

**ASBURY UNIVERSITY BSW PROGRAM
LEARNING CONTRACT PLAN AND FIELD EVALUATION FORM
BASED ON 2015 CSWE EPAS**

Student

Agency

Faculty Field Professor

Agency Social Work Field Instructor

Agency Task Supervisor (if different than social worker)

Field Experience Beginning Date _____ **Ending Date** _____

Instructions for Learning Contract Plan:

1. The Learning Contract Plan is to be completed by the student and the agency field instructor in a **process that emphasizes the student's responsibility for his/her own learning and professional development and the agency field instructor's role as educator.**
2. The student, with the assistance of the agency field instructor, will identify tasks in the competency areas that can be done in the field setting to demonstrate each practice behavior. Tasks can be selected from the options on the chart with a checkmark or designed specifically for the field setting and written on the chart. (Practice behaviors will be assessed for the final evaluation based on task performance and therefore need to be connected to a task activity.)
3. Student will fill in their weekly schedule for being at the agency.
4. The Learning Contract Plan must be signed by the student and agency field instructor in IPT (www.runipt.com) by the end of the third week of the semester.

At the beginning of the semester, the students will review the competencies and behaviors in the field seminar classes. As the agency supervisor, you can expect the student to have a good understanding of these competencies and behaviors and you will contribute your expertise to the evaluation process by knowing your agency and actively engaging your student in the evaluation process. The faculty liaison will be available to assist you in the process.

Instructions for Final Evaluation:

1. During the semester, the student and the agency field instructor should discuss the student's progress on the field learning tasks during weekly supervision meetings.
2. Supervisors and students must meet to discuss and complete the practicum evaluation **prior** to the final faculty site conference.
3. During the final conference, the field evaluation form will be reviewed. All behaviors must be evaluated. This evaluation will be the basis for determining 50% of the grade for Field Practicum.
4. The evaluation form will be signed online at www.runIPT.com by all parties (student, agency field instructor, field professor/liaison) following this meeting.

Your careful attention to the completion of this evaluation form and your feedback on our student's progress in Field Education are greatly appreciated!

MAJOR RESPONSIBILITIES/ASSIGNMENTS FOR THE STUDENT (List Top 5)

1.

2.

- 3.
- 4.
- 5.

Weekly Schedule for Agency Hours

Any changes to this schedule must be approved in advance with the Agency Field Instructor.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Hours at Agency (Ex. 9am-12pm)							
Total Hours (Ex. 3 hours)							

Rating System for Evaluation of Behaviors

Scale	Description
5/A	Excellent: Consistently meets expectation for competency and demonstrates mastery in practice behavior.
4/B	Good: Frequently meets expectation for competency and demonstrates some mastery in practice behavior. A small amount of minor improvement or development is possible.
3/C	Adequate: Usually able to meet expectation for competency and demonstrates acceptable ability in practice behaviors. A significant amount of further improvement and development is noted.
2/D	Marginal: Sometimes meets expectation for competency with limited ability to perform the practice behavior. Low level of competence.
1/F	Poor: No evidence of meeting competency and no ability to perform the practice behavior. Very low level of competence.
N/A	Only to be used at Midterm for behaviors that have not been addressed yet

The standard for this rating scale is that of a **new beginner level generalist social worker**. The evaluation process should reflect an ever-increasing ability to do self-directed practice, and students should be able to assume greater autonomy and a more challenging caseload, with clinical supervision, as the semester progresses. We hope to see growth from midterm to final evaluation. A rating of N/A may be used for behaviors that have not been addressed by midterm. Every behavior must be evaluated by the final evaluation.

Competency 1: Demonstrate Ethical & Professional Behavior		Midterm	Final
Behaviors (Nos. 1-4)	Field Learning Tasks	Rating (1-5)	Rating (1-5)
#1 - Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context at the micro, mezzo and/or macro levels.	<input type="checkbox"/> Review NASW <i>Code of Ethics</i> & discuss relevant to field setting <input type="checkbox"/> Discuss application of <i>Code of Ethics</i> values and principles that guide practice with client situations <input type="checkbox"/> Learn and apply ethical decision-making models relevant to field setting <input type="checkbox"/> Identify and discuss ethical dilemmas in working with clients <input type="checkbox"/> Interview three agency staff members about most common ethical dilemmas encountered in field setting <input type="checkbox"/> Use journaling to reflect on personal reactions, ability to self-regulate, and identify challenges in maintaining professional behavior <input type="checkbox"/> Identify gaps in knowledge and skills and initiate efforts to enhance learning and practice opportunities		
#2 – Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations, recognizing how their personal experiences and affective reactions influence their professional judgment & behavior.	<input type="checkbox"/> Review written guidelines (specific to the field setting) which are relevant to professional roles, professional demeanor, and boundaries <input type="checkbox"/> Monitor appropriate behavior, appearance & communication in the agency setting <input type="checkbox"/> Develop agenda for weekly session with supervisor including a summary of activities, updates on client progress, reflections, questions, and plans for continued learning opportunities <input type="checkbox"/> Maintain a daily journal of practice activities and observations <input type="checkbox"/> Use supervision to seek guidance in professional practice and request feedback on areas for professional growth <input type="checkbox"/> Participate in two professional development events or trainings and discuss application in the field setting _____		
#3 - Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.	Additional Field Learning Tasks specific to this field setting: (list below)		

#4 – Use supervision and consultation to guide professional judgment and behavior.			

