

## Level I (Reaction)

At the end of each module participants will be asked to complete a course participation evaluation form to determine the learner's impression of the course. The learner will turn in the evaluation form before leaving class.

### ***Thriving Interns* Training Evaluation Form**

Date: \_\_\_\_\_

Instructor(s): \_\_\_\_\_ Class: \_\_\_\_\_

My position is: \_\_\_\_\_

Content	Strongly Disagree	2	3	4	5
1. The content is relevant to my job.	1	2	3	4	5
2. The pace of the course is about right.	1	2	3	4	5
3. The objectives are appropriate for my position.	1	2	3	4	5
4. The course length is about right.	1	2	3	4	5
5. The content is covered in sufficient detail.	1	2	3	4	5

Instructor Team	Strongly Disagree	2	3	4	5
1. The instructors are knowledgeable.	1	2	3	4	5
2. The instructors are organized.	1	2	3	4	5
3. The instructors are responsive to concerns.	1	2	3	4	5
4. The instructors communicate effectively.	1	2	3	4	5
5. The instructors encourage class participation.	1	2	3	4	5

Training Materials	Strongly Disagree	2	3	4	5
1. The training materials are easy to understand.	1	2	3	4	5
2. The training materials are well organized.	1	2	3	4	5

Training Methodology	Strongly Disagree	2	3	4	5
1. The "tell, show, do" approach lets me to learn efficiently.	1	2	3	4	5
2. The exercises give me enough practice.	1	2	3	4	5
3. The demonstrations are helpful.	1	2	3	4	5
4. The verbal instructions are easy to understand.	1	2	3	4	5

My overall rating for the course is ...	Low	2	3	4	High
My comfort with using PALMS is...	1	2	3	4	5

What do you like MOST about PALMS: \_\_\_\_\_

What do you like LEAST about PALMS: \_\_\_\_\_

Additional Comments:

## Level 2 (Learning)

At the end of each module participants will complete a discussion evaluation form to ensure that learning has occurred and to assess course effectiveness in imparting knowledge.

### *Thriving Interns* DISCUSSION EVALUATION FORM

[The form conveys to students the characteristics of effective discussion. It could be given to students before group discussion to help guide their participation, and used following discussion to evaluate the discussion.]

Name:

Date:

How much did you

learn from the group discussion      A. a lot    B. a little    C. nothing  
participate in the discussion      A. a lot    B. a little    C. not at all  
enjoy the discussion      A. a lot    B. a little    C. not at all

How effective was the group in allocating time and getting work accomplished:

A. very    B. somewhat    C. barely    D. not at all

Incidence of Productive and Counterproductive Discussion Behavior- Check any you engaged in and circle any you observed in others.

<input type="checkbox"/> asked, gave information	<input type="checkbox"/> monopolized discussion
<input type="checkbox"/> asked, gave reactions	<input type="checkbox"/> called attention to self
<input type="checkbox"/> asked, answered questions	<input type="checkbox"/> chronic interruptions
<input type="checkbox"/> restated ideas/points in articles	<input type="checkbox"/> criticized others (put down)
<input type="checkbox"/> restated ideas/points of discussants	<input type="checkbox"/> changed subject often
<input type="checkbox"/> asked for/gave examples	<input type="checkbox"/> frequent irrelevant comments
<input type="checkbox"/> asked for/gave summary	<input type="checkbox"/> withdrawn, did not participate
<input type="checkbox"/> asked for/gave evidence or support for ideas	<input type="checkbox"/> apologetic
<input type="checkbox"/> redirected group to return to task	<input type="checkbox"/> OTHER-please specify:
<input type="checkbox"/> monitored time	
<input type="checkbox"/> encouraged, supported other ideas	
<input type="checkbox"/> elaborated on others' ideas	
<input type="checkbox"/> OTHER-please specify	

As a learning experience I would evaluate the discussion as

A. poor    B. fair    C. average    D. good    E. excellent

Give reasons for your rating. Be specific, give examples.

What, if any, aspects of your own behavior do you need to change to be a more effective group member?

What, if any, aspects of other group members' behavior need to change to enhance the group's learning?

What, if anything, did the instructor do that facilitated effective, whole-class discussion?

What, if anything, did the instructor do that inhibited effective, whole-class discussion?

