

Assessment, Evaluation, Feedback and Challenges

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High Quality Graduates

What are the key attributes we want to see in new social work graduates?

High Quality Graduates

Some key attributes:

- An understanding of health and welfare organisations, and systems
- Interpersonal skills, including empathy
- Theoretical knowledge
- Specific professional competencies, such as risk assessment, discharge planning, teamwork, case management, needs analysis
- Reflective practitioners
- Evidence based practise skills
- Cultural competence
- Written communication skills

Preparing for a Placement

1. What are the key attributes of a good supervisor?
2. Consider what sort of professional experience you want to offer

Clinical Educator Attributes

- Approachable
- Clear with explanations
- Committed
- Confident
- Continual feedback (regular)
- Educator
- Encouraging
- Enthusiastic
- Fair
- Flexible
- Friendliness
- Helpful
- Honest
- Independence
- Initiative
- Knowledgeable
- Mentor
- Motivating
- Non-judgemental
- Passionate
- Patience
- Personable
- Proactive Helpful
- Reassuring
- Respect
- Sensitivity
- Sympathetic
- Trustworthy
- Understanding
- Well informed
- Good communication skills
- Ability to build relationship
- Understanding of ability
- Prepared/organised re: caseload
- Supportive
- Listens to concerns
- Constructive feedback given
- Sense of humour
- **Want to teach**
- Working together to improve ourselves and themselves
- Good teacher/will help you brainstorm
- Don't throw you in the deep end
- Takes time to help you learn
- Passionate about their area
- Not intimidating
- Able to accept constructive criticism
- Exposes to a wide variety of patients

EVALUATION

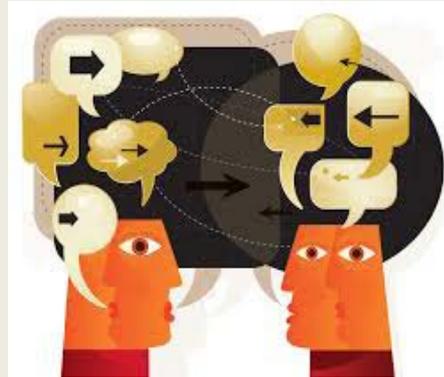
- MAKING A JUDGEMENT OR PUTTING A VALUE ON BEHAVIOUR OR A PIECE OF WORK

Can be a major contradiction in this process of evaluating

- can create power differential
- Supervisor can feel uncomfortable in this role
- Can create a clash of values around class, culture, language

'Treat me don't beat me.. supervisory games'

- Interactions between two people in which the outcome benefits one person (Berne 1968, Kadushin 1968)
- Interplay of *content vs process* (Morrison 1993)



Measurement tools for evaluating performance

- Many of them emanate from a competency-based education (CBE) perspective in which skills are identified in clear measurable terms
- Social work has suggested that reducing practice to discrete skills loses the very essence of professionalism
- Competence rests upon integrated knowledge, frequently referred to as intuition, which incorporates critical reflection, practice experience, discipline-specific theories, and empirical research (Bogo & Vayda, 1998)
- There is consistent research that suggests that supervisors regularly give above average ratings resulting in a ceiling effect, despite obvious differences in performance among the students

Overview of use of Learning Plan & assessment report

- This document has been developed by the Combined Schools of Social Work in Victoria, and has been standardised across all Universities based on the [ASWEAS guidelines](#) developed by the AASW. The Learning Areas and the broad learning goals will be the same for each student no matter which school of social work they are from.
- Students should, together with their Field Educator, develop a Learning Plan that identifies tasks and ways to measure performance against each of the 9 broad learning areas.
- The Learning Plan is a working document and students and Field Educators should refer to it throughout placement to assess progress and identify any additional learning needs.
- A draft of this plan should be developed by day 10-15 and made available to the liaison person at least 3 days prior to their first visit.
- The mid-placement review identifies progress and/or areas in need of improvement/greater focus for second half of placement.

EFFECTIVE EVALUATION

- Well developed criteria for what needs to be evaluated
- Clear evaluation tools and procedures
- Documentation
- Agreed measures of practice

A rating scale that identifies level of achievement against each of the 9 core learning areas is to be used to assist students and field educators to assess the level of the student's performance. This scale is designed for the purpose of indicating minimum standards expected for field education 1 and 2. It is holistic in nature, providing a broad rating against each of the core learning areas.

The assessment process will include contributions from all parties involved in the placement and is carried out in an equitable and collaborative manner. The final decision about whether the student has achieved the identified learning goals and performance outcomes and has passed the field education subject is made by the University after consideration of material submitted by all parties.

To pass field education 1 (first placement), students must reach a level of *beginning capability* (2) for all 9 areas by the end of the placement.

