

# **MSW Foundation Practicum**

Temple University School of Social Work Office of Field Education Learning Contract and End of Semester Evaluation

Rev. 9/30/2012



# School of Social Work OFFICE OF FIELD EDUCATION TEMPLE UNIVERSITY

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# Learning Contract – MSW Foundation Practicum (SA 5187/5188)

Student:		
Home phone:	Cell phone:	
Work phone:	Temple email:	@temple.edu

Agency:	
Division/Unit:	
Address	
Agency phone	FAX:

Field Instructor:	
FI email:	
FI phone:	

Field Liaison:		SSW Advisor:	
Brief Description	of Agency Setting:		

As part of the Learning Contract, please specify:	
a. Student's Schedule (include days & hours, make-up arrangements for absences)	

b. Supervision (include days, times and with whom)

c. Other staff with whom student will work to complete assignments (name and title)

Student Signature/date:

Field Instructor Signature/date:

Field Liaison Signature/date:

## INSTRUCTIONS FOR DEVELOPING AND USING THE LEARNING CONTRACT

Development of the Learning Contract should be a collaborative process between the student and field instructor, with the field liaison available for assistance and feedback. A Learning Contract is due each semester, usually at the end of the first month of the placement.

Field education objectives and outcomes have been delineated. The field instructor and student identify learning activities available at the placement that will support the student accomplish the stated outcomes. A learning activity can address more than one outcome and can span more than one objective. Due dates also are designated (or the activity is noted as on-going).

In designing the Learning Contract, these factors need to be incorporated and recorded:

- □ Working with 3-5 clients
- □ Engaging in a macro project (see "Suggestions for Macro Projects")
- D Process recordings, practice reflections, and monthly reports
- □ Supervision
- Class assignments (all course syllabi should be reviewed by the student and field instructor to determine what can be incorporated)
- □ Other activities in the agency

The Learning Contract should be reviewed each month, and progress should be noted on the Monthly Report. The Learning Contract is a dynamic document that can be changed and developed as the practicum proceeds; substantial changes should be written-up and forwarded to the field liaison.

A completed Learning Contract should be submitted to the Field Liaison by the due date. The student and Field Instructor should also keep copies. The semester evaluation will be based on the outcomes, not the specific activities, in the Learning Contract.

## **Objective #1:**

Demonstrate ability to assess the functioning of clients/constituencies at all systems levels using culturally competent approaches. (Related to foundation curriculum objectives: 4 and 7)

## **Outcomes:**

- Assess biological, psychological, social, spiritual and environmental factors that influence human development and behavior;
- Describe the impact of race, gender, age, sexual orientation, socio-economic status and other cultural factors on the functioning of all system levels;
- Describe the impact of social, economic, political and cultural environments on client/constituent systems;
- Understand the strengths and limitations of theoretical frameworks for guiding assessments;
- Describe the strengths and limitations of the client/constituent systems;
- Assess risk factors on all system levels;
- Effectively use agency's assessment tools and approaches;
- Effectively use culturally competent frameworks and skills; and,
- Recognize affective content, underlying messages and themes embedded in the assessment interaction.

## Learning Activities and Time Frame

Activity/Task	D	ue Date

## **Objective #2:**

Develop and use culturally sensitive helping relationships with client/constituent systems. (Related to foundation curriculum objectives: 2 and 4)

## **Outcomes:**

- Communicate his/her role and purpose clearly in an interview, group, organization and/or community meeting;
- Demonstrate effective and culturally competent interviewing skills using listening, empathy, genuineness, pacing and focusing;
- Demonstrate compassion and acceptance of differences;
- Identify key persons or resources in the client/constituent systems that can help effect positive change;
- Identify emotionally charged issues and underlying feelings;
- Identify, interpret and respond skillfully to client/constituent system's non-verbal communication;
- Recognize, monitor and control his/her own verbal and non-verbal communication; and,
- Demonstrate understanding of how culture affects verbal and non-verbal communication for client/constituent system and for oneself.

## Learning Activities and Time Frame

Activity/Task	Due Date

## **Objective #3:**

Select and apply culturally appropriate interventions that enhance the functioning of client/constituent systems (Related to foundation curriculum objectives: 1, 3 and 4)

## **Outcomes:**

- Engage client/constituent systems in identifying desired goals from a strength-based perspective;
- Identify immediate, short-term and long-range goals based on the assessment with client/constituent systems;
- Monitor the implementation plan and make informed adjustments as needed;
- Respond appropriately to client/constituent systems in crisis;
- Engage in interventions that address existing discrimination and oppression;
- Demonstrate advocacy skills and mobilize to gain needed resources/support at all system levels;
- Identify and address resistance to helping or change at all system levels;
- Facilitate termination processes, reviewing accomplishments and identifying areas of continuing concern;
- Develop and practice relevant, sensitive interventions in working with culturally diverse clients/constituents.

## Learning Activities and Time Frame

Activity/Task	Due Date
-	

## **Objective #4:**

Describe and analyze social and/or organizational policies relevant to working from a culturally competent framework with clients and constituents. (Related to foundation curriculum objectives: 4 and 9)

## **Outcomes:**

- Identify the impact of policy and legislation on a specific client group/constituency services by the agency;
- Assess the agency's policies and procedures for efficiency and effectiveness of its services;
- Assess the agency's policies and procedures for incorporation of cultural competency principles and practices;
- Identify processes involved in policy development in the agency;
- Demonstrate knowledge of values, principles and theories guiding the selection of effective strategies for change in an agency or community;
- Identify and examine environmental factors that affect organizational change in the agency;
- Identify how agency policies and procedures affect diverse populations eligible for services from the agency.

## Learning Activities and Time Frame

Activity/Task	Due Date
	i

## **Objective #5:**

Understand the historical and current nature of social service delivery practice in the agency and acquire understandings of the cultural, social, political and environmental context in which the agency operates. (Related to foundation curriculum objective: 6)

## **Outcomes:**

- Demonstrate an understanding of how the agency's broader context influences organizational functioning;
- Know the history of the agency, and the implications of that history on current functioning;
- Identify key external supporters, opponents and resource providers (individuals or groups) of the agency, and how each affects agency functioning;
- Identify actual and potential client/constituent groups of the agency;
- Assess the overall environment within which the agency operates, and the degree to which the environment facilitates or hinders agency goals and programs.

## Learning Activities and Time Frame

Activity/Task	Due Date

## **Objective #6:**

Monitor and evaluate change processes. (Related to foundation curriculum objectives: 2 and 10)

## **Outcomes:**

- Specify clear objectives for planned interventions;
- Engage client/constituent systems in reviewing and evaluating intervention strategies;
- Use practice theories and studies regarding intervention models, methodologies and evaluation strategies;
- Demonstrate an understanding of instruments, assessment tools, and record keeping to monitor intervention and change processes.

## Learning Activities and Time Frame

Activity/Task	Due Date	

## **Objective #7:**

Demonstrate professional conduct and behavior in school, agency, community and other relevant settings. (Related to foundation curriculum objectives: 5 and 8)

## **Outcomes:**

- Identify and work within agency guidelines, use effective means to manage workload, accomplish assigned tasks and establish respect as a professional;
- Document work accurately, following the prescribed agency format and standards;
- Assume responsibility for timely completion of records, projects, and other documentation, and for notifying others of schedule changes;
- Meet agency standards with appropriate dress, work habits, attendance and social interaction;
- Differentiate between presenting a personal, professional or organizational position;
- Familiarize oneself with school policies and procedures regarding field placements;
- Engage in appropriate problem solving and conflict resolution techniques;
- Respect the privacy of others and comply with agency policy and professional ethics regarding confidentiality.

## Learning Activities and Time Frame

Activity/Task	Due Date

## **Objective #8:**

Develop self-awareness in professional relationships, including understanding the impact of one's own values and behaviors on practice. (Related to foundation curriculum objective: 5)

## **Outcomes:**

- Demonstrate awareness of how one's cultural values, social styles and past experiences affect the ways s/he assesses and interprets the behaviors of client/constituent systems;
- Establish appropriate professional boundaries for working with clients/constituents, agency staff and other individuals relevant to the field internship;
- Identify and begin to address biases and prejudices;
- Identify and address personal values and biases, and develop appropriate strategies for addressing their influence on one's practice;
- Develop and use self awareness of work style to effectively manage workload.

## Learning Activities and Time Frame

Activity/Task	Due Date

## **Objective #9:**

Actively and intentionally engage in supervision and consultations that promote professional growth and development. (Related to foundation curriculum objective: 8)

## **Outcomes:**

- Present well-planned agendas for each supervisory session that include discussion of personal reactions to client/constituent system situations;
- Increase understanding of groups different from one's own, and seek discussions on cultural diversity;
- Seek knowledge of how social service networks enhance effectiveness of professional social work practice, and incorporate this knowledge into one's own practice;
- Demonstrate positive and constructive ways of relating to and working with agency staff and volunteers;
- Effectively use available learning opportunities and resources in the agency (e.g. in-service trainings, conferences, seminars, etc.);
- Identify areas of learning for continued education, supervision and professional development;
- Demonstrate ability to operationalize supervisory suggestions;
- Seek and respond non-defensively to feedback about professional performance.

## Learning Activities and Time Frame

Activity/Task	Due Date

## **Objective #10:**

Know and apply professional social work values and ethical standards. (Related to foundation curriculum objectives: 4 and 5)

## **Outcomes:**

- Identify how specific parts of the NASW Code of Ethics apply to her/his work in the field placement;
- Identify and resolve for oneself ethical issues related to social work practice;
- Respect the rights of others to maintain perspectives and positions different from one's own;
- Demonstrate progress toward culturally competent practice;
- Demonstrate a commitment to the mission of social work, including empowerment and promotion of social justice;
- Demonstrate sensitivity and skill in identifying and responding to the needs and concerns of diverse populations including (but not limited to) women, persons of color, people with disabilities, economically disenfranchised people, the elderly, and/or gay, lesbian, bisexual and transgendered persons;
- Recognize, and develop strategies to address, institutional discrimination or oppression.

## Learning Activities and Time Frame

ctivity/Task	Due Date
v	



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# End of Semester Evaluation: MSW Foundation Practicum

Date completed:	Semester (x):	Field 1	Field 2
Student:			
Agency:			
Field Instructor:			
FI email:	FI phone	:	
Task Supervisor:			
TS email:	TS phone	e:	
Field Liaison:			

This evaluation should be a collaborative effort between the field instructor and the student, usually through review and discussion of the work done over the semester. (If Field Instructor/Task Instructor model was utilized then the Task Instructor should be an active participant in the student's evaluation.) The Field Instructor should rate the student's performance in relation to expectations for a Foundation level student at this point in her/his education program. For each item, circle the rating on the continuum that corresponds to the assessment of the student's demonstrated performance. Provide an overall rating for the student's performance for each objective, and then a final overall rating taking into account the evaluation of the objectives. It is critical to provide honest and constructive assessment and feedback.

The performance rating scale is:

- NA: Not applicable at this time
- 1: Unacceptable (never or rarely meets criteria)
- **2: Needs improvement** (meets criteria inconsistently)
- **3: Satisfactory** (meets criteria most of the time)
- 4: Very good (consistently meets criteria)
- 5: Outstanding (consistently exceeds criteria)

The Field Instructor also should provide brief comments, and for any items rated as NA, 1 or 2, the steps to address these areas should be indicated. Finally, the Field Instructor should provide a culminating overall assessment, though it is important to understand that the Field Liaison assigns the semester grade.

"NA" may be appropriate for the first semester, before a student has had an opportunity to engage in an activity, but would rarely be appropriate by the end of the second semester. Similarly, a student may receive a "2" on some outcome items during the first semester when learning new skills, but a rating of "2" (or "1") on the final (Spring) evaluation would indicate the student's lack of ability to acquire the skill level expected by the end of the term.

Both the Field Instructor and Student need to sign the evaluation. If the student disagrees with parts or all of the evaluation, s/he should submit an addendum addressing her/his concerns.

If the student also has a Task Supervisor, he or she is also encouraged to participate in the evaluation process. While there is no formal component on the evaluation for the task supervisor to complete, he/she is encouraged to collaborate with the field instructor and the student using this tool He/she may also choose to provide a written narrative summarizing the student's work; this narrative can be attached to the semester evaluation.

At the end of the academic year, this evaluation will be placed in the student's permanent file.

