of the agency and its effect on current practice.
- is comfortable with the more commonly used policies and procedures and can interpret these to client and community with unconstrained ease and conviction.

Strengths and Limitations of Agency

The student has begun to evaluate some of the strengths and limitations in the services provided by the agency and is generally constructive in criticism. The student:

- shows a real concern for the agency and wish to positively contribute to its image and enhance its effectiveness although at times may be unrealistic in expectations of agency's contributions in meeting the needs of clients.
- reflects integration of theoretical concepts dealing with social welfare policies and issues.
- develops an increasingly objective viewpoint and broadens his or her scope concerning how a particular agency interrelates with other social agencies, community sub-systems and the profession.

Awareness of the Relationship with the Community

The student is comfortable moving about the community. There is an expansion of knowledge of resources to meet the needs of people and awareness of how systems affect the lives of clients and their problems. The student:

- is fairly consistent in detecting obvious community problems and is clearly concerned about them.
- in some situations, establishes a working relationship with community representatives in
- recognizes the need to continue to develop skill in evaluating issues and problems at the larger societal level and has some ideas about how and when to intervene at this level in the role as social worker or as concerned citizen.
- works with the network or larger systems that impinge upon the lives of people (usually school, health, welfare, religious, housing or law enforcement system, and has a clearer picture of how these interrelate to help or hinder growth.
- has a better awareness of bureaucratic structure and function of these larger systems and has basic skill in utilizing their services for the benefit of clients.

II. Workload Management

The student can manage as noted by:

- attendance and promptness in the office.
- making and keeping appointments.
- planning for coverage when not there.
- organizing assignments so that maximum services are provided for all clients.
- takes on a greater quantity of work and feels challenged by the increased complexity of the workload.

Relationship with Colleagues

There is definite evidence that the relationship with colleagues operates for the benefit of the client, and the relationship with the intervention system is open and honest. The student:

- shows a good capacity to accept and use ideas and suggestions, and to handle self in a constructive manner when there may not be agreement with directions or decisions.
- has a positive relationship with peers and is able to extend self, to share ideas and thinking and to learn from them.

III. LEARNING

Learning Through Field Instruction

The student recognizes the need to take responsibility for own learning:

- recordings, summaries, and other written materials are submitted prior to conference.
- the student formulates questions and concerns which also serves as a part of instructional conferences.
- both written and verbal capacities are viewed as equally important although one might outweigh the other.

The student follows through on learning and is:

- willing to listen, respond to and follow through on suggestions.
- able to risk self, i.e., is not fearful of making a mistake, although still cautious at times.
- using self independently by taking more initiative in the decision making and in planning, although recognizing limitations in regard to this.
- willing to participate more critically and to expand thinking in terms of what might have been done rather than defending what was done.
- independently seeking answers to own questions by reviewing content from classroom courses and outside readings, thus persistently working at the task of transferring theory to practice.

Learning Through Field Experiences

The student has an appreciation of the need for focus and emphasis in learning. Repetitive experiences have helped in making comparisons and in reinforcing integration by carrying over learning from situation to situation. The student:

- has learned to differentiate, recognizing that all situations requiring change do not resolve themselves the same way.
- has a sense of satisfaction from some assignments and attempts to understand the lack of satisfaction from others.
- questions the reasons when there is little or no movement thus clarifying own role in the process and strengthening understanding of the dynamics involved.

- is less threatened by those clients who are not so accessible to help, and involvement with the client is more challenging.

Development of recording skills: The student uses recording as a tool to expand learning, develop skills and understand clients. Recordings are better organized, more selective and completed with less effort. Although the student may still find recording to be tedious and time-consuming and summaries difficult to write, there is much more focus on their learning value. This is reflected in:

- freedom to reveal interaction with clients, feelings and ideas in writing.
- integration of theory in recordings.
- progress in pulling facts together and assessing the factual material in order to be clear about direction and goals in the problem solving.
- ability to conceptualize and a potential for continued development of this skill.

Evaluating learning: The student is beginning to look at the ways in which he or she learns and is aware of and is able to talk about the more obvious problems impeding learning. The student:

- has expressed a wish to work problems through and some efforts to do so have been seen, although they may not be fully successful.
- may still be fearful of changes required in ways of thinking, feeling, doing; however, recognizes the importance of the need for such changes.
- views learning as on-going and is aware of the need to be open to self-evaluation and the constructive criticism of others.

Learning Through Professional and Peer Groups

The student's involvement in group learning is indicated by participation in the group meetings. This includes general staff meetings, team meetings and contacts with others in the unit. The student:

- is usually prepared for the discussion, is willing to take responsibility for presenting material or ideas and is constructive in responses.
- is open to learning from other members of the team, other professionals and peers.
- is able to incorporate some of the thinking and ideas presented and can apply them in practice.