What, if anything, should the instructor do or not do that would improve the quality of whole-class discussion?

Collaborative Learning Techniques, Cerbin 4/23/10

### Level 3 (Transfer)

Three months after training has been completed observe how interns interact with the population to determine if knowledge transfer has occurred and the behavioral attitude change within the organization. To collect this data a self-awareness evaluation tool will be given to distinguish a change in thinking toward the targeted population.

<b>Thriving Interns</b> <b>Self Awareness Evaluation</b>					
Statements	<i>Please tick the box under the score which you feel best describes you</i>				
	Exactly Like me	Very Like me	Somewhat Like me	A Little Like me	Not Like me at all
1. I am open minded and am willing to change my viewpoint based on the valid opinion of others					
2. I prepare for all communications and think things through before I speak					
3. I always tailor my message to suit the person(s) I am talking to					
4. I find it easy to listen to what other people have to say without interrupting					
5. I am good at making eye contact with people when I am talking to them					
6. I am not intimidated by situations where I must communicate with difficult employees					
7. I am confident when I talk to people and speak clearly without mumbling					
8. I am good at getting my point across in a clear, concise manner without waffling					
9. I find it easy to concentrate on what others are saying and don't lose my focus					
10. I don't start planning my response whilst the other person is talking					
11. I don't think that my opinion is the most important in the room					
12. I only speak up if I have something valuable to contribute to the conversation and I avoid talking just for the sake of it					
13. I make a conscious effort to match my body language to the message I want to convey					
14. I am good at reading the body language of others					
15. I can keep my cool when talking to other people even if I feel angry about what they say					
16. When other people in the group are quiet I encourage them to contribute					
17. I don't shout and point at people when we have a heated conversation					
18. When group discussions get heated, I am good at keeping everyone calm and on the point					
19. I feel comfortable holding meetings					
20. I am good at summarising the key points of conversations which I have with people					
<b>Column Score (number of ticks x rating)</b>					
<b>Overall Total (five column scores added)</b>					
<i>Result:</i>					
76 - 100 : You seem to have good communication skills					
51 - 75 : There is a good foundation there					
26 - 50: You have a lot of work to do to develop your communication skills					
0 - 25: Did you score it correctly?					
On a separate sheet of paper, summarise your strengths and areas for improvement with regard to your ability to communicate. Look particularly at your lower scoring answers and this will give you some indication as to what aspects of communication you need to focus on.					

#### Level 4 (Results)

Management will measure the impact of training from a business and organizational perspective at the end of the program by analyzing the current client base retention for service data against next year's client base retention for service data. The analysis will determine whether training reduced or eliminated the drop in client retention for services. A follow up analysis will occur every 6 months over a 3 year period.

Additionally, the interns' Measuring Attitudes Towards Poverty (ATP) scale will be analyzed every 3-6 months to determine if the training had any impact on the attitudes of the interns and the organization as a whole. Lastly, interns will have the opportunity to assess their journal experience throughout course participation.

#### *Client Base Retention for Service*

## Client Base Retention for Service

**Factors that indicate program success.** Measurement of the effectiveness of the program should be based on such variables as the length of client retention, the level of client participation, and the frequency and patterns of attendance. Measurement also includes monitoring client information, such as discharge status and program completion, relapse, and return to treatment.

#### **Satisfaction Form for Clients**

---

**Confidential—Please do not write your name on this form.** This survey is designed to give you a chance to tell us what you think about the care you are receiving. After you have completed this form, please return it to a staff member. Thank you.

<u>How satisfied</u> have you been with . . .	Not at all	Slightl y	Moderatel y	Considerabl y	Extremel y
1. The <u>individual attention</u> you are receiving from staff?	0	1	2	3	4
2. The <u>information</u> you are receiving about recovery?	0	1	2	3	4
3. The <u>encouragement</u> you are receiving from staff?	0	1	2	3	4
4. The <u>support</u> you are receiving from your staff?	0	1	2	3	4

5. The <u>services</u> you are receiving from your staff?	0	1	2	3	4
6. The way you are <u>being treated</u> by your staff?	0	1	2	3	4
7. The <u>written materials</u> you are being given?	0	1	2	3	4
<b>The staff is . . .</b>					
1. Warm, caring, and respectful.	0	1	2	3	4
2. Knowledgeable about programs.	0	1	2	3	4
3. Helpful to you.	0	1	2	3	4

In your own words, tell us what you think would improve our program. Use the other side of the page if you need more space to write your answer.