<i>Rate performance only in areas in which the student has had pract</i> <b>Objective #1:</b> Demonstrate ability to assess the functioning of clie using culturally competent approaches.				l syste	ems le	evels
Assess biological, psychological, social, spiritual and environment factors that influence human development and behavior;	al NA	1	2	3	4	5
Describe the impact of race, gender, age, sexual orientation, socio- economic status and other cultural factors on the functioning of all system levels;		1	2	3	4	5
Describe the impact of social, economic, political and cultural environments on client/constituent systems;	NA	1	2	3	4	5
Understand the strengths and limitations of theoretical frameworks guiding assessments;	for NA	1	2	3	4	5
Describe the strengths and limitations of the client/constituent systems;	NA	1	2	3	4	5
Assess risk factors on all system levels;	NA	1	2	3	4	5
Effectively use agency's assessment tools and approaches;	NA	1	2	3	4	5
Effectively use culturally competent frameworks and skills; and,	NA	1	2	3	4	5
Recognize affective content, underlying messages and themes embedded in the assessment interaction.	NA	1	2	3	4	5
OVERALL RATING FOR OBJECTIVE 1:		1	2	3	4	5
Comments:						
Plans to address any items with ratings of NA, 1, or 2:						
1: 2:	Pa A: Not applic: Unacceptabl Needs impro Satisfactory	able a le (nev oveme	ver or i e <b>nt</b> (me	me arely r eets cri	meets iteria i	criteria nconsis

<i>Rate performance only in areas in which the student has had prace</i> <b>Objective #2:</b> Develop and use culturally sensitive helping relation				tituen	t syste	ems.
	*					
Communicate his/her role and purpose clearly in an interview, groorganization and/or community meeting;	oup, NA	1	2	3	4	5
Demonstrate effective and culturally competent interviewing skill using listening, empathy, genuineness, pacing and focusing;	s NA	1	2	3	4	5
Demonstrate compassion and acceptance of differences;	NA	1	2	3	4	5
Identify key persons or resources in the client/constituent systems can help effect positive change;	that NA	1	2	3	4	5
Identify emotionally charged issues and underlying feelings;	NA	1	2	3	4	5
Identify, interpret and respond skillfully to client/constituent syste non-verbal communication;	m's NA	1	2	3	4	5
Recognize, monitor and control his/her own verbal and non-verbal ommunication		1	2	3	4	5
Demonstrate understanding of how culture affects verbal and non- verbal communication for client/constituent system and for oneself.		1	2	3	4	5
OVERALL RATING FOR OBJECTIVE 2:		1	2	3	4	5
	Not applicab	le at t	his tim			taria)
2: N 3: S: 4: V	nacceptable eeds improve atisfactory (1 ery good (co utstanding (	ement neets ( nsister	(meet criteria ntly me	ts crite 1 most eets cri	ria inco of the iteria)	onsiste time

Rate performance only in areas in which the student has had p Objective #3: Select and apply culturally appropriate intervent client/constituent systems				functi	oning	of	
Engage client/constituent systems in identifying desired goals strength-based perspective;	from a	NA	1	2	3	4	5
Identify immediate, short-term and long-range goals based on assessment with client/constituent systems;	the I	NA	1	2	3	4	5
Monitor the implementation plan and make informed adjustme needed;	ents as	NA	1	2	3	4	5
Respond appropriately to client/constituent systems in crisis;	1	NA	1	2	3	4	5
Engage in interventions that address existing discrimination an oppression;	ld I	NA	1	2	3	4	5
Demonstrate advocacy skills and mobilize to gain needed resources/support at all system levels;	1	NA	1	2	3	4	5
Identify and address resistance to helping or change at all syste levels;	em l	NA	1	2	3	4	5
Facilitate termination processes, reviewing accomplishments a identifying areas of continuing concern;	nd l	NA	1	2	3	4	5
Develop and practice relevant, sensitive interventions in worki culturally diverse clients/constituents.	ng with	NA	1	2	3	4	5
OVERALL RATING FOR OBJECTIVE 3:			1	2	3	4	5
Comments:							
Plans to address any items with ratings of NA, 1, or 2:							
	Performance Rating Scale         NA: Not applicable at this time         1: Unacceptable (never or rarely meets criteria         2: Needs improvement (meets criteria inconsis         3: Satisfactory (meets criteria most of the time         4: Very good (consistently meets criteria)						

<i>Rate performance only in areas in which the student has had p</i> <b>Objective #4:</b> Describe and analyze social and/or organization				cing fi	rom a			
culturally competent framework with clients and constituents	1							
Identify the impact of policy and legislation on a specific clier group/constituency services by the agency;	<sup>it</sup> NA	1	2	3	4	5		
Assess the agency's policies and procedures for efficiency and effectiveness of its services;	I NA	1	2	3	4	5		
Assess the agency's policies and procedures for incorporation cultural competency principles and practices;	of NA	1	2	3	4	5		
Identify processes involved in policy development in the agen	cy; NA	1	2	3	4	5		
Demonstrate knowledge of values, principles and theories guid selection of effective strategies for change in an agency or community;	ling the NA	1	2	3	4	5		
Identify and examine environmental factors that affect organiz change in the agency;	ational NA	1	2	3	4	5		
Identify how agency policies and procedures affect diverse populations eligible for services from the agency.	NA	1	2	3	4	5		
OVERALL RATING FOR OBJECTIVE 4:		1	2	3	4	5		
Comments:								
Plans to address any items with ratings of NA, 1, or 2								
	Performance Rating Scale         NA: Not applicable at this time         1: Unacceptable (never or rarely meets criteria)         2: Needs improvement (meets criteria inconsist         3: Satisfactory (meets criteria most of the time         4: Very good (consistently meets criteria)							

Rate performance only in areas in which the student has had Objective #5: Understand the historical and current nature of agency and acquire understandings of the cultural, social, pol the agency operates.	social serv	vice de	livery	pract			:h
Demonstrate an understanding of how the agency's broader c influences organizational functioning;	ontext	NA	1	2	3	4	5
Know the history of the agency, and the implications of that h on current functioning;	nistory	NA	1	2	3	4	5
Identify key external supporters, opponents and resource prov (individuals or groups) of the agency, and how each affects ag functioning;		NA	1	2	3	4	5
Identify actual and potential client/constituent groups of the a	gency;	NA	1	2	3	4	5
Assess the overall environment within which the agency oper the degree to which the environment facilitates or hinders age goals and programs.		NA	1	2	3	4	5
OVERALL RATING FOR OBJECTIVE 5:			1	2	3	4	5
Comments:							
1:	A: Not appl : Unaccepta : Needs imp	able (ne provem	nt this ver or e <b>nt</b> (m	time rarely eets ci	meets riteria	criter incons	sistentl
4:	: Satisfactor : Very good : Outstandi	l (consis	stently	meets	criter	ia)	

<i>Rate performance only in areas in which the student has had practi</i> <b>Objective #6:</b> Monitor and evaluate change processes.	ce opportu	nities	:			
Objective #0. Monitor and evaluate change processes.						
Specify clear objectives for planned interventions;	NA	1	2	3	4	5
Engage client/constituent systems in reviewing and evaluating intervention strategies;	NA	1	2	3	4	5
Use practice theories and studies regarding intervention models, methodologies and evaluation strategies;	NA	1	2	3	4	5
Demonstrate an understanding of instruments, assessment tools, and record keeping to monitor intervention and change processes.	<sup>i</sup> NA	1	2	3	4	5
OVERALL RATING FOR OBJECTIVE 6:		1	2	3	4	5
Comments:						
Plans to address any items with ratings of NA, 1, or 2:						
Trans to address any items with ratings of IVA, 1, of 2.						
	Perfor			ng Sco	ıle	
1: Unac	t applicable <b>ceptable</b> (ne	ever o	r rarely			
	s improven factory (me					
	good (consi					

<b>Objective #7:</b> Demonstrate professional conduct and behav relevant settings.	vior in school,	, ageno	cy, co	ommu	nity a	nd oth	ner
Identify and work within agency guidelines, use effective m manage workload, accomplish assigned tasks and establish a professional;		NA	1	2	3	4	5
Document work accurately, following the prescribed agency and standards;	y format	NA	1	2	3	4	5
Assume responsibility for timely completion of records, pro other documentation, and for notifying others of schedule cl		NA	1	2	3	4	5
Meet agency standards with appropriate dress, work habits, attendance and social interaction;		NA	1	2	3	4	5
Differentiate between presenting a personal, professional or organizational position;		NA	1	2	3	4	5
Familiarize oneself with school policies and procedures reg field placements;	garding	NA	1	2	3	4	5
Engage in appropriate problem solving and conflict resoluti techniques;	iate problem solving and conflict resolution NA		1	2	3	4	5
Respect the privacy of others and comply with agency polic professional ethics regarding confidentiality.	ect the privacy of others and comply with agency policy and Na ssional ethics regarding confidentiality.		1	2	3	4	5
OVERALL RATING FOR OBJECTIVE 7:			1	2	3	4	5
Comments:							
Plans to address any items with ratings of NA, 1, or	• 2:						
	NA: Not appli 1: Unacceptal 2: Needs impo 3: Satisfactor 4: Very good 5: Outstandir	ble (ne rovem y (mee (consis	at this ver or ent (n ets crit stently	time r rarely neets c teria m y meet	y meets criteria lost of s criter	s criter incon the tir ria)	sister ne

**5: Outstanding** (consistently exceeds criteria)

Rate performance only in areas in which the student has had <b>Objective #8:</b> Develop self-awareness in professional relation of one's own values and behaviors on practice.					ing th	e imp	act		
Demonstrate awareness of how one's cultural values, social past experiences affect the ways s/he assesses and interprets behaviors of client/constituent systems;	•	NA	1	2	3	4	5		
Establish appropriate professional boundaries for working w clients/constituents, agency staff and other individuals releva- field internship;		NA	1	2	3	4	5		
Identify and begin to address biases and prejudices;		NA	1	2	3	4	5		
Identify and address personal values and biases, and develop appropriate strategies for addressing their influence on one's		NA	1	2	3	4	5		
Develop and use self awareness of work style to effectively workload.	manage	NA	1	2	3	4	5		
OVERALL RATING FOR OBJECTIVE 8:			1	2	3	4	5		
Plans to address any items with ratings of NA, 1, or	2:								
	Performance Rating Scale         NA: Not applicable at this time         1: Unacceptable (never or rarely meets criteria         2: Needs improvement (meets criteria incons         3: Satisfactory (meets criteria most of the time         4: Very good (consistently meets criteria)								

**5: Outstanding** (consistently exceeds criteria)

<b>Objective #9:</b> Actively and intentionally engage in supervision a professional growth and development.				•			
Present well-planned agendas for each supervisory session that include discussion of personal reactions to client/constituent syste situations;	em l	NA	1	2	3	4	5
Increase understanding of groups different from one's own, and s discussions on cultural diversity;	eek l	NA	1	2	3	4	5
Seek knowledge of how social service networks enhance effective of professional social work practice, and incorporate this knowled into one's own practice;		NA	1	2	3	4	5
Demonstrate positive and constructive ways of relating to and working with agency staff and volunteers;	I	NA	1	2	3	4	5
Effectively use available learning opportunities and resources in t agency (e.g. in-service trainings, conferences, seminars, etc.);	the 1	NA	1	2	3	4	5
Identify areas of learning for continued education, supervision an professional development;	d l	NA	1	2	3	4	5
Demonstrate ability to operationalize supervisory suggestions;	1	NA	1	2	3	4	5
Seek and respond non-defensively to feedback about professional performance	1	NA	1	2	3	4	5
OVERALL RATING FOR OBJECTIVE 9:			1	2	3	4	5
Comments: Plans to address any items with ratings of NA, 1, or 2:		Perfo	rman	ce Rai	ting So	cale	
1: U 2: N 3: S 4: N	: Not app J <b>naccept</b> Needs imp Satisfacto Very good Dutstand	olicable able (r prover ory (me d (cons	at thi never o <b>nent</b> ( eets cr sistent	s time or rare (meets iteria ly mee	ly me criter most o ets cri	ets crit ia inco of the t teria)	onsis time

<i>Rate performance only in areas in which the student has had</i> <b>Objective #10:</b> Know and apply professional social work v		-					
Identify how specific parts of the NASW Code of Ethics app her/his work in the field placement;	ply to	NA	1	2	3	4	5
Identify and resolve for oneself ethical issues related to soci practice;	al work	NA	1	2	3	4	5
Respect the rights of others to maintain perspectives and pos different from one's own;	sitions	NA	1	2	3	4	5
Demonstrate progress toward culturally competent practice;		NA	1	2	3	4	5
Demonstrate a commitment to the mission of social work, ir empowerment and promotion of social justice;	ncluding	NA	1	2	3	4	5
Demonstrate sensitivity and skill in identifying and respondences and concerns of diverse populations including (but not to) women, persons of color, people with disabilities, econor disenfranchised people, the elderly, and/or gay, lesbian, bise transgendered persons;	ot limited mically	NA	1	2	3	4	5
Recognize, and develop strategies to address, institutional discrimination or oppression.		NA	1	2	3	4	5
OVERALL RATING FOR OBJECTIVE 10:			1	2	3	4	5
Comments:							
Plans to address any items with ratings of NA, 1, or	2:						
	NA: Not appli 1: Unaccepta 2: Needs imp 3: Satisfactor 4: Very good 5: Outstandir	ble (ne rovem y (mee (consis	at this ver or e <b>nt</b> (m ts crit stently	time rarely neets c eria m meets	meets riteria ost of t	criter incons the tim ia)	sisten ne

	У	1	2	3	4	5
Professional conduct and presentation of self		1	2	3	4	5
Student strengths:						
Areas needing attention/plans to address them:						
OVERALL ASSESSMENT for the Semester:						
<b>OVERALL ASSESSMENT for the Semester:</b> (students must complete required number of field hours to red score greater than 1)	ceive an overall assessment	1	2	3	4	5
(students must complete required number of field hours to rea	ceive an overall assessment	1	2	3	4	5
(students must complete required number of field hours to reasone greater than 1)	ceive an overall assessment	1	2	3	4	5
(students must complete required number of field hours to rea		1	2	3	4	5
(students must complete required number of field hours to reasone greater than 1)		1	2	3	4	5
(students must complete required number of field hours to reasone greater than 1)		1	2	3	4	5
(students must complete required number of field hours to reasone greater than 1) Field Instructor signature Task Instructor signature	Date	1	2	3	4	5
(students must complete required number of field hours to reasone greater than 1) Field Instructor signature	Date					5
(students must complete required number of field hours to reasone greater than 1)          Field Instructor signature         Task Instructor signature         Student signature	Date					5



# Advanced Social Work in Clinical Practicum

Temple University School of Social Work Office of Field Education Learning Contract and End of Semester Evaluation

Rev. 9/30/2012



# School of Social Work OFFICE OF FIELD EDUCATION TEMPLE UNIVERSITY

MAIN CAMPUS: 1301 Cecil B. Moore Avenue Ritter Annex, 5th Floor Philadelphia, PA 19122-6091

phone 215-204-6048 email <u>fieldedu@temple.edu</u> web <u>www.temple.edu</u> HARRISBURG CAMPUS: Temple University Harrisburg 234 Strawberry Square Harrisburg, PA 17101

phone 717-232-6400 toll free 1-866-769-1860

# Learning Contract – Advanced Clinical Practicum<sup>\*</sup> SA 8187/8188

Student:	Specialization:	
Home phone:	Cell phone:	
Work phone:	Temple email:	@temple.edu

Agency:	
Division/Unit:	
Address	
Agency phone	FAX:

Field Instructor:	
FI email:	
FI phone:	

Field Liaison:		SSW Advisor:	
Brief Description of	of Agency Setting:	55 (1 141)011	

<sup>\*</sup>Adapted from "Learning Agreement," University of North Carolina, School of Social Work, Field Education Office.