To pass field education 2 (final placement) students must reach a level of *capability* (3) across all 9 areas by the end of the placement

Rating	Level	Descriptors
Not demonstrating capability	0	Performance not at basic level expected. Poor understanding of requirements. Practice unsafe or inappropriate. Knowledge or skills undeveloped. Little application to learning.
Some demonstration of capability	1	Working towards a basic capability, more needed.
Demonstrates beginning capability	2	Performance at beginning level expected. Requirements understood. Practice capable under close guidance and supervision. Limited adaptability.
Demonstrates capability	3	Performance at level expected of newly qualifying practitioner. Requirements integrated into practice. Can perform independently. Demonstrates adaptability and critical appreciation of own/others' practice.
Demonstrates high capability	4	Performance beyond level expected of newly qualifying practitioner. High levels of independence. Engages strongly in critical reflexivity. Exhibits ethical fluency. Generates new understandings or practices.
Unable to Be Assessed [mid-placement only]	U/A	The work has either not been undertaken, or the supervisor has not had an opportunity to assess competence in this level

EVALUATION TOOLS

- Are they accurate
- Are they fair
- Are they efficient
- Are they appropriate



COMMON ERRORS

- Halo effect
- Leniency error
- Error of central tendency
- Recency error
- First impression error
- Similar to me error

Common Distortions

- Anticipated or hoped for developments
- Likes and dislikes confused with performance
- Personal growth is equated with competence
- Effort and motivation are equated with competence

What should be covered in learning agreement

The basic learning structure should include 4 elements:

- o Being- affective qualities and attributes
- o Knowing- theories and concepts that guide practice
- o Doing- skills and behaviours
- o Thinking- remembering, analysing and reasoning

Teaching tools

Field educators need to find a variety of ways to make the students' work visible in supervision, because "self-reporting is vulnerable to errors" as it is filtered through the student's experience, values and theoretical orientation

(Maidment, 2000, p. 206).

Learning formula

- See one
- Do one
- Teach one

DISCUSSION AND REFLECTIVE TOOLS	OBSERVATION TOOLS	TEACHING AND LEARNING ACTIVITIES
<p>process records</p> <p>care plans</p> <p>diaries</p> <p>intake summaries</p> <p>minutes of meeting</p> <p>journals</p> <p>think sheets</p> <p>log sheets</p> <p>critical-incident rep</p> <p>agency records:</p> <p>organisational anal</p> <p>concept maps</p> <p>internet material</p> <p>articles/books</p> <p>policy documents</p>	<p>modelling</p> <p>skills demonstration</p> <p>direct observation</p> <p>videotaping</p> <p>audio and video tap</p> <p>one-way screens</p> <p>co-working</p>	<p>Discussion of reports</p> <p>Verbal presentations of work done</p> <p>role plays</p> <p>strength cards</p> <p>simulation games</p> <p>skills training</p> <p>presentations</p> <p>co-working</p> <p>reading</p> <p>agency, court and tribunal visits</p> <p>consultations</p> <p>committee meetings – observer and active participant</p> <p>contact with indiv/gp</p> <p>small group discuss</p> <p>(Cleak & Wilson, 2012)</p>

Exercise

- What is the criteria you would use to assess?
- E.g. What do you want to see demonstrated?
- What ways can you help the student to learn?

- What if he was a first year student?

Purpose of feedback

- Confirmatory- lets the student know that they are on course
- Corrective- provides information students need to get back on course
- Motivating- indicates the consequences of good or problematic behaviour (Cleak & Wilson, 2007)

Attitude of the field educator

- Is as important as the content being delivered:
 - Student must trust the motives & intentions of the supervisor (Gordon, 2003)
 - Reciprocal respect (Henderson et al, 2005)
 - Credible source of feedback (expertise/ accurate) (Marriot & Galbraith, 2005)

Location of feedback

- Very important to demonstrate respect & care.
- Privacy if required
- Consider type and intensity of feedback & how student may respond to feedback.
- What would you expect/ appreciate if you were in the student's shoes?

