

Levels of Performance

Expert Level of Performance / Advanced Competence or AC

Some students may perform at above the acceptable level of performance, displaying creativity, flexibility, and imaginativeness reflecting a potential to perform at a superior level. A rating of AC indicates that the student **expertly demonstrates awareness, knowledge and skills as a graduate social work intern**. A rating of AC is likely to occur infrequently, and as such should be accompanied by supporting rationale.

Competence or C

A student should attain a rating of C on a majority of the 9 program competencies/objectives by the end of the field course in order to receive a grade of S (or Satisfactory). A rating of C indicates that the student is able to satisfactorily perform the set of practice behaviors associated with a given competency, and **consistently demonstrates** awareness, knowledge and skills as a graduate social work intern

Emerging Competence or EC

While there may be periods of unevenness (with some limited degree of regression or immobilization, mainly at points of stress or pressure), the student gives evidence of both the motivation and capacity to perform satisfactorily the set of practice behaviors associated with a given competency. Ratings of EC in a *majority* of competencies at the *end of placement* could indicate Insufficient Progress or Unacceptable Performance. See section on Performance Concerns which follows. **(Students should receive a rating of C or above on a majority of the competencies in order to receive a grade of S at end of the field course.)**

Insufficient Progress (IP)

The student **rarely demonstrates** awareness, knowledge and skills related to a particular competence. **Please refer also to section below, “Performance Concerns (Ratings of IP and UP)”**.

It is important for field educators to give accurate feedback. If a student’s performance is unacceptable or clearly needs improvement in order to meet the basic standards of performance, it is important to reflect this in the evaluation. If a student earns a rating of “Insufficient Progress” in any outcome area, the field educator should document example(s) that substantiate that rating.

Unacceptable Level of Performance (UP)

The student **never demonstrates** awareness, knowledge and skills related to a particular competence. **Please refer also to section below, “Performance Concerns (Ratings of IP and UP)”**.

It is important for field educators to give accurate feedback. If a student’s performance is unacceptable or clearly needs improvement in order to meet the basic standards of performance, it is important to reflect this in the evaluation. If a student earns a rating of “Unacceptable Progress” in any outcome area, the field educator should document example(s) that substantiate that rating.

❖ Performance Concerns (Ratings of IP and UP)

When assigning ratings it is important to consider whether the student's overall performance is uneven or slow. Difficulties in the following areas suggest ratings of IP (rarely demonstrates related skills) or UP (never demonstrates related skills):

- Inability to establish relationships at the basic level due to lack of sensitivity and feeling for people as well as difficulty disciplining his/her own feeling responses.
- Preoccupation with own needs and feelings.
- Inability to do case planning.
- Persistent problem viewing client systems objectively with overemphasis on either positive or negative aspects of a situation.
- Inability to be self-reflective.
- Limited ability to conceptualize.
- Behavior in supervisory relationship indicating limited ability to involve self in the learning process and a high degree of defensiveness. Frequent need for external controls and propulsion for learning.
- Evidence of a lack of personal integrity throughout performance.

❖ Unacceptable Performance

Any one of the following characteristics would automatically indicate that a student is failing, and ratings of UP would be expected. Normally you would not expect to find only one of these characteristics in isolation, but rather in combination with others. The student demonstrates:

- Consistent lack of empathy and un-relatedness to the individual/family/group/organization/community.
- Evidence of destructiveness with clients.
- Inability to move or to think independently.
- Preoccupation with own needs and feelings, negating effective use of self as a helping person.
- Hostile behavior when given constructive criticism.
- Inability to relate the goals and values of the social work profession to one's own behavior and social work practice. Confusion in role and identification as a social worker.
- Evidence of disorganization in responding to the basic demands for use of time, in the learning situation, in submitting recording and/or setting up appointments. No reference to theoretical concepts about behavior or no ability to begin to implement the beginning aspects of the treatment process including concepts of social study, assessment, and evaluation, as derived from class, field

teaching, and readings.

- Complete inability to conceptualize or to recognize principles.
- Inaccessibility to learning in use of supervisory process as evidenced by the inability to look at own performance in a self-evaluative manner. High degree of self-protectiveness, requires a high degree of pressure to function and to meet deadlines, unrealistic perception of self, unrealistic expectations of others, motivation to learn only to “get through”, or a need to control all in his/her learning.
- Evidence of lack of personal integrity in performance with individual/family/group/organization/community, or in relationship with field educator. Does not adhere to professional Code of Ethics.
- Persistent problems with attendance and/or tardiness.

❖ **Focused Learning Agreement - Addendum for Performance Improvement**

If someone is performing at a level of IP or UP, an addendum should be put in place by the Faculty Liaison, in conjunction with the Field Educator.

The purpose of the Focused Learning Agreement is to assist the student by identifying clearly the actions the student must take in order to be successful. Educational tools may be specified, and a schedule for review of specific performance goals may be outlined.