As part of the Learning Contract, please specify:
a. Student's Schedule (include days & hours, make-up arrangements for absences)

b. Supervision (include days, times and with whom)

c. Other staff with whom student will work to complete assignments (name and title)

Student Signature/date:

Field Instructor Signature/date:

Field Liaison Signature/date:

## INSTRUCTIONS FOR DEVELOPING AND USING THE LEARNING CONTRACT

Development of the Learning Contract should be a collaborative process between the student and field instructor, with the field liaison available for assistance and feedback. A Learning Contract is due each semester, usually at the end of the first month of the placement.

Field education objectives and outcomes for the Clinical Concentration have been delineated. The field instructor and student identify learning activities available at the placement that will support the student accomplish the stated outcomes, and also incorporate the student's specialization. A learning activity can address more than one outcome and can span more than one objective. Due dates also are designated (or the activity is noted as on-going).

In designing the Learning Contract, these factors need to be incorporated and recorded:

- Learning activities appropriate for the specialization (refer to specialization objectives), as well as clinical practice
- □ Process recordings, practice reflections, and monthly reports
- **D** Supervision
- Class assignments (all course syllabi should be reviewed by the student and field instructor to determine what can be incorporated)
- **O** Other activities in the agency

The Learning Contract should be reviewed each month, and progress should be noted on the Monthly Report. The Learning Contract is a dynamic document that can be changed and developed as the practicum proceeds; substantial changes should be written-up and forwarded to the field liaison.

A completed Learning Contract should be submitted to the Field Liaison by the due date. The student and Field Instructor should also keep copies. The semester evaluation will be based on the outcomes, not the specific activities, in the Learning Contract.

**Objective #1:** Assess client's personal and interpersonal functioning, and the contextual or environmental factors that influence it (Related to advanced program objectives: 2 and 4).

## **Outcomes:**

- Conceptualize and synthesize knowledge of emotional, biological, social, organizational, economic and cultural components in a comprehensive assessment of an individual, couple or family;
- Identify and evaluate strengths and limitations of client relationships and networks;
- Demonstrate ability to work collaboratively with client in conducting assessment;
- Demonstrate skill in initial engagement and all phases of helping process/interaction;
- Identify and engage with relationships central to client functioning, as appropriate;
- Establish and implement contracts with clients that reflect goals, work to be done, and responsibilities of participants;
- Demonstrates understanding of the connections between planning, diagnosis and treatment goals

## Learning Activities and Time Frame

Activity/Task	Due Date
<b>`</b>	

**Objective #2:** Assess client strengths, limitations, resources, goals, and problem-solving strategies, and formulate an intervention plan that is culturally appropriate and indicates awareness of discrimination and oppression (Related to advanced program objectives: 2 and 4).

## **Outcomes:**

- Identify client concerns by selecting and eliciting pertinent information from clients that contributes to an understanding of the presenting problem and its context;
- Analyze client concerns in context of relevant cultural and/or discriminatory factors;
- Prioritize client needs and concerns, and formulate them into intervention plan that attends to immediate and long-term client goals;
- Demonstrate ability to work in partnership with client in formulating intervention plan;
- Connect presenting client problem with its biopsychosocial components;
- Understand and accurately apply relevant theoretical frameworks and diagnostic tools appropriate to placement setting, such as the strengths perspective, risk assessments and/or DSM-IV-TR.
- Explore client concerns, including eliciting, staying with, and responding to emotionally-charged events and difficult feelings with cultural sensitivity and empathy.

## Learning Activities and Time Frame

Activity/Task	Due Date
	Due Duie

**Objective #3:** Use culturally appropriate communication and relationship-building skills within and across client systems (Related to advanced program objectives: 2 and 4).

## **Outcomes:**

- Demonstrate active listening skills in a way that clients report being heard accurately;
- Conduct focused, purposeful and culturally appropriate interview(s);
- Identify culturally based communication and relationship-building behaviors within client group(s), and determine implications for practice;
- Recognize affective content, underlying messages and themes embedded in client presentation and behavior;
- Distinguish between cultural and personal factors in the communication practices of self and of clients.

## Learning Activities and Time Frame

Activity/Task	Due Date

**Objective #4:** Implement intervention plans in ways that reflect cultural sensitivity and awareness of the effects of discrimination and oppression (Related to advanced program objectives: 2 and 4).

## **Outcomes:**

- Demonstrate creative and flexible use of a range of practice skills in relation to intervention time frames and practice goals;
- Demonstrate ability to reflect on the use of self in relation to clients, and make appropriate adjustments, throughout the intervention process (beginnings, middles and ends);
- Display increased awareness of how her/his feelings about the client and/or problem may be the result of cultural factors and understandings;
- Display increase awareness of how her/his feelings about the client and/or problem may influence the client-worker relationship and the intervention process;
- Identify and mobilize appropriate resources to achieve intervention plan goal(s);
- Understands principles of client participation in treatment planning and implementation.

## Learning Activities and Time Frame

Activity/Task	Due Date

**Objective #5:** Monitor and assess intervention plans using evidence-based approaches and appropriate research methods (Related to advanced program objective: 7).

## **Outcomes:**

- Obtain and organize relevant information associated with an intervention plan, including appropriate coordination with necessary agency staff;
- Adjust intervention plan, as based on monitoring and assessment;
- Engage in collaborative termination processes with clients;
- Present appropriate data, analysis and recommendations in written form, reflecting conciseness, clarity and organization.

## Learning Activities and Time Frame

Activity/Task	Due Date

**Objective #6:** Integrate appropriate knowledge frameworks and theoretical models regarding human behavior and the social environment into social work practice (Related to advanced program objective: 5).

## **Outcomes:**

- Describe and analyze the actions of clients within their broader social environment, and indicate implications for practice;
- Increasingly able to link theory with practice;
- Articulate own framework/ theoretical paradigm for practice.

## Learning Activities and Time Frame

Activity/Task	Due Date

**Objective #7:** Apply an understanding of policies, program development and program analysis to the provision of client services (Related to advanced program objective: 6).

## **Outcomes:**

- Demonstrate knowledge of agency mission, structure, fiscal management and funding, programmatic offering and staffing;
- Articulate client's rights in the placement setting;
- Identify and analyze agency's strengths and limitations in meeting client needs, issues or concerns;
- Identify and analyze critical local, state and/or national policy initiatives that influence practice with the agency's clients;
- Advocate with and on behalf of clients;
- Demonstrates understanding of relationship between practice setting and larger community including gaps and overlaps of service.

## Learning Activities and Time Frame

Due Date

**Objective #8:** Engage in appropriate use of supervision, consultations and other opportunities that promote professional growth and development (Related to advanced program objective: 3).

## **Outcomes:**

- Initiate planning of supervisory meetings;
- Recognize patterns of learning and set appropriate learning goals in collaboration with field instructor, field liaison and/or faculty;
- Initiate assessment of own practice;
- Demonstrate responsibility for own on-going learning and professional development;
- Represent agency in a professional manner to clients, colleagues and members of the community;
- Meet agency requirements for documentation and communication;
- Manage workload in effective and efficient manner;
- Demonstrate clear, coherent and persuasive verbal and written communication;
- Seek, receive and implement feedback and suggestions in appropriate ways;
- Use available learning opportunities and resources in the agency (e.g. trainings, conferences, seminars, and other staff).

## Learning Activities and Time Frame

Activity/Task	Due Date
## **Learning Contract – Clinical Practicum**

**Objective #9:** Demonstrate a critical, culturally-aware use of self (Related to advanced program objective: 3).

#### **Outcomes:**

- Articulate and critically evaluate the impact of one's culture on practice;
- Incorporate into practice the ways in which oppression and discrimination affects client systems, social policies and programs, and professional social work relationships;
- Assess one's level of cultural competency, and determine next steps in continued development;
- Develop and execute a plan for necessary cross-cultural learning in order to effectively understand and work with clients.

#### Learning Activities and Time Frame

Activity/Task	I	Due Date

## Learning Contract – Clinical Practicum

**Objective #10:** Adhere to social work values and ethics in promoting societal transformation, including working towards the professional resolution of complex ethical dilemmas and problems within social work practice (Related to advanced program objective: 1).

#### **Outcomes:**

- Demonstrate ability to promote health and well-being of clients;
- Promote self-determination and/or empowerment of clients;
- Alert every person to right to privacy/confidentiality, and if necessary, exceptions to one's privacy/confidentiality;
- Demonstrate ability to respect inherent dignity and worth of clients and colleagues;
- Integration of personal values with professional values;
- Demonstrate ability to commit to a high standard of personal and professional conduct in placement and school settings;
- Understand, thoughtfully critique, and constructively apply professional code of ethics;
- Participate in, and if appropriate facilitate, constructive problem-solving efforts;
- Promote social change efforts as appropriate to agency setting and client needs.

#### Learning Activities and Time Frame

Activity/Task	Due Date



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phone 717-232-6400 toll free 1-866-769-1860

## End of Semester Evaluation: MSW Clinical Practicum

Semester (x):	Field 1	Field 2
FI phone	•	
11 priorie	•	
TS phone	<b>.</b> .	
15 piloik		
		Semester (x): Field 1   FI phone: TS phone:

This evaluation should be a collaborative effort between the field instructor and the student, usually through review and discussion of the work done over the semester. (If Field Instructor/Task Instructor model was utilized then the Task Instructor should be an active participant in the student's evaluation.) The Field Instructor should rate the student's performance in relation to expectations for an advanced level student at this point in her/his education program. For each item, circle the rating on the continuum that corresponds to the assessment of the student's demonstrated performance. Provide an overall rating for the student's performance for each objective, and then a final overall rating taking into account the evaluation of the objectives. It is critical to provide honest and constructive assessment and feedback.

The performance rating scale is:

- NA: Not applicable at this time
- 1: Unacceptable (never or rarely meets criteria)
- 2: Needs improvement (meets criteria inconsistently)
- 3: Satisfactory (meets criteria most of the time)
- 4: Very good (consistently meets criteria)
- **5: Outstanding** (consistently exceeds criteria)

The Field Instructor also should provide brief comments, and for any items rated as NA, 1 or 2, the steps to address these areas should be indicated. Finally, the Field Instructor should provide a culminating overall assessment, though it is important to understand that the Field Liaison assigns the semester grade.

"NA" may be appropriate for the first semester, before a student has had an opportunity to engage in an activity, but would rarely be appropriate by the end of the second semester. Similarly, a student may receive a "2" on some outcome items during the first semester when learning new skills, but a rating of "2" (or "1") on the final (Spring) evaluation would indicate the student's lack of ability to acquire the skill level expected by the end of the term.

Both the Field Instructor and Student need to sign the evaluation. If the student disagrees with parts or all of the evaluation, s/he should submit an addendum addressing her/his concerns.

If the student also has a Task Supervisor, he or she is also encouraged to participate in the evaluation process. While there is no formal component on the evaluation for the task supervisor to complete, he/she is encouraged to collaborate with the field instructor and the student using this tool He/she may also choose to provide a written narrative summarizing the student's work; this narrative can be attached to the semester evaluation.

At the end of the academic year, this evaluation will be placed in the student's permanent file.

