

Practice Evaluation

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## Practice Evaluation

I had the opportunity to do my internship at Guttman Community College. I work with the Human Service Program's interns in Guttman; I am a field associate. Throughout my training, I had the opportunity to work with a few students for the first semester. However, one student stood out to me the most. Her name was Jazzy (I changed the name of the student for privacy). Jazzy and I started working together from September until December. Jazzy is a lovely young lady. However, she did encounter some difficulties in her internship. Working with Jazzy was an excellent experience because I have watched her grow so much over the four months. I will be describing and evaluate my work with Jazzy in each phase of the planned change process: engagement, assessment, intervention, and evaluation.

### **Engagement**

When working with Jazzy, I used three engagement strategies. These strategies involve making the first telephone contact, conducting the first face to face meeting, and clarifying the client's problem, concern, or request. My first task as a field associate was to send out emails and make phone calls. When I called jazzy for the first time, I introduced myself and my position; I expressed my job as a field associate. Over the phone, we planned on a date and time we could meet. However, since the internship is virtual, we had to meet virtually, on zoom.

When conducting a face-to-face meeting, I was a bit nervous, typical for any social worker. I was unsure what to expect because my previous zoom meetings with the other interns were utterly different. When I met Jazzy, she was very kind, and I felt some things were going on, but I did not want to assume. I spoke with her, had a charming conversation, and towards the end, we planned on how many times we would talk throughout the semester. I informed Jazzy

that she was more than welcome to reach out during my internship hours whenever needed. I also told Jazzy that what she says cannot be held in complete confidence because I report back to my supervisor. After meeting up with Jazzy and the other interns, I sent out an email with my information, such as my hours, contact information, and my role as a field associate.

At the moment, the client did not have any problem. It was protocol to get in contact with the interns and introduce ourselves. However, before the second meeting for check-ins, her supervisor reached out. She was having a hard time adjusting to classes being online and her internship being online. The first time we met was protocol. However, the second was because she was having problems at her internship, and I needed to intervene.

The implementation of these strategies was very successful. I had excellent communication with jazzy, Jazzy's supervisor, and my supervisor. Having excellent communication with clients and supervisors was a great strength. The most challenging part was making sure that Jazzy and the other interns understood my roles and reported that I had to report back to my supervisor regarding most things. Another challenge I faced, in the beginning was memorizing the interns' names and matching them with the faces.

These specific engagement strategies were helpful because they helped me get to know the interns I would be working with and their supervisors. Meeting via zoom was very beneficial because it is easier to observe the nonverbal behaviors when meeting face to face. Jazzy and the other interns were nervous initially after watching the nonverbal behaviors such as looking down, biting nails, and looking away. I was able to show them it was okay to be comfortable with me, which strengthened our relationships and made it easier to work with them and vice versa.

## Assessment

When working with Jazzy, I used three assessment strategies. These strategies involve identifying the client's strengths, assessing a client's coping strategies and ego defenses, and assessing a client's mental status. From talking to Jazzy, I learned that her strengths were her willingness to work, bilingual skills, being outspoken, etc. She shows compassion, patience, and desires to work at her agency.

Based on my conversation with Jazzy, I noticed one of her coping strategies is *Laughing it off*. Jazzy would often describe the same event repeatedly and repeating how she feels, and she seems as if she does not know when to end the conversation. When she feels like all the leaders are bombarding her, she often shuts down. To some extent, one can assume another one of Jazzy's coping mechanisms is crying. Whenever she would shut down, you can hear it in her voice that she is cracking. However, the strategy she shows the most is talking it out.

During my sessions with Jazzy, I was able to assess her mental status. At first, based on Jazzy's behavior, I concluded that she might need a form of help I could not provide, so did my supervisor. As I continued to work with her, she shared with me that she has a learning disability. She does not speak proper English and struggles with her writings. Jazzy's attitude and behavior were unusual, and they did not add up. Overall, she was a kind young lady, but it seems as if she was rude, but she did not know how to deal with people in a working environment since she has never had a job.

The implementing strategies were successful in regard to Jazzy's strengths. However, assessing her mental status was difficult because I am not a professional; I am still learning. I do not have the tools nor the skills to professionally diagnosed anyone yet. When I sense there was

something wrong, I did not know how to ask her in a nonoffensive way, so I had a hard time in that sense.

One of my greatest strengths was having my supervisor with me. I also knew the skills I used; although I am not a licensed social worker yet, I still learned a lot from my years as an undergrad. I was able to put what I learned into practice. These specific assessment strategies were helpful as well because I applied them without even knowing. Jazzy responded well to the strategy; she even helped me when I was evaluating her mental status.

### **Intervention**

The treatment goals and objectives that I used were determined based on what Jazzy's supervisor had reported. After the supervisor reported her behaviors to me, I said to my supervisor that we met virtually. I listened and observed the supervisors and Jasmine. From a student's perspective, I understood why she was having a hard time; however, I also understood the supervisors' frustrations as a staff. So based on my observations, I spoke on her behalf and worked with her alone. That is when Jazzy and I came up with goals and objectives.