Competency 2: Engage Diversity and Difference in Practice		Midterm	Final
Behaviors (Nos. 5-8)	Field Learning Tasks	Rating (1-5)	Rating (1-5)
#5 – Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and/or macro levels.	<ul style="list-style-type: none"> ___ Discuss experiences in working with clients from diverse backgrounds ___ Learn from diverse clients and constituencies by developing collaborative relationships and working with individuals from different backgrounds or identities ___ Research how a specific diverse group can be oppressed or marginalized in society (select group based on field setting) 		
#6 – Present themselves as learners and engage clients and constituencies as experts of their own experiences.	<ul style="list-style-type: none"> ___ Identify personal biases and experiences and how they impact practice with clients in field setting 		
#7 – Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients, constituencies & vulnerable populations.	<ul style="list-style-type: none"> ___ Use journaling to identify cultural diversity and/or justice issues, relevant to field setting ___ Use <i>NASW Cultural Competence Standards</i> to conduct a cultural competence assessment of the agency and provide a report to Field Instructor 		
#8 - Understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.	Additional Field Learning Tasks specific to this field setting: (list below)		

Competency 3: Advance Human Rights & Social, Economic, and Environmental Justice		Midterm	Final
Behaviors (Nos. 9-11)	Field Learning Tasks	Rating (1-5)	Rating (1-5)
#9 - Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels and/or engage in practices that advance social, economic, & environmental justice.	<ul style="list-style-type: none"> ___ Discuss or participate in efforts by the agency to advocate for human rights at the individual, system, and global levels ___ Identify local client advocacy groups and share information with Field Instructor ___ Identify advocacy methods and engage in at least two relevant actions that can be made on behalf of current client issues ___ Examine client accessibility to agency services (or other current social, economic, or environmental justice issues related to the agency) and make suggestions for changes ___ Identify and discuss the agency's strategies to eliminate oppressive structural barriers to human rights 		
#10 - Understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights.	Additional Field Learning Tasks specific to this field setting: (list below)		
#11 - Understands strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.			

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice		Midterm	Final
Behaviors (Nos. 12-13)	Field Learning Tasks	Rating (1-5)	Rating (1-5)
#12 - Use practice experience and theory to inform scientific inquiry and research & use and translates research evidence to inform and improve practice, policy, and service delivery.	<ul style="list-style-type: none"> ___ Demonstrate an understanding of how the agency evaluates practice and programs ___ Discuss, observe, and/or participate in program evaluation or outcome studies processes (i.e. need assessment, program monitoring, grant process) by reviewing instruments and data collection methods ___ Develop and implement a survey related to services of the agency 		
#13 - Apply critical thinking to engage in & understand analysis of quantitative and qualitative research methods and research findings & their respective roles in advancing a science of social work & in evaluating their practice.	<ul style="list-style-type: none"> ___ Use literature to identify evidence-based practices for intervention with population(s) served by the agency ___ Identify 3 scholarly articles regarding the target population or problems facing this population; discuss research methods and findings ___ Articulate the differences between quantitative and qualitative research and discuss agency's qualitative or quantitative research methods related to best practices 		

Additional Field Learning Tasks specific to this field setting: (list below)

Competency 5: Engage in Policy Practice		Midterm	Final
Behaviors (Nos. 14-17)	Field Learning Tasks	Rating (1-5)	Rating (1-5)
#14 - Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	___ Discuss agency policy history and current structures and procedures as relevant to specific case situations ___ Identify and discuss major laws (local/state/federal policies) relevant to client population in agency ___ Conduct a formal policy analysis of a policy related to field setting ___ In supervision, critically assess policies related to agency services ___ Identify some aspect of current policy or procedure that is not working to support positive client outcomes and propose at least 2 action steps for change ___ Attend a policy-related or advocacy event (i.e.: Lobby Day or rallies) Additional Field Learning Tasks specific to this field setting: (list below)		
#15 – Assess how social welfare and economic policies impact the delivery of and access to social services.			
#16 - Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.			
#17 - Understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development.			

Competency 6: Engage with Individuals, Families, Groups, Organizations, & Communities		Midterm	Final
Behaviors (Nos. 18-19)	Field Learning Tasks	Rating (1-5)	Rating (1-5)
#18 - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	___ Demonstrate an understanding of best practices for engaging the population served in the field setting ___ Discuss or write an assessment - Case Study ___ Write a macro (community or organization) assessment – Case Study ___ Discuss and/or write a section on client’s strengths (part of an assessment process in the agency) ___ Write goals and/or objectives for working with a client, based on an assessment (Case Study) ___ Discuss the process for engaging clients in the services provided by the field setting ___ Develop and/or implement a plan for beginning work with a client system (micro, mezzo, and/or macro) ___ Discuss progress in developing empathy and other interpersonal skills Additional Field Learning Tasks specific to this field setting: (list below)		
#19 - Use empathy, reflection, and interpersonal skills to effectively and appropriately engage diverse clients and constituencies.			