Revised 09/21/2012 sam

Rate performance only in areas in which the student has had p Objective #1: Assess client's personal and interpersonal environmental factors that influence it.				textua	al or	
Conceptualize and synthesize knowledge of emotional, biological, social, organizational, economic and cultural components in a comprehensive assessment of an individu couple or family;	ual, NA	1	2	3	4	5
Identify and evaluate strengths and limitations of client relationships and networks;	NA	1	2	3	4	5
Demonstrate ability to work collaboratively with client in conducting assessment;	NA	1	2	3	4	5
Demonstrate skill in initial engagement and all phases of helping process/interaction;	NA	1	2	3	4	5
Identify and engage with relationships central to client functioning, as appropriate;	NA	1	2	3	4	5
Establish and implement contracts with clients that reflect work to be done, and responsibilities of participants;	t goals, NA	1	2	3	4	5
Demonstrates understanding of the connections between planning, diagnosis and treatment goals.	NA	1	2	3	4	5
OVERALL RATING FOR OBJECTIVE 1:		1	2	3	4	5
Comments: Plans to address any items with ratings of NA, 1, or 2:	Per NA: Not applica	<i>rforma</i> ble at tl				
1   2   3   4	: Unacceptable : Needs improv : Satisfactory ( : Very good (co : Outstanding	e (never vement (meets consister	or rar (meet criteria ntly me	ely me s crite most eets cri	ria inco of the iteria)	onsiste time

Rate performance only in areas in which the student has had	d practice of	oportu	nities	:			
<b>Objective #2:</b> Assess client strengths, limitations, resonstrategies, and formulate an intervention plan that is cult awareness of discrimination and oppression	urces, goals	s, and	prob	lem-s		-	
Identify client concerns by selecting and eliciting pertir information from clients that contributes to an understa the presenting problem and its context;		NA	1	2	3	4	5
Analyze client concerns in context of relevant cultural a discriminatory factors;	and/or	NA	1	2	3	4	5
Prioritize client needs and concerns, and formulate ther intervention plan that attends to immediate and long-ter goals;		NA	1	2	3	4	5
Demonstrate ability to work in partnership with client i formulating intervention plan;	n	NA	1	2	3	4	5
Connect presenting client problem with its biopsychoso components;	ocial	NA	1	2	3	4	5
Understand and accurately apply relevant theoretical frameworks and diagnostic tools appropriate to placemore setting, such as the strengths perspective, risk assessme and/or DSM-IV-TR.		NA	1	2	3	4	5
Explore client concerns, including eliciting, staying wit responding to emotionally-charged events and difficult with cultural sensitivity and empathy.		NA	1	2	3	4	5
OVERALL RATING FOR OBJECTIVE 2:			1	2	3	4	5
Comments:							
Plans to address any items with ratings of NA, 1, or	2:						
	NA: Not appl 1: Unaccepta 2: Needs imp 3: Satisfactor 4: Very good	able (ne provem ry (mee	at this ever of ent (n ets crit	time r rarely neets c teria m	y meet criteria lost of	s criter incon the tir	sister

4: Very good (consistently meets criteria)5: Outstanding (consistently exceeds criteria)

Rate performance only in areas in which the student has had <b>Objective #3:</b> Use culturally appropriate communication and across client systems				g skil	ls wit	hin
Demonstrate active listening skills in a way that clients being heard accurately;	report NA	1	2	3	4	5
Conduct focused, purposeful and culturally appropriate interview(s);	NA	1	2	3	4	5
Identify culturally based communication and relationshi building behaviors within client group(s), and determine implications for practice;	1	1	2	3	4	5
Recognize affective content, underlying messages and the embedded in client presentation and behavior;	nemes NA	1	2	3	4	5
Distinguish between cultural and personal factors in the communication practices of self and of clients	NA	1	2	3	4	5
OVERALL RATING FOR OBJECTIVE 3:		1	2	3	4	5
Comments:						
Plans to address any items with ratings of NA, 1, or 2	Pe	<i>rforma</i>		-	Scale	
	NA: Not applica 1: Unacceptable 2: Needs improv 3: Satisfactory ( 4: Very good (co 5: Outstanding	e (never vement (meets o onsister	or rar (meet criteria ntly me	ely me s crite most ets cri	ria inco of the iteria)	onsiste time

<i>Rate performance only in areas in which the student has had</i> <b>Objective #4:</b> Implement intervention plans in ways that	••			vand	1	
awareness of the effects of discrimination and oppression		I SCII	SILIVIL	y and	L	
Demonstrate creative and flexible use of a range of pract skills in relation to intervention time frames and practice	NA	1	2	3	4	5
Demonstrate ability to reflect on the use of self in relation clients, and make appropriate adjustments, throughout the intervention process (beginnings, middles and ends);	e NA	1	2	3	4	5
Display increased awareness of how her/his feelings about client and/or problem may be the result of cultural factor understandings;	rs and NA	1	2	3	4	5
Display increase awareness of how her/his feelings abou client and/or problem may influence the client-worker relationship and the intervention process;	t the NA	1	2	3	4	5
Identify and mobilize appropriate resources to achieve intervention plan goal(s);	NA	1	2	3	4	5
Understands principles of client participation in treatment planning and implementation.	nt NA	1	2	3	4	5
OVERALL RATING FOR OBJECTIVE 4:		1	2	3	4	5
Comments:						
Plans to address any items with ratings of NA, 1, or 2	:					
	Performance Rating ScaleNA: Not applicable at this time1: Unacceptable (never or rarely meets criteria2: Needs improvement (meets criteria incons3: Satisfactory (meets criteria most of the tim4: Very good (consistently meets criteria)					onsiste

<i>Rate performance only in areas in which the student has had p</i> <b>Objective #5:</b> Monitor and assess intervention plans usin appropriate research methods.				ches	and	
Obtain and organize relevant information associated with intervention plan, including appropriate coordination with necessary agency staff;		1	2	3	4	5
Adjust intervention plan, as based on monitoring and assessment;	NA	1	2	3	4	5
Engage in collaborative termination processes with client	ts; NA	1	2	3	4	5
Present appropriate data, analysis and recommendations written form, reflecting conciseness, clarity and organiza		1	2	3	4	5
OVERALL RATING FOR OBJECTIVE 5:		1	2	3	4	5
Comments:						
Plans to address any items with ratings of NA, 1, or 2						
	Pen NA: Not applicab 1: Unacceptable 2: Needs improv 3: Satisfactory (1 4: Very good (co 5: Outstanding (	le at t (never ement neets nsister	r or rar t (meet criteria ntly me	e ely me s crite most eets cri	eets cri ria inco of the iteria)	onsiste time

<i>Rate performance only in areas in which the student has had</i> <b>Objective #6:</b> Integrate appropriate knowledge framew human behavior and the social environment into social	orks and theor			ls reg	ardin	g
Describe and analyze the actions of clients within their social environment, and indicate implications for practi		. 1	2	3	4	5
Increasingly able to link theory with practice;	NA	1	2	3	4	5
Articulate own framework/ theoretical paradigm for pra	ictice. NA	. 1	2	3	4	5
OVERALL RATING FOR OBJECTIVE 6:		1	2	3	4	5
Plans to address any items with ratings of NA, 1, or	2:					
	Perf NA: Not applicabl : Unacceptable 2: Needs improve 3: Satisfactory (n 1: Very good (con	(never o ement (1 neets cri	time r rarely neets o teria m	y meet criteria lost of	s crite incon the tii	sistent

<i>Rate performance only in areas in which the student has had</i> <b>Objective #7:</b> Apply an understanding of policies, prog to the provision of client services.				prog	ram a	nalys	sis
Demonstrate knowledge of agency mission, structure, fi management and funding, programmatic offering and st		NA	1	2	3	4	5
Articulate client's rights in the placement setting;	I	NA	1	2	3	4	5
Identify and analyze agency's strengths and limitations meeting client needs, issues or concerns;	in ]	NA	1	2	3	4	5
Identify and analyze critical local, state and/or national initiatives that influence practice with the agency's clien		NA	1	2	3	4	5
Advocate with and on behalf of clients;	I	NA	1	2	3	4	5
Demonstrates understanding of relationship between prasetting and larger community including gaps and overlaservice.		NA	1	2	3	4	5
OVERALL RATING FOR OBJECTIVE 7:	]	NA	1	2	3	4	5
Comments:							
Plans to address any items with ratings of NA, 1, or 2	2: NA: Not app 1: Unaccept 2: Needs imp	able (n	at thi	s time or rare	ly mee	ets crit	
Rate performance only in areas in which the student has had	3: Satisfacto 4: Very good 5: Outstand	eria)					

<b>Objective #8:</b> Engage in appropriate use of supervision, co that promote professional growth and development.	onsultation	s and c	other c	opport	tunitie	es
Initiate planning of supervisory meetings;	NA	<b>A</b> 1	2	3	4	5
Recognize patterns of learning and set appropriate learning goals in collaboration with field instructor, field liaison and faculty;		<b>A</b> 1	2	3	4	5
Initiate assessment of own practice;	NA	<b>A</b> 1	2	3	4	5
Demonstrate responsibility for own on-going learning and professional development;	NA	<b>A</b> 1	2	3	4	5
Represent agency in a professional manner to clients, colle and members of the community;	agues NA	<b>A</b> 1	2	3	4	5
Meet agency requirements for documentation and communication;	NA	<b>A</b> 1	2	3	4	5
Manage workload in effective and efficient manner;	NA	<b>A</b> 1	2	3	4	5
Demonstrate clear, coherent and persuasive verbal and wri communication;	tten NA	A 1	2	3	4	5
Seek, receive and implement feedback and suggestions in appropriate ways;	NA	<b>A</b> 1	2	3	4	5
Use available learning opportunities and resources in the a (e.g. trainings, conferences, seminars, and other staff).	gency NA	A 1	2	3	4	5
OVERALL RATING FOR OBJECTIVE 8:		1	2	3	4	5
Comments:						
Plans to address any items with ratings of NA, 1, or 2:						
1:Rate performance only in areas in which the student has had0bjective #9: Demonstrate a critical, culturally-aware4:	P A: Not applic Unacceptab Needs impro Satisfactory Very good ( Outstanding	le (neve ovemen (meets consiste	this time or or ran t (meet criteria ontly mo	ne rely me ts crite a most eets cri	eets cri ria inco of the iteria)	onsisten time

Articulate and critically evaluate the impact of one's culture on practice;	NA	1	2	3	4	5
Incorporate into practice the ways in which oppression and discrimination affects client systems, social policies and programs, and professional social work relationships;	NA	1	2	3	4	5
Assess one's level of cultural competency, and determine next steps in continued development;	NA	1	2	3	4	5
Develop and execute a plan for necessary cross-cultural learning in order to effectively understand and work with clients.	NA	1	2	3	4	5
OVERALL RATING FOR OBJECTIVE 9:		1	2	3	4	5
Comments:						
Plans to address any items with ratings of NA, 1, or 2:						
	Perfor	manc	e Rati	ng Sco	ıle	
NA: Not ap 1: Unaccep	plicable table (ne	at this ever of	s time r rarely	y meet	ts crite	
2: Needs in 3: Satisfact	nprovem ory (mee	ent (r ets cri	neets c teria m	criteria nost of	a incon the tir	sister
4: Very goo 5: Outstand						a)

Rate performance only in areas in which the student has had practice opportunities:Objective #10: Adhere to social work values and ethics in promoting societal transformation,including working towards the professional resolution of complex ethical dilemmas andproblems within social work practice.							
Demonstrate ability to promote health and well-being of	of clients;	NA	1	2	3	4	5
Promote self-determination and/or empowerment of cli	ients;	NA	1	2	3	4	5
Alert every person to right to privacy/confidentiality, a necessary, exceptions to one's privacy/confidentiality;	nd if	NA	1	2	3	4	5
Demonstrate ability to respect inherent dignity and wor clients and colleagues;	rth of	NA	1	2	3	4	5
Integration of personal values with professional values	•	NA	1	2	3	4	5
Demonstrate ability to commit to a high standard of personal and professional conduct in placement and school settings;			1	2	3	4	5
Understand, thoughtfully critique, and constructively apply professional code of ethics;		NA	1	2	3	4	5
Participate in, and if appropriate facilitate, constructive problem-solving efforts;		NA	1	2	3	4	5
Promote social change efforts as appropriate to agency setting NA 1 2 3 4 5 and client needs.					5		
OVERALL RATING FOR OBJECTIVE 10: 1 2 3 4 5				5			
Comments:							
Plans to address any items with ratings of NA, 1, or	2:						
	NA: Not appl 1: Unaccepta 2: Needs imp 3: Satisfactor 4: Very good 5: Outstandi	ble (ne proveme ry (mee (consis	t this ver or ent (m ts crite stently	time rarely eets cr eria mo meets	meets riteria ost of t criter	criteri incons the tim ia)	sistent ne

	1	2	3	4	5
Professional conduct and presentation of self	1	2	3	4	5
Student strengths:					
Areas needing attention/plans to address them:					
<b>OVERALL ASSESSMENT for the Semester:</b> (students must complete required number of field hours to receive an overall assessment score greater than 1)	1	2	3	4	5
Field Instructor signature Date					
Task Instructor signature					
Task Instructor signature Date					
Student signature Date	one fo	r diffe	ances		
	ons fo	r diffei	ences)		
Student signature Date	ons fo	r differ	rences)		
Field Instructor signatureDate					



# Advanced Social Work in Management and Planning Practicum

Temple University School of Social Work Office of Field Education Learning Contract and End of Semester Evaluation

Rev. 9/30/2012 School of Social Work

Revised 09/21/2012 sam



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Student:	Specialization:	
Home phone:	Cell phone:	
Work phone:	Temple email:	@temple.edu

Agency:	
Division/Unit:	
Address	
Agency phone	FAX:

Field Instructor:	
FI email:	
FI phone:	

Field Liaison:		SSW Advis	or:
Brief Description of	f Agency Setting:		

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Field Liaison Signature/date:

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- Class assignments (all course syllabi should be reviewed by the student and field instructor to determine what can be incorporated)
- Other activities in the agency

The Learning Contract should be reviewed each month, and progress should be noted on the Monthly Report. The Learning Contract is a dynamic document that can be changed and developed as the practicum proceeds; substantial changes should be written-up and forwarded to the field liaison.