IV. DIRECT WORK WITH CLIENT SYSTEM

A. Problem Identification

Exploration of factual information: The student is aware that there are numerous factors that influence the client-problem-situation and the need for help at this particular time. This awareness provides a measure of objectivity in determining the factors that are salient in the current client-situation. The student:

- takes into account the social conditions surrounding the situation and begins by identifying those involved in and affected by the conditions.
- specifies potential members of the client system or those who will need to be brought into the problem solving process.

Engaging the client in problem identification: The student is sensitive to the emotional component in any request for help and recognizes the importance of creating a climate which is conducive to exploration of the client's request. The student:

- is able to identify the seriousness or urgency of the situation with a fair amount of ease and moves to act on these without delay.
- recognizes the need to take into account the people who are viewing the social situation as problematic and to make decisions as to how their concerns will be addressed.
- engages the client in establishing the reason(s) why the social situation is seen as problematic, thus clarifying how the client requesting the help perceives the problem.
- is aware that the problem issues related to the community and social welfare systems may have an influence on the client and the problem, and that they may also be the target of change.
- is active in helping the client to determine the next step after the presenting problem has been clarified.
- involves the client in the decision to continue with the services of the agency or to use other environmental resource systems.
- is clear that this decision is based on the client's needs and wishes, the services are available within the agency, and the student's ability to meet the client's needs.

Perception of culture, race, age, gender, ablism, sexual orientation and life style issues: The student considers the influence of these various issues on the client's functioning and attitudes toward help. The values, attitudes and behaviors of the larger societal systems related to minority groups are contrasted with those of clients and are taken into account in the problem identification.

Collection, Organization and Analysis of Data

Development of data collecting techniques: The student recognizes the importance of the scientific method of problem solving and has beginning skill in collecting facts about the client system and can explore those areas which are relevant to the client situation. More specifically, the student:

- has developed beginning skill in questioning the client in order to obtain appropriate information, explaining the purpose of the interview and in keeping it focused.
- uses written forms and formulates correspondence to expand data.
- uses observational skill to support and add to the knowledge about the client situation.
- is consciously aware of the social interactions, physical appearances and overt behaviors and uses these observations to objectively analyze the data.
- seeks out existing recorded material about the client system and synthesizes it appropriately with factual data .

Organizational data: The student is able to organize the facts in such a way as to facilitate an evaluation and interpretation of their meaning. Reasonable inferences are made from the data, clearly distinguishing inferences from facts. The student:

- sees the relatedness between the client, problem and the direction the worker takes in helping.
- is aware that there are multi-causal factors involved in a problem situation, can assess how the various systems involved affect each other and uses this information to both understand the client and to establish a plan for helping.

Analysis and assessment of data: Integration and transfer of theory from classroom courses and outside readings is clearly evident, although at times it is expected that the student may over interpret the data or intellectualize without individualizing the client. The dynamics involved in the client situation are appreciated, and the student begins to assess how the various elements are

operating to maintain or promote the problematic situation. More specifically, the student:

- obtains appropriate background information about the client system and looks at how this connects with the current circumstances.
- assesses those elements outside the client system which impinge upon or may impose constraints on the situation, for example, societal responses to race, culture, gender, life style, physical or mental state.
- recognizes and utilizes new support systems which may become evident as the facts about the client and situation unfold.
- questions the degree to which the formal and informal societal resources have provided or have failed to provide for the client and also looks at those elements within the client system that are positively and negatively affecting functioning.
- is able to draw from knowledge about the effects of stress on the system, whether this may be individual, family, or larger groups.
- assesses the client's personal capacities, coping abilities, strengths and weaknesses in the client situation and the requirements for improved functioning.
- is able to recognize some of the defensive maneuvers and mechanisms that are brought into play in dealing with stresses and effects they may have on the client's response to help.
- conducts a comprehensive generalist social assessment, including engagement, goal setting, service evaluation, practical evaluation, termination and follow-up.
- maintains a frame of reference based on professional ethics throughout the assessment and intervention process.
- sees the importance on case assessment and intervention of the developmental processes experienced by the client system and the factors that may have impeded that process.
- more skilled at assessing and applying the appropriate theory and/or model relevant to the client's needs, e.g. crisis intervention, suicide assessment, problem solving and case management.

C. Selection and Implementation of Intervention Plan

Use of assessment for establishing an interventive plan: The student has developed beginning skill in articulating an intervention plan and can provide a logical rationale for the strategy. This includes:

- a plan based on the data that has been collected and analyzed.
- goals correlated with the needs and capacities of the client system, services available

within the agency and level of the student's capacities.

- keeping the goals of the client paramount, and examining them in relation to other systems involved in the change effort.