I used three intervention strategies from the text that I implemented with Jazzy: information, advice, persuasion, reinforcement and related behavioral techniques, and behavioral contracting. When working with Jazzy, it was challenging because I knew what I would do as a student; however, I wanted her to make her own decisions. When individuals make their objectives and goals, it is easier for them to achieve them. When working with them, I made suggestions on what could be improved, but I suggested she took some time and came up with some goals and objectives, and we will work together to achieve them.

Another technique we used was behavioral rehearsal. Jazzy was having trouble communicating with her supervisor and her professors. I used the behavioral-rehearsal techniques to teach Jazzy how to prepare when she talked to her supervisor or when she feels the supervisors are bombarding her.

I also used behavioral contracting. We made an agreement that Jazzy came up with, and I assisted her with it to encourage the specific behavioral changes. Jazzy took the contract seriously because it was her idea to make it. After all, she thinks it would help her be more serious and professional.

All three techniques were very beneficial to the client. I am not sure if all the interventions are supported by scientific evidence. However, therapies, human services, and behavioral analysis have used these techniques to work with their client. So, I think it is evidenced-based practice because they would not have added it in the book if it were not.

The different intervention strategies were helpful because Jazzy changed drastically over the period we worked together. Jazzy became more open when she needed something or help. Jazzy was waking up on time for her internship; she no longer texted her supervisor. Instead she emails her, and she seeks help from the school, do her paper. She made an appointment with the disability office and looked for help regarding her mental health.

The client's response was successful. She made a lot of progress using these techniques; she improved a lot: both my supervisor and her supervisor saw drastic improvement. The agency she worked at emailed me and copied my supervisor, congratulating her on the great work she had been doing. My supervisor was worried because she didn't know if the agency would want her back next semester because of all the complaints. But in the email, they included how they

would love to have her back next semester because the clients also love talking to her and often enjoy the conversations. Her written notes are a lot more organized. She even emailed saying how much I have helped her, and she is very grateful to have work with me.

### **Evaluation**

My intervention with the client was very successful. She made lists of her assignments and all the upcoming assignments that will be due. She was more on top of her things instead of being disoriented. Her assignments at the agency were a lot more organized than before. She picked out her priorities from the list, and so on. She practices writing emails to her supervisor. Before she emailed her supervisor, she emailed me the email, and I proofread it. Over time she became more comfortable writing, and when she has doubts, she would email it to me or meet on zoom and share screen.

All of the client's goals were achieved over the three month period we worked together. The first time we had a meeting with her, she did not make any improvements. She felt the supervisors were bombarding her. However, the second time, I communicate with my supervisor and express how Jazzy does not feel comfortable when she is in a group meeting and working with her alone. My supervisor agreed; however, she started one of the meetings with me, then left. After that, we worked together very well. She was very comfortable. Jazzy did most of the talking; all I did was observe, listen, and asked some questions. She did an excellent job accomplishing her goals; she went beyond what anyone thought she would.

Three client objectives: 1) list all tasks and assignments from both the agency and class. 2) Define priority from the list, list the assignment from highest to lowest, then make an estimated guess on when the assignments would be completed. 3) Make an appointment with the

office of disability and ask questions on how they can offer her help. The first objective is substantially achieved (3); she lists all tasks and assignments; she has been doing her works from the agency. However, her school work still needed improvement. The second assignment was partially achieved (3) because, from the agency part, she is doing very well, but when it comes to school, although she made a list, she is still having a hard time with the classwork. Lastly, the third goal was to make an appointment with the office of disability; she completely achieved (4) because she started seeing them. She's been receiving help from them with her personal life and academic life. Percent of change for all three tasks was 83.3%.

The assessment of the client will need an update for the following semester. She has started improving since November, and I think she will grow even more next semester. Since next semester is a new semester with new classes, I think she starts with the list initially; she will make more progress. The objectives and goals will be updated because she is improving, so the more she improves, the more that can be done. The intervention can stay the same. If they need to be changed next semester, then they will be adjusted accordingly.

In summary, Jazzy made a lot of improvement. She has completed her goals and objectives. I find that when clients make their own goals and objectives it is more realistic because they know their strengths and weaknesses. When Jazzy was first starting she was having a hard time because she was being told what to do by her supervisors. She had a hard time adjusting and there were a lot of miscommunications. Once I intervene, she trusted me, and she started opening-up to me. She felt comfortable enough to let me know what she thinks was the problem even though I already knew what most of them were. I let her lead and took control of herself. Together we were able to come up with goals and interventions she was capable of achieving.

Reference

Sheafor, Bradford W., and Charles R. Horejsi. *Techniques and Guidelines for Social Work Practice*. 10th ed., Pearson, 2015.