What do you like least about our program? \_\_\_\_\_

What do you like best about our program? \_\_\_\_\_

---

About how many sessions have you attended here? _____
Today's date: ____ / ____ / ____
Your counselor's name: _____
We want to know whether people are receiving different treatment because of their race, gender, or sexual orientation. If you are uncomfortable with any of these questions, please feel free to skip them.
Are you: ____ Male ____ Female ____ White ____ African-American ____ Hispanic ____ Other

Heterosexual  Gay  Lesbian  Bisexual

### **Satisfaction Form for Referral Sources**

**Name:** \_\_\_\_\_ **Referral Source Contacted:** \_\_\_\_\_

**Phone:** (\_\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_ **Date Contacted:** \_\_\_\_\_

1. How would you rate our oral communications (e.g., telephone calls, face-to-face interactions)?

excellent very good average below average poor

Comments:

---

---

2. How would you rate our written communications?

excellent very good average below average poor

Comments:

---

---

3. How would you rate our admissions process?

excellent very good average below average poor

Comments:

---

---

4. How would you rate the professionalism and helpfulness of the program staff with whom you interacted?

excellent very good average below average poor

Comments:

---

---

5. How would you rate our treatment program compared with other treatment programs you have used?

much better somewhat better about the same somewhat worse much worse

Comments: \_\_\_\_\_

**Bookshelf Copyright Notice** Created: March 28, 2011; Last Update: July 15, 2014.

<http://www.ncbi.nlm.nih.gov/books/about/copyright/>

## Attitudes about Poverty and Poor People

If you strongly agree, please circle **SA**. (**strongly agree**)

If you agree, please circle **A**. (**agree**)

If you are neutral on the item, please circle **N**. (**neutral**)

If you disagree, please circle **D**. (**disagree**)

If you strongly disagree, please circle **SD**. (**strongly disagree**)

1. A person receiving welfare should not have a nicer car than I do.	<b>SA A N D SD</b>
2. Poor people will remain poor regardless what's done for them.	<b>SA A N D SD</b>
3. Welfare makes people lazy.	<b>SA A N D SD</b>
4. Any person can get ahead in this country.	<b>SA A N D SD</b>
5. Poor people are satisfied receiving welfare.	<b>SA A N D SD</b>
6. Welfare recipients should be able to spend their money as they choose.	<b>SA A N D SD</b>
7. An able-bodied person using food stamps is ripping off the system.	<b>SA A N D SD</b>
8. Poor people are dishonest.	<b>SA A N D SD</b>
9. If poor people worked harder, they could escape poverty.	<b>SA A N D SD</b>
10. Most people are members of a minority group.	<b>SA A N D SD</b>
11. People are poor due to circumstances beyond their control.	<b>SA A N D SD</b>
12. Society has the responsibility to help poor people.	<b>SA A N D SD</b>
13. People in welfare should be made to work for their benefits.	<b>SA A N D SD</b>
14. Unemployed poor people could find jobs if they tried harder.	<b>SA A N D SD</b>
15. Poor people are different from the rest of society.	<b>SA A N D SD</b>
16. Being poor is a choice.	<b>SA A N D SD</b>
17. Most poor people are satisfied with their standard of living.	<b>SA A N D SD</b>