A completed Learning Contract should be submitted to the Field Liaison by the due date. The student and Field Instructor should also keep copies. The semester evaluation will be based on the outcomes, not the specific activities, in the Learning Contract.

#### **Objective 1:**

Engage collaboratively in description and analysis of agency or agency unit strengths, limitations, resources, goals, and problem-solving activities, and formulate an intervention/change plan that is culturally appropriate and indicates awareness of discrimination and oppression (Related to advanced program objectives: 2 and 4).

#### **Outcomes:**

- Collaboratively identify and explore an agency's or agency unit's strengths;
- Collaboratively identify and explore the concerns or issues of an agency or agency unit;
- Collaboratively identify and asses an agency or agency unit resources (i.e. fiscal, personnel, and so forth);
- Analyze agency concerns in context of relevant cultural and/or discriminatory factors;
- Collaboratively prioritize agency needs and concerns, and formulate intervention/change goals;
- Develop comprehensive plan for intervention/change that attends to immediate and long-range agency goals;
- Understand and appropriately incorporate administrative and organization theories, and policy/ program development theories into the intervention/change plan.

#### Learning Activities and Time Frame

Activity/Task	Due Date

#### **Objective 2:**

Assess relationships within an agency and between an agency and its environment, as well as the factors that influence the functioning of these relationships (Related to advanced program objectives: 2 and 4).

#### **Outcomes:**

- Identify and evaluate strengths and limitations of relationships within an agency and between the agency and its key environmental actor;
- Demonstrate skill in initial engagement with key agency individuals and stakeholder groups;
- Outreach to and engage with relationships central to agency functioning, as appropriate;
- Incorporate knowledge on and from relationships into intervention plan (Objective 1).

#### Learning Activities and Time Frame

Activity/Task	Due	Date

#### **Objective 3:**

Demonstrate culturally appropriate communication and relationship-building skills within the agency and between the agency and its environment (Related to advanced program objectives: 2 and 4).

#### **Outcomes:**

- Conduct focused, purposeful interview(s) that are culturally appropriate;
- Identify culturally based communication and relationship-building behaviors within the agency, and determine implications for practice;
- Distinguish between cultural and personal factors in the communication practices of self with various agency groups.

#### Learning Activities and Time Frame

Activity/Task	Due Date

#### **Objective 4:**

Implement agency intervention/change plan that reflects cultural sensitivity and awareness of discrimination and oppression (Related to advanced program objectives: 2 and 4).

#### **Outcomes:**

- Demonstrate creative and flexible use of a range of practice skills appropriate to the intervention goals and stage;
- Demonstrate ability to reflect on the use of self in relation to agency groups throughout the intervention process;
- Identify and mobilize appropriate resources to achieve intervention/change plan goal(s);
- Advocate with and on behalf of agency stakeholder.

#### Learning Activities and Time Frame

Activity/Task	Due Date	

#### **Objective 5:**

Monitor and assess intervention/change plans using evidence-based approaches and appropriate research methods (Related to advanced program objective: 7).

#### **Outcomes:**

- Obtain and organize relevant information associated with the intervention/change plan, including appropriate coordination with necessary agency staff as required by the assignment in question;
- Adjust intervention/change plans, as based on monitoring and assessment;
- Engage in participatory action research to facilitate consciousness raising, cultural awareness and social change;
- Present appropriate data, analysis and recommendations in written form, reflecting conciseness, clarity and organization.

#### Learning Activities and Time Frame

Activity/Task	Due Date

#### **Objective 6:**

Integrate appropriate knowledge frameworks and theoretical models regarding human behavior and the social environment into social work practice (Related to advanced program objective: 5).

#### **Outcomes:**

- Describe and analyze the actions of the agency within the broader social environment or global context, and indicate implications for practice;
- Demonstrate increased ability to link theory with practice;
- Articulate own framework/theoretical paradigm for practice.

#### Learning Activities and Time Frame

Activity/Task	Due Date

#### **Objective 7:**

Apply an understanding of policies, program development and program analysis to the provision of services to clients or constituents (Related to advanced program objective: 6).

#### **Outcomes:**

- Utilize knowledge of agency mission, funding, policies and procedures in working with constituent or community groups;
- Demonstrate understanding of fiscal management and budgeting procedures;
- Identify and analyze agency's strengths and limitations in meeting client, constituent and/or community needs, issues or concerns;
- Identify and analyze critical local, state and/or national policy initiatives that influence agency practice and functioning.

#### Learning Activities and Time Frame

Activity/Task	Due Date

#### **Objective 8:**

Engage in appropriate use of supervision, consultations and other opportunities that promote professional growth and development (Related to advanced program objective: 3).

#### **Outcomes:**

- Initiate planning of supervisory meetings;
- Recognize patterns of learning and set appropriate learning goals in collaboration with field instructor, field liaison and/or faculty;
- Initiate assessment of own practice;
- Demonstrate responsibility for own on-going learning and professional development;
- Represent agency in a professional manner to clients/constituents, colleagues and members of the community;
- Meet agency requirements for documentation and communication;
- Manage workload in effective and efficient manner;
- Demonstrate clear, coherent and persuasive verbal and written communication;
- Seek, receive and implement feedback and suggestions in appropriate ways;
- Use effectively available learning opportunities and resources in the agency (e.g. trainings, conferences, seminars, and other staff).

#### Learning Activities and Time Frame

Activity/Task	Due Date

#### **Objective 9:**

Demonstrate a critical, culturally-aware use of self (Related to advanced program objective: 3).

#### **Outcomes:**

- Articulate and critically evaluate the impact of one's culture on practice;
- Incorporate into practice the ways in which oppression and discrimination affects client/ constituent systems, social policies and programs, and professional social work relationships;
- Assess one's level of cultural competency, and determine next steps in continued development;
- Develop and execute a plan for necessary cross-cultural learning in order to effectively understand and work within human service agencies.

#### Learning Activities and Time Frame

Activity/Task	Ľ	Due Date

#### **Objective 10:**

Adhere to social work values and ethics in promoting societal transformation, including working towards the professional resolution of complex ethical dilemmas and problems within social work practice (Related to advanced program objective: 1).

#### **Outcomes:**

- Demonstrate ability to promote health and well-being of client or constituent macro systems;
- Promote self-determination and/or empowerment of agency stakeholder groups;
- Demonstrate ability to respect inherent dignity and worth of agency staff and volunteers, clients, constituents, community members and colleagues;
- Integrate personal values with professional values;
- Demonstrate ability to commit to a high standard of personal and professional conduct in placement and school settings;
- Understand, thoughtfully critique, and constructively apply professional code of ethics;
- Participate in, and if appropriate facilitate, constructive problem-solving efforts;
- Promote social change efforts as appropriate to agency setting and constituent needs.

#### Learning Activities and Time Frame

Activity/Task	Due Date	



MAIN CAMPUS: 1301 Cecil B. Moore Avenue Ritter Annex, 5th Floor Philadelphia, PA 19122-6091

phone 215-204-6048 email <u>fieldedu@temple.edu</u> web <u>www.temple.edu</u> HARRISBURG CAMPUS:

Temple University Harrisburg 234 Strawberry Square Harrisburg, PA 17101 phone 717-232-6400 toll free 1-866-769-1860

## End of Semester Evaluation: MSW Management & Planning Practicum

Date completed:	Semester (x):	: Field 1	Field 2
Student:			
Agency:			
Field Instructor:			
FI email:	FI ph	ione:	
Task Supervisor:			
TS email:	TS p!	hone:	
Field Liaison:			

This evaluation should be a collaborative effort between the field instructor and the student, usually through review and discussion of the work done over the semester. (If Field Instructor/Task Instructor model was utilized then the Task Instructor should be an active participant in the student's evaluation.) The Field Instructor should rate the student's performance in relation to expectations for an advanced level student at this point in her/his education program. For each item, circle the rating on the continuum that corresponds to the assessment of the student's demonstrated performance. Provide an overall rating for the student's performance for each objective, and then a final overall rating taking into account the evaluation of the objectives. It is critical to provide honest and constructive assessment and feedback.

The performance rating scale is:

- NA: Not applicable at this time
- 1: Unacceptable (never or rarely meets criteria)
- 2: Needs improvement (meets criteria inconsistently)
- **3:** Satisfactory (meets criteria most of the time)
- 4: Very good (consistently meets criteria)
- **5: Outstanding** (consistently exceeds criteria)

The Field Instructor also should provide brief comments, and for any items rated as NA, 1 or 2, the steps to address these areas should be indicated. Finally, the Field Instructor should provide a culminating overall assessment, though it is important to understand that the Field Liaison assigns the semester grade.

"NA" may be appropriate for the first semester, before a student has had an opportunity to engage in an activity, but would rarely be appropriate by the end of the second semester. Similarly, a student may receive a "2" on some outcome items during the first semester when learning new skills, but a rating of "2" (or "1") on the final (Spring) evaluation would indicate the student's lack of ability to acquire the skill level expected by the end of the term.

Both the Field Instructor and Student need to sign the evaluation. If the student disagrees with parts or all of the evaluation, s/he should submit an addendum addressing her/his concerns.

If the student also has a Task Supervisor, he or she is also encouraged to participate in the evaluation process. While there is no formal component on the evaluation for the task supervisor to complete, he/she is encouraged to collaborate with the field instructor and the student using this tool He/she may also choose to provide a written narrative summarizing the student's work; this narrative can be attached to the semester evaluation.

At the end of the academic year, this evaluation will be placed in the student's permanent file.

Revised 09/21/2012 sam

Rate performance only in areas in which the student has had	d practice o	nnortu	nities	•			
<b>Objective #1:</b> Engage collaboratively in description and analysis of agency resources, goals, and problem-solving activities, and formul culturally appropriate and indicates awareness of discrimination of the solution of	y or agency ate an interv	unit str	ength /chan	ns, lim			
Collaboratively identify and explore an agency's or agency strengths through asset mapping or other appropriate assess tools;		NA	1	2	3	4	5
Collaboratively identify and explore the concerns or issues or agency unit;	of agency	NA	1	2	3	4	5
Collaboratively identify and assess an agency or agency uni resources (i.e. fiscal, personnel, and so forth)	t	NA	1	2	3	4	5
Analyze constituent or community concerns in context of re cultural and/or discriminatory factors;	elevant	NA	1	2	3	4	5
Collaboratively prioritize constituent/community needs and and formulate intervention/change goals;	concerns,	NA	1	2	3	4	5
Develop comprehensive plan for intervention/change that at immediate and long-range community or constituent goals;	tends to	NA	1	2	3	4	5
Understand and appropriately incorporate models and methor community organizing, community development, social mo and/or policy development into intervention/change plan.		NA	1	2	3	4	5
OVERALL RATING FOR OBJECTIVE 1:			1	2	3	4	5
Comments:							
Plans to address any items with ratings of NA, 1, or 2:							
	NA: Not a 1: Unacce 2: Needs i 3: Satisfac 4: Very go 5: Outstan	pplicabl ptable ( mprove ctory (m ood (cor	e at th never <b>ment</b> neets c nsisten	or rar (meet riteria tly me	e ely me s crite most eets cr	eets cri ria inc of the iteria)	onsister time

Rate performance only in areas in which the student has had prace	ctice opporti	ınities	:			
<b>Objective #2:</b> Assess relationships within an agency and between an agency and	d its environ	ment.	as we	ll as tl	he fac	tors
that influence the functioning of these relationships		,				
						_
Identify and evaluate strengths and limitations of relationships will a agency and between its agency and its key environmental actors		1	2	3	4	5
Demonstrate skill in initial engagement with key agency individu and stakeholder groups:	als NA	1	2	3	4	5
Outreach to and engage with relationships central to agency functioning, as appropriate;	NA	1	2	3	4	5
Incorporate knowledge on and from relationships into interventio plan (Objective 1).	n NA	1	2	3	4	5
OVERALL RATING FOR OBJECTIVE 2:		1	2	3	4	5
Comments:						
Plans to address any items with ratings of NA, 1, or 2:						
	Perfo	rmane	e Ratii	ng Sco	ile	
	Not applicable	at this	time	-		•
	acceptable (r eds improver					
3: Sat	t <b>isfactory</b> (me	ets cri	teria m	nost of	the tir	
	ry good (cons tstanding (co					a)

Rate performance only in areas in which the student has had Objective #3: Demonstrate culturally appropriate communication and relate and between the agency and its environment					the a	gency	
Conduct focused, purposeful interview(s) that are culturally appropriate;		NA	1	2	3	4	5
Identify culturally based communication and relationship-bu behaviors within the agency, and determine implications for	•	NA	1	2	3	4	5
Distinguish between cultural and personal factors in the communication practices of self with various agency groups.		NA	1	2	3	4	5
OVERALL RATING FOR OBJECTIVE 3:			1	2	3	4	5
Comments:							
Plans to address any items with ratings of NA, 1, or 2:							
Revised 09/21/2012 sam	NA: Not ap 1: Unacce 2: Needs in 3: Satisfac 4: Very go 5: Outstar	pplicable ptable (1 mprove ctory (m ood (con	e at th never <b>ment</b> eets cr sisten	is time or rare (meets riteria tly me	ely me s criter most ets cri	ets crit ria inco of the t teria)	onsister time

