

**The University of Akron | School of Social Work and Family Sciences**

**Instruction for Completing the AMFE Tool (both Midpoint and Endpoint evaluations) at the Graduate Level**

**RATING SCALE:**

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| --- | --- | --- |
| **X** | **Ongoing** | **Unable to evaluate level of attainment yet.** |
| **1** | **LIMITED** | **< 70% of time BEHAVIORS are demonstrated.** |
| **2** | **EMERGING** | **70-80% of time BEHAVIORS are demonstrated.** |
| **3** | **CAPABLE** | **80-90% of time BEHAVIORS are demonstrated.** |
| **4** | **STRONG** | **near 100% of time BEHAVIORS are demonstrated.** |

**Definitions:**

**AMFE = Achievement Measure of Field Education**

**MIDPOINT = End of the first semester**

**ENDPOINT = End of the second semester**

1. **BASELINE ASSESSMENT - Complete by the end of the first four (4) weeks of the semester field begins and concurrently, if needed, with the finalization of the learning activities**. As placement begins, Students in conjunction with their Field Instructors are invited to reflect on each social work Behavior (31) distributed among nine (9) Competencies. Students and Field Instructors should jointly assess the student’s current level of capability of each Behavior using the scale above (1-4, or X). The score should be placed in the light green Baseline column, replacing the "0's". Students and field instructors should strive to candidly rate their capabilities by considering past classroom performance, feedback, and self-awareness. The Baseline Assessment, when complete, will assist the Field Instructor in better understanding the Student's strengths and challenges, and help the Student in developing Learning Activities for Field.
2. **LEARNING ACTIVITIES -** **Complete within the first four (4) weeks of the semester field begins. If complete at end of first four (4) weeks, then must also complete concurrently with the Baseline Assessment**. The Program's Competencies, Behaviors, Dimensions (as written by CSWE), and Learning Activities, (developed by the Student, with help from Field Instructor and Field Liaison), make up the content of the AMFE tool. Learning Activities are tasks that the Field Student will conduct over the course of the placement in order to increase competence levels demonstrated in the social work Behaviors. During the first month of placement, Student and Field Instructor collaborate to generate a minimum of **ONE (1)** Learning Activity for each social work Behavior, for a grand total of at least 31 Learning Activities. These can be thought of as “assignments" or "building blocks" of the learning process. Completing them should increase achievement of competence to attain final ratings of "3" (Benchmark).

**Smart Format**: Learning Activities should be written in a format that is **SMART = Specific, Measurable, Attainable, Relevant, Timely**. [Sample Frame - "(Student) will do What, by When, and How will it be Measured." Example: ". 1. (K) Kim will identify and read five (5) academic journal articles on Autism by November 5, 2021; she will summarize and discuss key points in supervision by December 1, 2021." 2. (CA) "Liam will evaluate the quality of an intervention strategy used with 10 client participants by March 10, 2022; he will develop a poster showing results of his research and present this at a Colloquium event on April 25, 2022."

**Dimensions**: A Dimension is a necessary element for Learning to occur. Think of the dimensions as a necessary element for Learning to occur. When writing the learning activities, you will see suggested specific dimensions that the learning activity may include. This will help you to write that specific learning activity. **Any learning activity can be written with a focus on any Dimension, but a minimum of 4 learning activities must be written for each Dimension. 4 Learning activities = Knowledge (K); 4 learning activities = Values (V); 4 learning activities = Skills (S); and 4 learning activities = Cognitive/Affective Processes (C/A)**. Remaining learning activities may be written within any Dimension. Dimensions are: Knowledge (K), Values (V), Skills (S), and Cognitive/Affective Processes (C/A). (See end of document for explanation of Cognitive/Affective Processes.)

**Modifications and Reviews**: Once written, Learning Activities should be considered organic and **can be modified** by the Student, in consultation with Field Instructor throughout the placement, **up until the fourth week of the second semester**. Student progress on conducting Learning Activities should always be up to date and readily available for discussion and Field Instructor feedback. Progress on completing Learning Activities will be formally reviewed by the Field Liaison at all Site Visits (first and second semesters). All Learning Activities **must** be completed by the Student **PRIOR** to the final evaluation. Failure to do so should be factored into the final grade recommendation made by the Field Instructor.