18. Poor people think they deserve to be supported.	<b>SA A N D SD</b>
19. Welfare mothers have babies to get more money.	<b>SA A N D SD</b>
20. Children raised on welfare will never amount to anything.	<b>SA A N D SD</b>
21. Poor people act differently.	<b>SA A N D SD</b>
22. Poor people are discriminated against.(a)	<b>SA A N D SD</b>
23. Most poor people are dirty.	<b>SA A N D SD</b>
24. People who are poor should not be blamed for their misfortune	<b>SA A N D SD</b>
25. If I were poor, I would accept welfare benefits.(a)	<b>SA A N D SD</b>
26. Out-of-work people ought to have to take the first job that is offered.	<b>SA A N D SD</b>
27. The government spends too much money on poverty programs.	<b>SA A N D SD</b>
28. Some "poor" people live better than I do, considering all their benefits.	<b>SA A N D SD</b>
29. There is a lot of fraud among welfare recipients.	<b>SA A N D SD</b>
30. Benefits for poor people consume a major part of the federal budget.	<b>SA A N D SD</b>
31. Poor people use food stamps wisely.	<b>SA A N D SD</b>
32. Poor people generally have lower intelligence than nonpoor people.	<b>SA A N D SD</b>
33. Poor people should be more closely supervised.	<b>SA A N D SD</b>
34. I believe poor people have a different set of values than do other people.	<b>SA A N D SD</b>
35. I believe poor people create their own difficulties.	<b>SA A N D SD</b>
36. I believe I could trust a poor person in my employ.	<b>SA A N D SD</b>
37. I would support a program that resulted in higher taxes to support social programs for poor people.	<b>SA A N D SD</b>

**NOTE: Scoring is SA = 1, A = 2, N = 3, D = 4, SD = 5.**

### *Journaling Self Assessment*

# 's Self-Assessment

#### **Why Complete a Self-Assessment?**

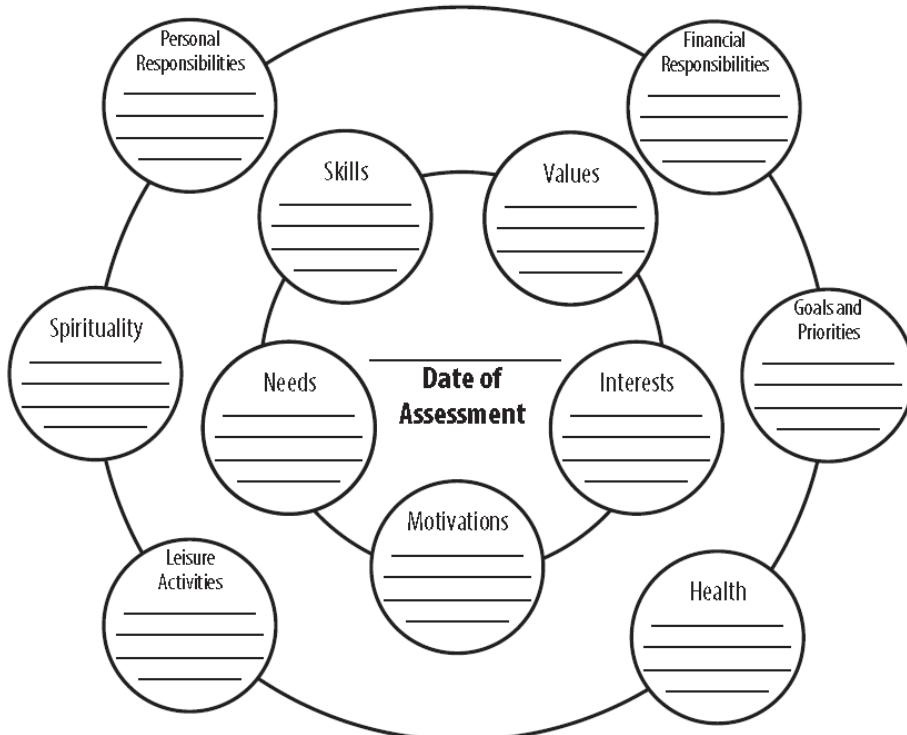
Completing a self-assessment takes a snapshot of your life, where you are at right now, and helps you to determine what's important to you at this moment.

#### **Directions**

In each space, reflect on what's going on in your life in each of these parts of your life. Write a few words or phrases that capture what is happening or needs to change.

#### **Measuring Progress**

In a few months (and without looking at previous self-assessments) complete another one to see where you are at. What changed? How are things the same or different? What do you want to work on?



Self-Assessment by Unknown. Adapted by Social Work Tech (2014) | Ignacio Pacheco  
This work is licensed under a Creative Commons Attribution-NonCommercial-NoDerivs 3.0 Unported License.  
Based on a work by Lazarus, A. (1996). *Behavior therapy & beyond*. New York, NY: Jason Aronson, Inc.  
Permissions beyond the scope of this license may be available at [socialworktech.com/about](http://socialworktech.com/about)