Rate performance only in areas in which the student has had p Objective #4: Implement agency intervention/change plan that reflects cultu discrimination and oppression.				s of		
Demonstrate creative and flexible use of a range of practice sk appropriate to the intervention goals and stage;	cills NA	1	2	3	4	5
Demonstrate ability to reflect on the use of self in relation to a groups throughout the intervention process;	igency NA	1	2	3	4	5
Identify and mobilize appropriate resources to achieve intervention/change plan goal(s);	NA	1	2	3	4	5
Advocate with and on behalf of agency stakeholder groups.	NA	1	2	3	4	5
OVERALL RATING FOR OBJECTIVE 4:		1	2	3	4	5
Comments:						
Plans to address any items with ratings of NA, 1, or 2:						
	NA: Not applicab 1: Unacceptable 2: Needs improve 3: Satisfactory (n	le at th (never ement neets c	or rar (meet) criteria	e ely me s crite most	eets cri ria inco of the	onsiste
	<ul><li>4: Very good (consistently meets criteria)</li><li>5: Outstanding (consistently exceeds criteria)</li></ul>					

Rate performance only in areas in which the student has had practice opportunities:

Objective	#5:

<b>Objective #5:</b> Monitor and assess intervention/change plans using evidence- methods	based approache	es and	appro	opriate	e resea	urch
Obtain and organize relevant information associated with the intervention/change plan, including appropriate coordination recessary agency staff as required by the assignment in question		1	2	3	4	5
Adjust intervention/change plans, as based on monitoring and assessment;	NA	1	2	3	4	5
Engage in participatory action research to facilitate conscious raising, cultural awareness and social change;	ness NA	1	2	3	4	5
Present appropriate data, analysis and recommendations in wr form, reflecting conciseness, clarity and organization.	itten NA	1	2	3	4	5
OVERALL RATING FOR OBJECTIVE 5:		1	2	3	4	5
Comments:						
Plans to address any items with ratings of NA, 1, or 2:						
	<i>Perj</i> NA: Not applicab 1: Unacceptable 2: Needs improve 3: Satisfactory (r 4: Very good (co 5: Outstanding (d	le at tl (never e <b>ment</b> neets c nsister	or rar (meet) criteria atly me	e ely me s criter most eets cri	eets crit ria inco of the t iteria)	onsiste time
Pavised 00/21/2012 sam		11010	, sinci y			

Rate performance only in areas in which the student has had	practice op	portun	ities:				
<b>Objective #6:</b> Integrate appropriate knowledge frameworks and theoretical	models reg	arding	huma	n beh	avior	and th	ne
social environment into social work practice							
Describe and analyze the actions of an agency within the broas social environment or global context, and indicate implication practice;		NA	1	2	3	4	5
Demonstrate increased ability to link theory with practice;		NA	1	2	3	4	5
Articulate own framework/theoretical paradigm for practice.		NA	1	2	3	4	5
OVERALL RATING FOR OBJECTIVE 6:			1	2	3	4	5
Comments:							
Plans to address any items with ratings of NA, 1, or 2:							
F							
	NA: Not ap 1: Unaccep 2: Needs in 3: Satisfact 4: Very goo	plicable table (r nprover cory (me	e at thi never ( <b>nent</b> ( eets cr	or rare (meets riteria	ly mee criter most c	ets crit ia inco of the t	nsister
Revised 09/21/2012 sam	5: Outstan						ia)
xeviseu 07/21/2012 Salli							

Rate performance only in areas in which the student has ha	d practice o	pportur	ities:	•			
<b>Objective #7:</b> Apply an understanding of policies, program development a services to clients or constituents	and program	analys	is to t	he pro	ovisic	on of	
Utilize knowledge of agency mission, funding, policies and procedures in working with stakeholder groups;		NA	1	2	3	4	5
Demonstrate understanding of fiscal management and budgeting NA procedures		1	2	3	4	5	
Identify and analyze agency's strengths and limitations in meeting client, constituent and/or community needs, issues or concerns; NA		1	2	3	4	5	
Identify and analyze critical local, state and/or national policy initiatives that influence agency practice and functioning.		1	2	3	4	5	
OVERALL RATING FOR OBJECTIVE 7:			1	2	3	4	5
Comments:							
Plans to address any items with ratings of NA, 1, or 2:							
	Performance Rating ScaleNA: Not applicable at this time1: Unacceptable (never or rarely meets criteria)2: Needs improvement (meets criteria inconsist3: Satisfactory (meets criteria most of the time4: Very good (consistently meets criteria)5: Outstanding (consistently exceeds criteria)						

Rate performance only in areas in which the student has had poly objective #8: Engage in appropriate use of supervision, consultations and or	<u> </u>	•		oromo	ote		
professional growth and development	11		,				
initiate planning of supervisory meetings;			1	2	3	4	5
Recognize patterns of learning and set appropriate learning goals in collaboration with field instructor, field liaison and/or faculty;			1	2	3	4	5
Initiate assessment of own practice;			1	2	3	4	5
Demonstrate responsibility for own on-going learning and professional development;			1	2	3	4	5
Represent agency in a professional manner to clients/constituents, colleagues and members of the community;		NA	1	2	3	4	5
Meet agency requirements for documentation and communication;			1	2	3	4	5
Manage workload in effective and efficient manner;		NA	1	2	3	4	5
Demonstrate clear, coherent and persuasive verbal and written communication;		NA	1	2	3	4	5
Seek, receive and implement feedback and suggestions in appropriate ways;		NA	1	2	3	4	5
Use effectively available learning opportunities and resources in the agency (e.g. trainings, conferences, seminars, and other staff).		NA	1	2	3	4	5
OVERALL RATING FOR OBJECTIVE 8:			1	2	3	4	5
Comments:							
Diang to address any items with ratings of NA 1 at 2.							
	Performance Rating Scale       NA: Not applicable at this time       1: Unacceptable (never or rarely meets criteria)       2: Needs improvement (meets criteria inconsisted)       3: Satisfactory (meets criteria most of the time)						
	4: Very go 5: Outstan						ria)
Rate performance only in areas in which the student has had p	practice opportu	nities	:				
---	--------------------------------------	----------------------------	----------	--------	----------	-------	
<b>Objective #9:</b> Demonstrate a critical, culturally-aware use of self							
Demonstrate a critical, culturally-aware use of sen							
Articulate and critically evaluate the impact of one's culture o practice;	n NA	1	2	3	4	5	
Incorporate into practice the ways in which oppression and discrimination affects constituent or community systems, soci policies and programs, and professional social work relationsh		1	2	3	4	5	
Assess one's level of cultural competency, and determine next in continued development;	t steps NA	1	2	3	4	5	
Develop and execute a plan for necessary cross-cultural learni order to effectively understand and work within human service agencies.		1	2	3	4	5	
OVERALL RATING FOR OBJECTIVE 9:		1	2	3	4	5	
Comments:							
Plans to address any items with ratings of NA, 1, or 2	:						
۲ <sup>ــ</sup>	P	C					
	<i>Perj</i> NA: Not applicab	f <i>ormai</i> le at th			cale		
	1: Unacceptable 2: Needs improv	(never	or rar	ely me			
	3: Satisfactory (r	neets c	criteria	most	of the		
	4: Very good (co 5: Outstanding (					ria)	
	5: Outstanding (	consist	tently	exceed	ls crite	eria)	

Rate performance only in areas in which the student has had practice opportunities:
The performance only in a cas in mich me smaller has now practice opportunities

Objective #10: Adhere to social work values and ethics in promoting social the professional resolution of complex ethical dilemmas and	etal transform	ation, i	incluc	ling w			ards
Demonstrate ability to promote health and well-being of cl constituent macro systems;	lient or	NA	1	2	3	4	5
Promote self-determination and/or empowerment of agence stakeholder groups;	ÿ	NA	1	2	3	4	5
Demonstrate ability to respect inherent dignity and worth o staff and volunteers, clients, constituents, community men colleagues;		NA	1	2	3	4	5
Integrate personal values with professional values;		NA	1	2	3	4	5
Demonstrate ability to commit to a high standard of person professional conduct in placement and school settings;	nal and	NA	1	2	3	4	5
Understand, thoughtfully critique, and constructively apply professional code of ethics;	y	NA	1	2	3	4	5
Participate in, and if appropriate facilitate, constructive prosolving efforts;	oblem-	NA	1	2	3	4	5
Promote social change efforts as appropriate to agency set constituent needs.	ting and	NA	1	2	3	4	5
OVERALL RATING FOR OBJECTIVE 10:			1	2	3	4	5
Comments:							
Plans to address any items with ratings of NA, 1, or 2:							
	NA: Not a 1: Unacce 2: Needs in 3: Satisfac 4: Very go 5: Outstar	pplicabl ptable ( mprove tory (m ood (cor	e at th never <b>ment</b> neets c nsisten	or rar (meet riteria tly me	e ely me s crite most eets cri	eets cri ria inco of the iteria)	onsiste time

Professional conduct and presentation of self       1       2       3       4       5         Student strengths:	Consistent and reliable attendance and punctuality	1	2	3	4	5
Areas needing attention/plans to address them:         OVERALL ASSESSMENT for the Semester: (students must complete required number of field hours to receive an overall assessment 1 2 3 4 5         Field Instructor signature       Date         Task Instructor signature       Date         Student signature       Date         If student disagrees with any part of this evaluation, s/he should attach a statement indicating reasons for differences)       Date	Professional conduct and presentation of self	1	2	3	4	5
OVERALL ASSESSMENT for the Semester: (students must complete required number of field hours to receive an overall assessment 1 2 3 4 5         score greater than 1)         Field Instructor signature         Date         Task Instructor signature         Date         Student signature (If student disagrees with any part of this evaluation, s/he should attach a statement indicating reasons for differences)         Liaison signature       Date	Student strengths:					
OVERALL ASSESSMENT for the Semester: (students must complete required number of field hours to receive an overall assessment 1 2 3 4 5         score greater than 1)         Field Instructor signature         Date         Task Instructor signature         Date         Student signature (If student disagrees with any part of this evaluation, s/he should attach a statement indicating reasons for differences)         Liaison signature       Date						
OVERALL ASSESSMENT for the Semester: (students must complete required number of field hours to receive an overall assessment 1 2 3 4 5         score greater than 1)         Field Instructor signature         Date         Task Instructor signature         Date         Student signature (If student disagrees with any part of this evaluation, s/he should attach a statement indicating reasons for differences)         Liaison signature       Date						
OVERALL ASSESSMENT for the Semester: (students must complete required number of field hours to receive an overall assessment 1 2 3 4 5         score greater than 1)         Field Instructor signature         Date         Task Instructor signature         Date         Student signature (If student disagrees with any part of this evaluation, s/he should attach a statement indicating reasons for differences)         Liaison signature       Date						
OVERALL ASSESSMENT for the Semester: (students must complete required number of field hours to receive an overall assessment 1 2 3 4 5         score greater than 1)         Field Instructor signature         Date         Task Instructor signature         Date         Student signature (If student disagrees with any part of this evaluation, s/he should attach a statement indicating reasons for differences)         Liaison signature       Date						
(students must complete required number of field hours to receive an overall assessment score greater than 1)       1       2       3       4       5         Field Instructor signature       Date         Task Instructor signature       Date         Student signature (If student disagrees with any part of this evaluation, s/he should attach a statement indicating reasons for differences)       Date         Liaison signature       Date	Areas needing attention/plans to address them:					
(students must complete required number of field hours to receive an overall assessment score greater than 1)       1       2       3       4       5         Field Instructor signature       Date         Task Instructor signature       Date         Student signature (If student disagrees with any part of this evaluation, s/he should attach a statement indicating reasons for differences)       Date         Liaison signature       Date						
(students must complete required number of field hours to receive an overall assessment score greater than 1)       1       2       3       4       5         Field Instructor signature       Date         Task Instructor signature       Date         Student signature (If student disagrees with any part of this evaluation, s/he should attach a statement indicating reasons for differences)       Date         Liaison signature       Date						
(students must complete required number of field hours to receive an overall assessment score greater than 1)       1       2       3       4       5         Field Instructor signature       Date         Task Instructor signature       Date         Student signature (If student disagrees with any part of this evaluation, s/he should attach a statement indicating reasons for differences)       Date         Liaison signature       Date						
(students must complete required number of field hours to receive an overall assessment score greater than 1)       1       2       3       4       5         Field Instructor signature       Date         Task Instructor signature       Date         Student signature (If student disagrees with any part of this evaluation, s/he should attach a statement indicating reasons for differences)       Date         Liaison signature       Date						
(students must complete required number of field hours to receive an overall assessment score greater than 1)       1       2       3       4       5         Field Instructor signature       Date         Task Instructor signature       Date         Student signature (If student disagrees with any part of this evaluation, s/he should attach a statement indicating reasons for differences)       Date         Liaison signature       Date	OVEDALL ASSESSMENT for the Semaster					
Task Instructor signature       Date         Student signature       Date         (If student disagrees with any part of this evaluation, s/he should attach a statement indicating reasons for differences)         Liaison signature       Date	(students must complete required number of field hours to receive an overall assessment	1	2	3	4	5
Task Instructor signature       Date         Student signature       Date         (If student disagrees with any part of this evaluation, s/he should attach a statement indicating reasons for differences)         Liaison signature       Date						
Task Instructor signature       Date         Student signature       Date         (If student disagrees with any part of this evaluation, s/he should attach a statement indicating reasons for differences)         Liaison signature       Date	Field Instancionations					
Student signature       Date         (If student disagrees with any part of this evaluation, s/he should attach a statement indicating reasons for differences)         Liaison signature       Date	Field instructor signature Date					
Student signature       Date         (If student disagrees with any part of this evaluation, s/he should attach a statement indicating reasons for differences)         Liaison signature       Date						
(If student disagrees with any part of this evaluation, s/he should attach a statement indicating reasons for differences)          Liaison signature       Date						
(If student disagrees with any part of this evaluation, s/he should attach a statement indicating reasons for differences)          Liaison signature       Date	Task Instructor signature   Date					
	Student signature     Date	sons fo	or diffe	rences		
(If haison disagrees with any part of this evaluation, both field instructor and student should be contacted.)	Student signature     Date	sons fo	or diffe	rences	)	
	Student signature       Date         (If student disagrees with any part of this evaluation, s/he should attach a statement indicating read         Liaison signature       Date					