Written Feedback - Activity

Session with Mr. B

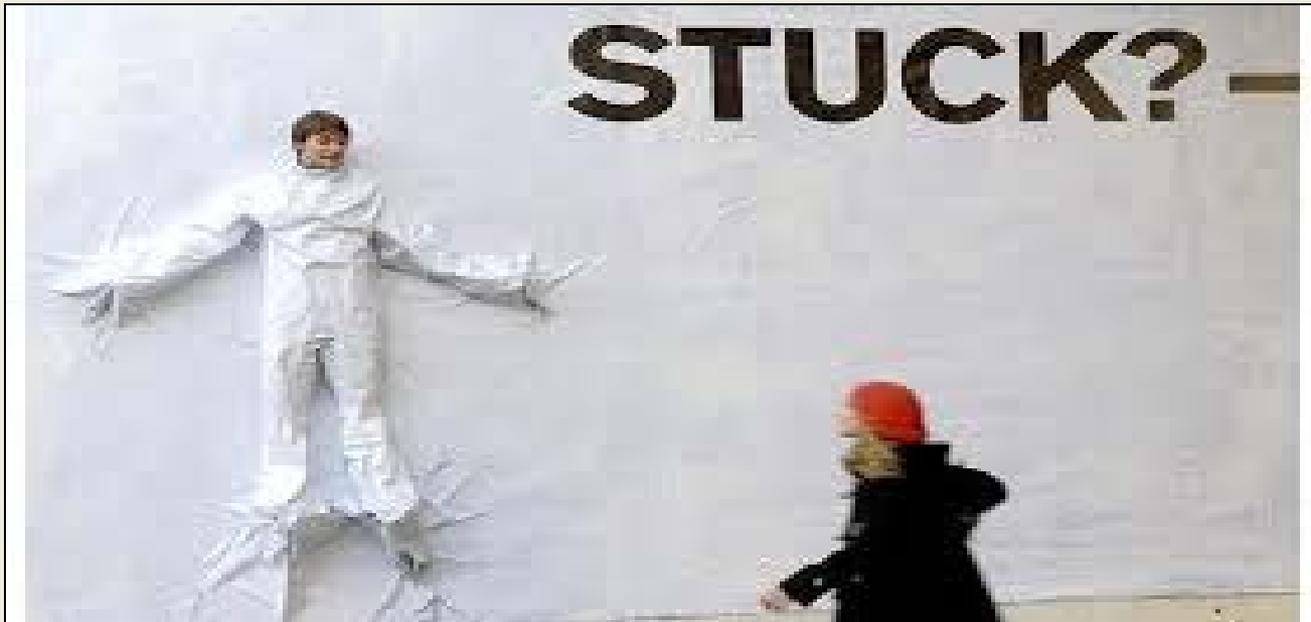
- Well done, you developed a nice friendly approach with Mr. B and established good rapport with him.
 - Take care to allow the patient to completely finish their answer before you respond. This will allow you to guide your Ax more effectively, as the answer provided by the patient may help to direct your next question and thus help you structure your Ax.
 - Although it is often good to be cheery and upbeat, be very careful about when you laugh. Some patients may become offended if you laugh inappropriately at their responses, it may cause them to “close-up” and not answer your questions as completely. Again, listening completely to a patient’s responses will help you ascertain if a laugh is appropriate or not.

Feedback exercise

Your role is to provide direct, formal feedback to student:

Work in pairs-one student, one supervisor

When supervision gets 'stuck'



Tackling poor performance? Can you add other questions?

- Am I being fair?
- Was it a reasonable expectation in the first place?
- How would I perform in the same circumstances?
- Will this just make things worse?
- Will I be accused of discriminatory practice?
- Will I end up being attacked myself/
- Will my manager support my action?

Questions to Consider:

- What are the signs of a struggling/challenging student?
- What external factors impact on a student's behaviour/performance?
- What strategies can WE use to facilitate learning?

Common Characteristics of a Challenging Student

???



Common Characteristics of a Challenging Student

Lack of Motivation

Lack of Knowledge

Failing assessment

Lacks professional behaviour

Does not show initiative

Lacks independence

Anxious

Nervous

Stressed

Withdrawn

Does not take on feedback

Is distracted

Does not complete tasks

Poor time management

Communication difficulties

Overconfident

Shy

Rude

Late

Tired/Apathetic

STUDENTS AT RISK IN THE FIELD

- Life crises
- Link to own issues
- Time allocated to fieldwork
- Weak interpersonal skills
- Limited conceptual ability
- Poor match between student/supervisor
- Inadequate supervision

Causes of Learning Deficiencies

6 factors to consider

1. Cognition
2. Study Habits
3. Quality of academic environment
4. Student Distraction
5. The affective component of learning
6. Underlying medical problems

(Hendricson and Kleffner, 2002)

What to do if all of these causes are ruled out??

Consider a health problem

When the student does not 'measure up'

- Act as soon as you identify a problem or concern
- Be explicit
- Review educational plan and adapt to implement strategies which may address concerns
- Document concerns
- Clarify and negotiate priorities
- Assess feasibility, e.g. time, capacity

Ways to Help

- **Supervisor not Counsellor**
- Honest discussion, overt the issues
- Use the learning agreement
- Ask Liaison Person for help/support/resources
- Consult the University via the Liaison Person