1. **AMFE-M: MIDPOINT FORMATIVE ASSESSMENT AND GRADE RECOMMENDATION** - **Complete within the last two weeks of the first semester**. Student and Field Instructor will independently score the Student's level of performance for each social work Behavior, in the appropriate blue column. To do so, replace the "0" with an X, or a number 1 - 4, referencing the scale above. The spreadsheet will calculate the Average Score for each Competency automatically as Behavior scores are entered. Scores should be an objective and frank rating that most accurately captures the Student's current level of competence. Candid scores are intended to provide the Student and Instructor with a range of information used to revise Learning Activities and to shape continued teaching and learning for the next semester. It is useful to discuss disparities between Field Instructor ratings and Student self-ratings. This helps the Student better understand specific expectations of social worker performance standards. It also informs the Instructor about Student misunderstandings of knowledge, skills, values, and/or cognitive/affective processes, and can improve teaching. This will also assist in meaningful revision of Learning Activities for the following semester. Scores on social work Behaviors at Midpoint are not to be heavily considered by Field Instructor when recommending the Midpoint grade, as the ratings are for summative purposes. Field Instructors are instead encouraged to recommend the Midpoint grade (minimum of emerging or higher ratings on all competencies for a grade recommendation of Satisfactory) considering 5 Ps. Professionalism, Preparation, Participation, Performance, Progress. (See details below.) The Student should always be apprised of how they are doing through ongoing Field Instructor feedback.
2. **The 5 P's - MIDPOINT GRADING CONSIDERATIONS** – **Complete within the last two weeks of the first semester**. If a Field Instructor has the philosophical belief that no one deserves any ratings of capable or strong during their first semester in Field, the Student should be informed of that from the start. The Student should know what it would take to make an exception to this philosophy, in order for them to receive any ratings of capable or strong during the first semester. Behaviorally-specific expectations should always be clearly outlined for Students. Be open to the idea that THIS Student may be the exception to your philosophy. False praise slows development as much as harsh praise. **To obtain a Satisfactory grade, students should receive at minimum ratings of emerging or higher on all competencies.** There are several things for the Field Instructor to consider thoughtfully when recommending a Midpoint grade. These also apply to an Endpoint grade, although demonstrated competence in social work Behaviors is weighted more heavily in assigning the Endpoint grade. Considerations include:

1) This is an educational learning experience, not an employee experience. The Student should be evaluated with that distinction in mind. Students need the encouragement and freedom to risk an occasional "stumble" while a safety net is protecting them, and without penalty of a grade drop. How they bounce back and apply what they learn at those times should be reflected in their grade. This is especially true during the first semester of Field. Of course, sometimes, errors have significant consequences, and a grade drop would be warranted. This is up to the Field Instructor to discern.

2) The Student's grade should reflect their **PROGRESS** and effort. Where did they start and how much have they grown during the semester? Students may have started their placement with performance in the "1" or "2" achievement ranges on demonstrating social work Behaviors. It would be rare for the first semester Field Student to demonstrate competence ("3" score) for all of the Behaviors. A Satisfactory grade can reflect effort that will, with time, evolve into demonstrated attainment of competence. "1" and "2" scores, when accurate appraisals, provide direction not only the Student, but to the Field Instructor for development of new teaching strategies.

3) The Student's **PROFESSIONALISM** should be a "given" during both semesters, and Student demonstration of professionalism should impact their grade significantly. If the Student is NOT performing professionally in terms of accountability, dress, attitude, ethics, and timeliness, we would NOT expect them to receive an emerging or higher rating resulting in a Satisfactory grade recommendation, regardless of other areas of success. Students should have entered the Field with these things already demonstrated at a high level, as this is a criteria for Admission to Field, as well as retention in the placement.