# Advanced Social Work in Communities and Policy Arenas

Temple University School of Social Work Office of Field Education Learning Contract and End of Semester Evaluation

Rev. 9/30/2012



# School of Social Work OFFICE OF FIELD EDUCATION TEMPLE UNIVERSITY

MAIN CAMPUS: 1301 Cecil B. Moore Avenue Ritter Annex, 5th Floor Philadelphia, PA 19122-6091

phone 215-204-6048 email <u>fieldedu@temple.edu</u> web <u>www.temple.edu</u> HARRISBURG CAMPUS: Temple University Harrisburg 234 Strawberry Square Harrisburg, PA 17101

phone 717-232-6400 toll free 1-866-769-1860

## Learning Contract: Advanced Social Work in Communities & Policy Arenas<sup>\*</sup> SA 8187/8188

Student:	Specialization:	
Home phone:	Cell phone:	
Work phone:	Temple email:	@temple.edu

Agency:	
Division/Unit:	
Address	
Agency phone	FAX:

Field Instructor:	
FI email:	
FI phone:	

Field Liaison:	SSW Advisor:
Brief Description of	of Agency Setting:
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<sup>\*</sup>Adapted from "Learning Agreement," University of North Carolina, School of Social Work, Field Education Office.

As part of the Learning Contract, please specify:
a. Student's Schedule (include days & hours, make-up arrangements for absences)

b. Supervision (include days, times and with whom)

c. Other staff with whom student will work to complete assignments (name and title)

Student Signature/date:

Field Instructor Signature/date:

Field Liaison Signature/date:

#### INSTRUCTIONS FOR DEVELOPING AND USING THE LEARNING CONTRACT

Development of the Learning Contract should be a collaborative process between the student and field instructor, with the field liaison available for assistance and feedback. A Learning Contract is due each semester, usually at the end of the first month of the placement.

Field education objectives and outcomes for the Social Work in Communities and Policy Arenas Concentration have been delineated. The field instructor and student identify learning activities available at the placement that will support the student accomplish the stated outcomes, and also incorporate the student's specialization. A learning activity can address more than one outcome and can span more than one objective. Due dates also are designated (or the activity is noted as on-going).

In designing the Learning Contract, these factors need to be incorporated and recorded:

- □ Learning activities appropriate for the specialization (refer to specialization objectives), as well as community and policy practice
- □ Process recordings, practice reflections, and monthly reports
- **D** Supervision
- Class assignments (all course syllabi should be reviewed by the student and field instructor to determine what can be incorporated)
- **O** Other activities in the agency

The Learning Contract should be reviewed each month, and progress should be noted on the Monthly Report. The Learning Contract is a dynamic document that can be changed and developed as the practicum proceeds; substantial changes should be written-up and forwarded to the field liaison.

A completed Learning Contract should be submitted to the Field Liaison by the due date. The student and Field Instructor should also keep copies. The semester evaluation will be based on the outcomes, not the specific activities, in the Learning Contract.

## **Objective 1:**

Engage collaboratively in description and analysis of constituent or community strengths, limitations, resources, goals, and problem-solving activities, and formulate an intervention/change plan that is culturally appropriate and indicates awareness of discrimination and oppression (Related to advanced program objectives: 2 and 4).

## **Outcomes:**

- Collaboratively identify and explore a community or constituent group's strengths through asset mapping or other appropriate assessment tools;
- Collaboratively identify and explore the concerns or issues of constituent or community groups;
- Analyze constituent or community concerns in context of relevant cultural and/or discriminatory factors;
- Collaboratively prioritize constituent/community needs and concerns, and formulate intervention/change goals;
- Develop comprehensive plan for intervention/change that attends to immediate and long-range community or constituent goals;
- Understand and appropriately incorporate models and methods of community organizing, community development, social movements and/or policy development into intervention/change plan.

## Learning Activities and Time Frame

Activity/Task	Due Date

## **Objective 2:**

Assess relationships and connections within and between communities, and the factors that influence the functioning of them (Related to advanced program objectives: 2 and 4).

#### **Outcomes:**

- Identify and evaluate strengths and limitations of relationships within a community, and the broader context of these relationships;
- Demonstrate skill in initial engagement with key community and/or policy groups:
- Outreach to and engage with relationships central to constituent or community groups, as appropriate;
- Incorporate knowledge on and from relationships into intervention plan (Objective 1).

#### Learning Activities and Time Frame

Activity/Task	Due Date	

## **Objective 3:**

Demonstrate culturally appropriate communication and relationship-building skills within and across communities and policy arenas (Related to advanced program objectives: 2 and 4).

#### **Outcomes:**

- Conduct focused, purposeful interview(s) that are culturally appropriate;
- Identify culturally based communication and relationship-building behaviors within constituent groups, and determine implications for practice;
- Distinguish between cultural and personal factors in the communication practices of self with community or constituent groups.

#### Learning Activities and Time Frame

Activity/Task	Due Date

#### **Objective 4:**

Implement community or policy intervention/change plan that reflects cultural sensitivity and awareness of discrimination and oppression (Related to advanced program objectives: 2 and 4).

#### **Outcomes:**

- Demonstrate ability to thoughtfully incorporate the concepts of empowerment, participation, human rights, and social and economic justice into the implementation of the intervention/change plan;
- Demonstrate creative and flexible use of a range of practice skills appropriate to the intervention goals and stage;
- Demonstrate ability to reflect on the use of self in relation to constituents or community groups throughout the intervention process;
- Identify and mobilize appropriate resources to achieve intervention/change plan goal(s);
- Advocate with and on behalf of constituents and communities.

#### Learning Activities and Time Frame

Activity/Task	Due Date

## **Objective 5:**

Monitor and assess intervention/change plans using evidence-based approaches and appropriate research methods (Related to advanced program objective: 7).

#### **Outcomes:**

- Obtain and organize relevant information associated with the intervention/change plan, including appropriate coordination with necessary agency staff as required by the assignment in question;
- Adjust intervention/change plans, as based on monitoring and assessment;
- Engage in participatory action research to facilitate consciousness raising and social change;
- Present appropriate data, analysis and recommendations in written form, reflecting conciseness, clarity and organization.

#### Learning Activities and Time Frame

Activity/Task	Due Date

## **Objective 6:**

Integrate appropriate knowledge frameworks and theoretical models regarding human behavior and the social environment into social work practice (Related to advanced program objective: 5).

#### **Outcomes:**

- Describe and analyze the actions of constituent and community groups within their broader social environment or global context, and indicate implications for practice;
- Demonstrate increased ability to link theory with practice;
- Articulate own framework/theoretical paradigm for practice.

#### Learning Activities and Time Frame

Activity/Task	Due Date

## **Objective 7:**

Apply an understanding of policies, program development and program analysis to the provision of services to constituents or community groups (Related to advanced program objective: 6).

#### **Outcomes:**

- Utilize knowledge of placement agency mission, funding, policies and procedures in working with constituent or community groups;
- Identify and analyze agency's strengths and limitations in meeting constituent or community needs, issues or concerns;
- Identify and analyze critical local, state and/or national policy initiatives that influence agency practice and functioning.

#### Learning Activities and Time Frame

Activity/Task	Due Date

#### **Objective 8:**

Engage in appropriate use of supervision, consultations and other opportunities that promote professional growth and development (Related to advanced program objective: 3).

#### **Outcomes:**

- Initiate planning of supervisory meetings;
- Recognize patterns of learning and set appropriate learning goals in collaboration with field instructor, field liaison and/or faculty;
- Initiate assessment of own practice;
- Demonstrate responsibility for own on-going learning and professional development;
- Represent agency in a professional manner to clients/constituents, colleagues and members of the community;
- Meet agency requirements for documentation and communication;
- Manage workload in effective and efficient manner;
- Demonstrate clear, coherent and persuasive verbal and written communication;
- Seek, receive and implement feedback and suggestions in appropriate ways;
- Use effectively available learning opportunities and resources in the agency (e.g. trainings, conferences, seminars, and other staff).

#### Learning Activities and Time Frame

Activity/Task	Due Date
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#### **Objective 9:**

Demonstrate a critical, culturally-aware use of self (Related to advanced program objective: 3).

#### **Outcomes:**

- Articulate and critically evaluate the impact of one's culture on practice;
- Incorporate into practice the ways in which oppression and discrimination affects constituent or community systems, social policies and programs, and professional social work relationships;
- Assess one's level of cultural competency, and determine next steps in continued development;
- Develop and execute a plan for necessary cross-cultural learning in order to effectively understand and work with community or constituent groups.

#### Learning Activities and Time Frame

Activity/Task	Due Date

## **Objective 10:**

Adhere to social work values and ethics in promoting societal transformation, including working towards the professional resolution of complex ethical dilemmas and problems within social work practice (Related to advanced program objective: 1).

#### **Outcomes:**

- Demonstrate ability to promote health and well-being of client or constituent macro systems;
- Promote self-determination and/or empowerment of client or constituent groups and communities;
- Demonstrate ability to respect inherent dignity and worth of constituents, community members and colleagues;
- Integrate personal values with professional values;
- Demonstrate ability to commit to a high standard of personal and professional conduct in placement and school settings;
- Understand, thoughtfully critique, and constructively apply professional code of ethics;
- Participate in, and if appropriate facilitate, constructive problem-solving efforts;
- Promote social change efforts as appropriate to agency setting, constituent needs.

#### Learning Activities and Time Frame

ctivity/Task	Due Date



## School of Social Work OFFICE OF FIELD EDUCATION TEMPLE UNIVERSITY

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# End of Semester Evaluation: Social Work in Communities & Policy Arenas

Date completed:	Semester (x):	Field 1	Field 2
Student:			
Agency:			
Field Instructor:			
FI email:	FI phone:		
Task Supervisor:			
TS email:	TS phone	:	
Field Liaison:			

This evaluation should be a collaborative effort between the field instructor and the student, usually through review and discussion of the work done over the semester. (If Field Instructor/Task Instructor model was utilized then the Task Instructor should be an active participant in the student's evaluation.)The Field Instructor should rate the student's performance in relation to expectations for an advanced level student at this point in her/his education program. For each item, circle the rating on the continuum that corresponds to the assessment of the student's demonstrated performance. Provide an overall rating for the student's performance for each objective, and then a final overall rating taking into account the evaluation of the objectives. It is critical to provide honest and constructive assessment and feedback.

The performance rating scale is:

- NA: Not applicable at this time
- 1: Unacceptable (never or rarely meets criteria)
- **2: Needs improvement** (meets criteria inconsistently)
- **3: Satisfactory** (meets criteria most of the time)
- 4: Very good (consistently meets criteria)
- **5: Outstanding** (consistently exceeds criteria)

The Field Instructor also should provide brief comments, and for any items rated as NA, 1 or 2, the steps to address these areas should be indicated. Finally, the Field Instructor should provide a culminating overall assessment, though it is important to understand that the Field Liaison assigns the semester grade.

"NA" may be appropriate for the first semester, before a student has had an opportunity to engage in an activity, but would rarely be appropriate by the end of the second semester. Similarly, a student may receive a "2" on some outcome items during the first semester when learning new skills, but a rating of "2" (or "1") on the final (Spring) evaluation would indicate the student's lack of ability to acquire the skill level expected by the end of the term.

Both the Field Instructor and Student need to sign the evaluation. If the student disagrees with parts or all of the evaluation, s/he should submit an addendum addressing her/his concerns.

If the student also has a Task Supervisor, he or she is also encouraged to participate in the evaluation process. While there is no formal component on the evaluation for the task supervisor to complete, he/she is encouraged to collaborate with the field instructor and the student using this tool He/she may also choose to provide a written narrative summarizing the student's work; this narrative can be attached to the semester evaluation.

At the end of the academic year, this evaluation will be placed in the student's permanent file.