Competency 7: Assess Individuals, Families, Groups, Organizations, & Communities		Midterm	Final
Behaviors (Nos. 20-23)	Field Learning Tasks	Rating (1-5)	Rating (1-5)
#20 - Collect and organize data and apply critical thinking to interpret information from clients and constituencies.	___ Complete client system assessment (individual, family, group, and/or community) ___ Conduct intake assessments using the person-in-environment and strengths perspective. Discuss concepts as they apply to the client in supervision. ___ Discuss and/or write a section on client’s strengths (part of an assessment process in the agency)		

<p>#21 - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.</p>	<p>___ Discuss or write an assessment - Case Study ___ Write a macro (community or organization) assessment – Case Study ___ Analyze and discuss cases based on one or more model for generalist practice (i.e.: developmental theories, systems theory, strengths-based practice)</p>		
<p>#22 – Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</p>	<p>___ Write goals and/or objectives for working with a client, based on an assessment (Case Study) ___ Complete agency-specific paperwork related to case documentation including service or treatment plan.</p> <p>Additional Field Learning Tasks specific to this field setting: (list below)</p>		
<p>#23 – Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</p>			

Competency 8: Intervene with Individuals, Families, Groups, Organizations, & Communities		Midterm	Final
Behaviors (Nos. 24-27)	Field Learning Tasks	Rating (1-5)	Rating (1-5)
<p>#24 - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</p>	<p>___ Analyze and discuss cases and intervention strategies used in the field setting based on one or more models for generalist practice (developmental theories, systems theory, strengths-based practice model) ___ Discuss, observe, and/or provide relevant intervention services for one or more clients (individual, group, family and/or crisis intervention) in the field setting ___ Perform case management activities for clients</p>		
<p>#25 - Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</p>	<p>___ Bring questions to weekly sessions with supervisor related to interventions ___ Discuss and/or make referrals of services for clients in field setting</p>		
<p>#26 - Negotiate, mediate, and advocate with and on behalf of diverse clients, constituencies, and vulnerable populations.</p>	<p>___ Discuss, observe, and/or provide negotiation, mediation and/or advocacy services for clients in a field setting</p>		
<p>#27 - Facilitate effective transitions and endings that advance mutually agreed-on goals.</p>	<p>___ Observe and/or conduct a transitional and/or ending with a client system field setting</p> <p>Additional Field Learning Tasks specific to this field setting: (list below)</p>		

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, & Communities		Midterm	Final
Behaviors (Nos. 28-30)	Field Learning Tasks	Rating (1-5)	Rating (1-5)
<p>#28 - Select, analyze, monitor, evaluate and uses appropriate methods for evaluation of program processes & outcomes.</p>	<p>___ Discuss, develop, and/or implement process to track client’s progress in attaining goals ___ Identify needs or goals that have been met and ongoing service needs.</p>		
<p>#29 - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</p>	<p>___ Conduct case presentation for field instructor and seminar class ___ Solicit feedback from field instructor and colleagues/classmates regarding effectiveness of treatment plan and interventions based on theoretical framework(s) ___ Participate in community service provider coalition meetings and articulate an understanding of how the local service community responds to needs for services</p>		
<p>#30 - Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and/or macro levels.</p>	<p>___ Complete agency-specific paperwork related to practice outcomes ___ Discuss, observe, and/or provide an evaluative and/or final session for a client</p> <p>Additional Field Learning Tasks specific to this field setting: (list below)</p>		

Approval of Field Learning Contract Plan:

Understanding that this field placement is part of the requirements for the Bachelor of Social Work degree and is considered to be an integral part of the equipping of social work practice, the student agrees to attend seminar class meetings and perform above tasks in a professional manner, and the agency field instructor agrees to hold weekly supervision conferences and give guidance to the student's field experience.

Learning Contract Signatures: (due at the beginning of the semester by date listed in the course syllabus)

Student's Signature

Agency Field Instructor's Signature

Approved by Faculty Field Professor: _____

Revised Schedule for Agency Hours at Midterm (if necessary)

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Hours at Agency (Ex. 9am-12pm)							
Total Hours (Ex. 3 hours)							

Midterm Signatures: (due at the end of Week 8, date listed in course syllabus)

Field Instructor: _____

Student: _____

Faculty Field Professor: _____

End of Semester Summary: (to be completed by field instructor)

1. What strengths have you observed in the student?

2. What areas do you identify for personal and professional growth in the student?

Total Hours completed in the field experience: _____

Recommended grade for student _____ (A, A-, B+, B, B-, C+, C, C-, D, F)

Agency Field Instructor's Signature:

_____ **Date** _____

Student's Signature:

_____ **Date** _____

Field Professor's Signature:

_____ **Date** _____