4) The Student's **PREPARATION** and **PARTICIPATION** in supervision and working on Learning Activities should also weigh heavily in the grade recommendation. Are they curious? Do they bring in questions, examples? Do they implement suggestions? Do they seek supervision appropriately? Do they actively seek learning opportunities? Do they take initiative in finding answers to avoid over-dependency? Do they add to the team, rather than take away from productivity? Are they willing to reflect on their limits as well as their strengths? Are they enthusiastic, self-initiating, and productive? Are they self-directed? Are they able to show continued integration of new skills? These qualities should be reflected in the grade recommendation.

5) **PERFORMANCE** should always be an evaluation criterion, and especially during the second semester. The Program expectation is that ALL Students achieve competence related to ALL thirty (31) social work Behaviors prior to graduation. While progress is key during the first semester grading, overall performance and achievement are important during the second semester grading.

1. **AMFE-E: ENDPOINT SUMMATIVE ASSESSMENT AND GRADE RECOMMENDATION** – **Complete within the last two weeks of the second/final semester**. Student and Field Instructor independently score the Student's demonstrated level of competence for each social work Behavior in the appropriate peach column. Do so by replacing the "0" with a number between 1-4. **Important Note: X cannot be used on this ENDPOINT assessment, as the Student should have completed all Learning Activities, providing enough data for a final achievement score for each Behavior**. The spreadsheet will calculate the Average Score for each Competency automatically as Behavior scores are entered. Endpoint Grade Recommendation should be evaluated by the Field Instructor, again using the 5 Ps, but additionally, successful completion of all 31 Learning Activities, and the Student's demonstrated attainment of a level of competence in line with a MSW social work practitioner. This is not to say that a Student receiving one or two 2s should not get an “A” grade; however, a pattern of lower scores on demonstrated social work Behaviors should be reflected accurately in their final grade. Students should be notified at least four weeks prior to the end of the semester if they are in danger of receiving a failing grade. Field Instructors should discuss discrepancies between Student self-ratings and their own ratings to assist the Student in identifying professional development goals as they move beyond graduation, and as a termination exercise to the Field Experience. **To obtain a Satisfactory grade, students should receive at minimum ratings of emerging or higher on all competencies.**

INFORMATION SOURCE:

Commission on Accreditation Resource (July, 2017)

Accreditation Updates and Resources document

"The 2015 EPAS recognizes competence as holistic; this means that the demonstration of competence is informed by the appropriate knowledge, values, skills, and cognitive and affective processes.

Dimensions-Each of the nine social work Competencies listed in the EPAS is followed by a paragraph that describes the Competency. This description contains Dimensions of the Competency necessary for learning and developing competence throughout the course of a program.

The Dimensions are: Knowledge, Values, Skills, Cognitive and Affective Processes.

The description and dimensions as written in the EPAS should be reflected in the generalist social work curriculum. This curriculum prepares students for the demonstration of competence through the Behaviors associated with the Competency

Behaviors-The bullet points under the paragraph for each Competency in the EPAS are a set of Behaviors that integrate the Dimensions of the Competency. Competence in real or simulated practice can only be demonstrated by Behavior and Behavior cannot be demonstrated without incorporation of the knowledge, values, skills and cognitive and affective processes associated with the Competency. " ..."CSWE defines social work Behaviors as "Observable actions that demonstrate an integration of knowledge, values, skills, and cognitive and affective processes. Cognitive and affective processes (includes critical thinking, affective reactions, and exercise of judgment)."

• Critical thinking is an intellectual, disciplined process of conceptualizing, analyzing, evaluating, and synthesizing

multiple sources of information generated by observation, reflection and reasoning.

• Affective reactions refer to the way in which our emotions influence our thinking and subsequently our behavior.

• Exercise of judgment is the capacity to perceive and discern multiple sources to form an opinion.

Student learning outcomes are the stated behaviors, knowledge, values, skills, and cognitive and affective processes that students are expected to demonstrate as a result of engagement in the explicit and implicit curriculum."