Approach to intervention: The student is aware of the range of role relationships peculiar to the position of social worker. Once the student and client have determined a suitable point of intervention, he or she is able to use self in a variety of roles as facilitator of change which include: mediator, advocate, leader, agent of social change, broker, crisis intervenor and others as they may required to achieve intervention goals. In addition, the student:

- establishes and sustains the necessary work relationships required by the change process.
- recognizes that in working with a variety of clients and other systems, he or she will have different role relationships with all systems encountered.
- begins to deal with various influences, responses and demands inherent in the diverse relationships.
- able to identify an approach to intervention and to use it purposefully in the process of attaining stated objectives, e.g., crisis intervention, family systems, problem solving, case management and feminist social work

Involving the client in problem solving and decision-making: The student can establish trust, begin where the client is, negotiate differences, and communicate at the appropriate level. The student:

- helps the client to become increasingly involved in the problem solving and decision-making, requiring continued clarification of the target system and the goals for change.
- is able to further partialize the elements requiring change and can help the client system to use the various resources and services which can be brought to bear on the target problem(s).

- uses advice giving, instruction, information giving, and other techniques, as they relate to the established plan.
- is appropriately supportive to the client system and offers reassurance and feedback as needed.

- accepts dependency more easily and finds ways to help the client move toward independence.
- is more comfortable in dealing with expressed anger and hostility based on increased understanding and appreciation of its meaning.
- can confront the client and challenge to action when appropriate.

Facilitation of progress toward stated objectives: The student is clear about purpose in the given practice situation and prepares for each activity or interview as well as for the overall goals established with the client system. Ability to focus interviews is clearly evident, although this may not be consistent. The student:

- responds quickly and easily to concrete needs as well as obvious psychological need and provides for those needs through selective use of resources, adequate explanation of their use, and follow-up when necessary to assure that these needs have been met.
- anticipates the progression of content in working with a client and begins to plan for sequential groupings of meetings as opposed to focusing solely on single contracts.
- is able to recapitulate with the client the movement made toward achieving objectives and to plan the next step for immediate and long term actions.

Questioning is done with greater sensitivity for the client's level of functioning and objectives established to meet needs. Improved communication skills are reflected in the student's ability:

- to listen more effectively and to include all members in the communication process.
- to allow for the expression of feelings and to control tendencies to rigidly follow a designated plan for helping.
- to be aware of feelings involved in a given situation in relation to a particular subject matter and to help the client modify these feelings when the situation requires.
- to begin to understand that feelings are tied in with values and past experiences and to recognize that frequently the feelings and behavior exhibited by the client are a means of testing the worker's willingness to be of help.
- to risk, to test out intuitions and to assess the results.

Dealing with termination: The student understands the steps in termination and is aware of the need to deal with feelings on the part of both client and self. There may be inconsistency in dealing appropriately with these feelings.

D. Evaluation of Interventive Efforts: Feedback

The student recognizes the need for evaluating the results of efforts to help, and the importance of this for both the student's and client's learning. It is seen as part of the scientific approach to problem solving and the need to be accountable for services offered to clients. The student and client evaluate the progress the client system has made in light of the goals that were established and utilizes this as a guide in the continuation of the intervention. More specifically, the student:

- actively engages the client in the evaluation process, identifying achievements and goals unattained.
- looks at the gaps in agency policy in relation to the needs of the clients and is able to make appropriate recommendations regarding changes.
- is honest in looking at own performance and recognizes gaps in knowledge and the skills that are in need of expansion and development.
- finds it easier to evaluate the community resource systems, or lack of, in relation to the needs of clients and to have some idea about possible solutions.
- is concerned about social issues and social welfare policies that affect the lives of clients and demonstrates a commitment to intervene in changing or improving the delivery of services.

V. PERSONAL AND PROFESSIONAL DEVELOPMENT

A. Evaluation of Self

The student has developed awareness of feelings toward the client and recognizes how these feelings affect ability to help. This is especially true in working with clients with varying physical and mental capacities and from different backgrounds, races, cultures and lifestyles. The student is particularly aware of the tendency to over-identify and has attempted to modify this. In general there is:

- more conscious awareness of self in working with clients.
- recognition of the need for controlled involvement and a more consistent attempt to avoid imposing own feelings, opinions and values.
- clarity about future goals and a realization that to continue in the profession requires a commitment to on-going learning and to keep abreast of changes and directions within the profession.

B. Commitment to Professional Values

Personal values are in accord with those of the profession and there is sensitivity to the rights of clients. The student:

- is willing to take responsibility for own actions and does not become defensive when questioned about accountability.
- is attuned to the principles of self-determination, confidentiality, and objectivity and feels strongly about the appropriateness of these principles and/or guides to his or her behavior.

C. Continued Awareness of Societal Problems

The student is beginning to use own experiences as well as professional literature and the mass media in becoming aware of social problems at the broader societal and community levels. The student is aware of the importance of professional organizations, is interested in exploring affiliations with such organizations and in some instances is an active member.