Rate performance	only in areas i	n which the student	has had practice	e opportunities:

Rate performance only in areas in which the student has had practice of	pportui	nnes				
<b>Objective #1:</b> Engage collaboratively in description and analysis of constituent or community strengths, limitations,						
resources, goals, and problem-solving activities, and formulate an intervention/change plan that is						
culturally appropriate and indicates awareness of discrimination and op	pressio	n				
Collaboratively identify and explore a community or constituent group's strengths through asset mapping or other appropriate assessment tools;	NA	1	2	3	4	5
Collaboratively identify and explore the concerns or issues of constituent or community groups;	NA	1	2	3	4	5
Analyze constituent or community concerns in context of relevant cultural and/or discriminatory factors;	NA	1	2	3	4	5
Collaboratively prioritize constituent/community needs and concerns, and formulate intervention/change goals;	NA	1	2	3	4	5
Develop comprehensive plan for intervention/change that attends to immediate and long-range community or constituent goals;	NA	1	2	3	4	5
Understand and appropriately incorporate models and methods of community organizing, community development, social movements and/or policy development into intervention/change plan.			2	3	4	5
OVERALL RATING FOR OBJECTIVE 1:		1	2	3	4	5
Comments:						
Plans to address any items with ratings of NA, 1, or 2:						

*Performance Rating Scale* NA: Not applicable at this time

1: Unacceptable (never or rarely meets criteria)

- 2: Needs improvement (meets criteria inconsistently)
- 3: Satisfactory (meets criteria most of the time
- 4: Very good (consistently meets criteria)
- **5: Outstanding** (consistently exceeds criteria)

Rate performance	only in areas in	n which the student	has had practice	e opportunities:

Objective #2: Assess relationships and connections within and between con- functioning of them	nmunities, and	l the f	actor	rs that	t influ	ence (	the
Identify and evaluate strengths and limitations of relationship a community, and the broader context of these relationships;	os within N	A	1	2	3	4	5
Demonstrate skill in initial engagement with key community policy groups:	and/or N	A	1	2	3	4	5
Outreach to and engage with relationships central to constitue community groups, as appropriate;	ent or N	A	l	2	3	4	5
Incorporate knowledge on and from relationships into interve plan (Objective 1).	ention N	A	l	2	3	4	5
OVERALL RATING FOR OBJECTIVE 2:		1	l	2	3	4	5
Comments:							
Plans to address any items with ratings of NA, 1, or 2:							
1 2 3 4	Per A: Not applical Unacceptable Needs improv Satisfactory ( Very good (co Outstanding	e (neve v <b>emen</b> meets onsiste	this ti r or r t (me criter ntly r	ime carely eets cr ria mo meets	meets iteria i ost of ti criteri	criteri inconsi he tim a)	istentl e

Rate performance only in areas in which the student has had p	ractice opportu	nities	:			
Objective #3:						
Demonstrate culturally appropriate communication and relation	nship-building	skills	withir	n and	across	5
communities and policy arenas						
Conduct focused, purposeful interview(s) that are culturally			•	2		-
appropriate;	NA	1	2	3	4	5
Identify culturally based communication and relationship-build			•	2		-
behaviors within constituent groups, and determine implication	ns for NA	1	2	3	4	5
practice;						
Distinguish between cultural and personal factors in the	t NA	1	2	3	4	5
communication practices of self with community or constituen	l NA	1	2	3	4	3
groups.						
			-			_
OVERALL RATING FOR OBJECTIVE 3:		1	2	3	4	5
Commenter						
Comments:						
Plans to address any items with ratings of NA, 1, or 2:						
	Per	forma	nce Ra	ting S	cale	
1	<b>IA:</b> Not applicab					
1	: Unacceptable	(never	or rar	ely me		
	: Needs improv					
	: Satisfactory (r					time
	: Very good (co : Outstanding (					ria)
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	<u>rr</u>	nities	•			
<b>Objective #4:</b> Implement community or policy intervention/change plan that reflects of discrimination and oppression.	cultural	sensi	itivity	and a	ware	ness
Demonstrate ability to thoughtfully incorporate the concepts of empowerment, participation, human rights, and social and economic justice into the implementation of the intervention/change plan;	NA	1	2	3	4	5
Demonstrate creative and flexible use of a range of practice skills appropriate to the intervention goals and stage;	NA	1	2	3	4	5
Demonstrate ability to reflect on the use of self in relation to constituents or community groups throughout the intervention process;	NA	1	2	3	4	5
Identify and mobilize appropriate resources to achieve intervention/change plan goal(s);	NA	1	2	3	4	5
Advocate with and on behalf of constituents and communities.	NA	1	2	3	4	5
OVERALL RATING FOR OBJECTIVE 4:		1	2	3	4	5
Comments:						
Plans to address any items with ratings of NA, 1, or 2:						

- 1: Unacceptable (never or rarely meets criteria)
- 2: Needs improvement (meets criteria inconsistently)
- 3: Satisfactory (meets criteria most of the time
- 4: Very good (consistently meets criteria)
- **5: Outstanding** (consistently exceeds criteria)

Rate performance only in areas in which the student has had practice opportunities:

assessment;

Monitor and assess intervention/change plans using evidence-based a methods	pproache	s and	appro	opriate	e resea	arch
Obtain and organize relevant information associated with the intervention/change plan, including appropriate coordination with necessary agency staff as required by the assignment in question;	NA	1	2	3	4	5
Adjust intervention/change plans, as based on monitoring and	NA	1	2	3	4	5

Engage in participatory action research to facilitate consciousness raising and social change;

Present appropriate data, analysis and recommendations in written	NA	1	2
form, reflecting conciseness, clarity and organization.	ΝA	1	Z

## OVERALL RATING FOR OBJECTIVE 5:

Comments:

Plans to address any items with ratings of NA, 1, or 2:

## Performance Rating Scale

2

3

3

NA

1

5

5

5

4

4

NA: Not applicable at this time1: Unacceptable (never or rarely meets criteria)

1

2

3 4

- 2: Needs improvement (meets criteria inconsistently)
- 3: Satisfactory (meets criteria most of the time
- 4: Very good (consistently meets criteria)
- 5: Outstanding (consistently exceeds criteria)

Rate performance only in areas in which the student has had	l practice o	pportur	ities.	•			
<b>Objective #6:</b> Integrate appropriate knowledge frameworks and theoretical	models rea	ardina	hum	an heb	avior	• and t	he
social environment into social work practice	models leg	arung	IIuIIIa		14 101	anu t	iic
	-						
Describe and analyze the actions of constituent and commun groups within their breader social environment or global com		NA	1	2	3	4	5
groups within their broader social environment or global con indicate implications for practice;	itext, and	ΝA	1	2	3	4	3
indicate infinitions for practice,							
Demonstrate increased ability to link theory with practice;		NA	1	2	3	4	5
Articulate own framework/theoretical paradigm for practice.		NA	1	2	3	4	5
The define of the mane work the orected paradigm for practice.		1 1 1	1	2	5	•	5
OVED ALL DATING FOR ODJECTIVE (			1	2	2	4	5
OVERALL RATING FOR OBJECTIVE 6:			1	2	3	4	5
Comments:							
Diang to address one items with ratings of NA 1 or 2.							
Plans to address any items with ratings of NA, 1, or 2:							
г							
	NTA . NT=4			ice Ra		cale	
	NA: Not ap 1: Unacce					eets cri	teria)
	2: Needs in	mprove	ment	(meet	s crite	ria inc	onsister
	3: Satisfac						time
	4: Very go						ria)
	5: Outstar	$\mathbf{n}$	0118181				

Rate performance only in areas in which the student has had Objective #7: Apply an understanding of policies, program development a services to constituents or community groups					ovisio	on of	
Utilize knowledge of placement agency mission, funding, po procedures in working with constituent or community group		NA	1	2	3	4	5
Identify and analyze agency's strengths and limitations in m constituent or community needs, issues or concerns;	neeting	NA	1	2	3	4	5
Identify and analyze critical local, state and/or national polici initiatives that influence agency practice and functioning.	су	NA	1	2	3	4	5
OVERALL RATING FOR OBJECTIVE 7:			1	2	3	4	5
Comments:							
Plans to address any items with ratings of NA, 1, or 2:							
	NA: Not ap 1: Unaccep 2: Needs in 3: Satisfac 4: Very go 5: Outstan	pplicabl ptable ( mprove tory (m od (con	e at th never <b>ment</b> leets c sisten	or rare (meets riteria tly me	e ely me s criter most ets cri	eets cri ria inco of the (teria)	onsisten time

Rate performance only in areas in which the student has had	practice of	oportu	nities	•			
<b>Objective #8:</b> Engage in appropriate use of supervision, consultations and o	other oppor	tunities	s that	prom	ote		
professional growth and development	11			I			
Initiate planning of supervisory meetings;		NA	1	2	3	4	5
Recognize patterns of learning and set appropriate learning ge collaboration with field instructor, field liaison and/or faculty		NA	1	2	3	4	5
Initiate assessment of own practice;		NA	1	2	3	4	5
Demonstrate responsibility for own on-going learning and professional development;		NA	1	2	3	4	5
Represent agency in a professional manner to clients/constitu colleagues and members of the community;	ents,	NA	1	2	3	4	5
Meet agency requirements for documentation and communication	ation;	NA	1	2	3	4	5
Manage workload in effective and efficient manner;		NA	1	2	3	4	5
Demonstrate clear, coherent and persuasive verbal and writter communication;	n	NA	1	2	3	4	5
Seek, receive and implement feedback and suggestions in app ways;	propriate	NA	1	2	3	4	5
Use effectively available learning opportunities and resources agency (e.g. trainings, conferences, seminars, and other staff)		NA	1	2	3	4	5
OVERALL RATING FOR OBJECTIVE 8:			1	2	3	4	5
Comments:							
Plans to address any items with ratings of NA, 1, or 2:							
	NA: Not ap			<i>ice Ra</i> nis tim		cale	
	1: Unaccep	otable (	never	or rar	ely me		
	2: Needs in 3: Satisfac	nprove	ment	(meet	s crite	ria inco	onsiste
	4: Very go	od (cor	sisten	tly me	ets cri	iteria)	unic

Rate performance only in areas in which the student has had	practice opportu	nities	:			
Objective #9:						
Demonstrate a critical, culturally-aware use of self						
Articulate and critically evaluate the impact of one's culture practice;	on NA	1	2	3	4	5
Incorporate into practice the ways in which oppression and discrimination affects constituent or community systems, soo policies and programs, and professional social work relations		1	2	3	4	5
Assess one's level of cultural competency, and determine net in continued development;	kt steps NA	1	2	3	4	5
Develop and execute a plan for necessary cross-cultural learn order to effectively understand and work with community or constituent groups.	ing in NA	1	2	3	4	5
OVERALL RATING FOR OBJECTIVE 9:		1	2	3	4	5
Comments:						
Plang to address any items with ratings of NA 1 as	).					
Plans to address any items with ratings of NA, 1, or 2	2:					
	NA: Not applicab 1: Unacceptable 2: Needs improv 3: Satisfactory (n 4: Very good (co	ole at th (never ement neets o	or rar (meet criteria ntly me	e ely me s crite most eets cri	eets cri ria inco of the	onsister

Rate performance only in areas in which the student has had practice opportunities:

Plans to address any items with ratings of NA, 1, or 2:	<i>Perf</i> NA: Not applicab 1: Unacceptable	le at tl		e	Gcale	
OVERALL RATING FOR OBJECTIVE 10:		1	2	3	4	5
Promote social change efforts as appropriate to agency setting constituent needs.	g and NA	1	2	3	4	5
Participate in, and if appropriate facilitate, constructive proble solving efforts;	em- NA	1	2	3	4	5
Understand, thoughtfully critique, and constructively apply professional code of ethics;	NA	1	2	3	4	5
Demonstrate ability to commit to a high standard of personal professional conduct in placement and school settings;	and NA	1	2	3	4	5
Integrate personal values with professional values;	NA	1	2	3	4	5
Demonstrate ability to respect inherent dignity and worth of constituents, community members and colleagues;	NA	1	2	3	4	5
Promote self-determination and/or empowerment of client or constituent groups and communities;	NA	1	2	3	4	5
Demonstrate ability to promote health and well-being of clier constituent macro systems;	nt or NA	1	2	3	4	5
<b>Objective #10:</b> Adhere to social work values and ethics in promoting societal the professional resolution of complex ethical dilemmas and p			•		•	vards

3: Satisfactory (meets criteria most of the time
4: Very good (consistently meets criteria)
5: Outstanding (consistently exceeds criteria)

Consistent and reliable attendance and punctuality	1	2	3	4	5
Professional conduct and presentation of self	1	2	3	4	5
Student strengths:					
Areas needing attention/plans to address them:					
<b>OVERALL ASSESSMENT for the Semester:</b> (students must complete required number of field hours to receive an overall asses score greater than 1)	ssment 1	2	3	4	5
(students must complete required number of field hours to receive an overall asses	ssment 1	2	3	4	5
(students must complete required number of field hours to receive an overall asses score greater than 1)		2	3	4	5
(students must complete required number of field hours to receive an overall asses score greater than 1) Field Instructor signature	Date Date Date Date				5
(students must complete required number of field hours to receive an overall asses score greater than 1) Field Instructor signature Task Instructor signature Student signature	Date Date Date Date				5