



MSW Foundation Practicum

Temple University School of Social Work

Office of Field Education

Learning Contract and End of Semester Evaluation



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 fieldedu@temple.edu
 web www.temple.edu

HARRISBURG CAMPUS:
 Temple University Harrisburg
 234 Strawberry Square
 Harrisburg, PA 17101

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

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:	
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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")
- 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.

Learning Contract – Foundation Practicum

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

Please list the activities and tasks that the student will undertake to achieve the educational outcomes. Indicate the due date or that the activity is ongoing.

Activity/Task	Due Date

Learning Contract – Foundation Practicum

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

Please list the activities and tasks that the student will undertake to achieve the educational outcomes. Indicate the due date or that the activity is ongoing.

Activity/Task	Due Date

Learning Contract – Foundation Practicum

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

Please list the activities and tasks that the student will undertake to achieve the educational outcomes. Indicate the due date or that the activity is ongoing.

Activity/Task	Due Date

Learning Contract – Foundation Practicum

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

Please list the activities and tasks that the student will undertake to achieve the educational outcomes. Indicate the due date or that the activity is ongoing.

Activity/Task	Due Date

Learning Contract – Foundation Practicum

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

Please list the activities and tasks that the student will undertake to achieve the educational outcomes. Indicate the due date or that the activity is ongoing.

Activity/Task	Due Date

Learning Contract – Foundation Practicum

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

Please list the activities and tasks that the student will undertake to achieve the educational outcomes. Indicate the due date or that the activity is ongoing.

Activity/Task	Due Date

Learning Contract – Foundation Practicum

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

Please list the activities and tasks that the student will undertake to achieve the educational outcomes. Indicate the due date or that the activity is ongoing.

Activity/Task	Due Date

Learning Contract – Foundation Practicum

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

Please list the activities and tasks that the student will undertake to achieve the educational outcomes. Indicate the due date or that the activity is ongoing.

Activity/Task	Due Date

Learning Contract – Foundation Practicum

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

Please list the activities and tasks that the student will undertake to achieve the educational outcomes. Indicate the due date or that the activity is ongoing.

Activity/Task	Due Date



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

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:			
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 practice opportunities:</i>						
Objective #1: Demonstrate ability to assess the functioning of clients/constituencies at all systems levels using culturally competent approaches.						
Assess biological, psychological, social, spiritual and environmental factors that influence human development and behavior;	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;	NA	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 for guiding assessments;	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:						

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 which the student has had practice opportunities:

Objective #2: Develop and use culturally sensitive helping relationships with client/constituent systems.

Communicate his/her role and purpose clearly in an interview, group, organization and/or community meeting;	NA	1	2	3	4	5
Demonstrate effective and culturally competent interviewing skills using listening, empathy, genuineness, pacing and focusing;	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 that can help effect positive change;	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 system's non-verbal communication;	NA	1	2	3	4	5
Recognize, monitor and control his/her own verbal and non-verbal communication	NA	1	2	3	4	5
Demonstrate understanding of how culture affects verbal and non-verbal communication for client/constituent system and for oneself.	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:

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)

<i>Rate performance only in areas in which the student has had practice opportunities:</i>						
Objective #3: Select and apply culturally appropriate interventions that enhance the functioning of client/constituent systems						
Engage client/constituent systems in identifying desired goals from a strength-based perspective;	NA	1	2	3	4	5
Identify immediate, short-term and long-range goals based on the assessment with client/constituent systems;	NA	1	2	3	4	5
Monitor the implementation plan and make informed adjustments as needed;	NA	1	2	3	4	5
Respond appropriately to client/constituent systems in crisis;	NA	1	2	3	4	5
Engage in interventions that address existing discrimination and oppression;	NA	1	2	3	4	5
Demonstrate advocacy skills and mobilize to gain needed resources/support at all system levels;	NA	1	2	3	4	5
Identify and address resistance to helping or change at all system levels;	NA	1	2	3	4	5
Facilitate termination processes, reviewing accomplishments and identifying areas of continuing concern;	NA	1	2	3	4	5
Develop and practice relevant, sensitive interventions in working with culturally diverse clients/constituents.	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 inconsistently)

3: Satisfactory (meets criteria most of the time)

4: Very good (consistently meets criteria)

5: Outstanding (consistently exceeds criteria)

<i>Rate performance only in areas in which the student has had practice opportunities:</i>						
Objective #4: Describe and analyze social and/or organizational policies relevant to working from a culturally competent framework with clients and constituents						
Identify the impact of policy and legislation on a specific client group/constituency services by the agency;	NA	1	2	3	4	5
Assess the agency's policies and procedures for efficiency and effectiveness of its services;	NA	1	2	3	4	5
Assess the agency's policies and procedures for incorporation of cultural competency principles and practices;	NA	1	2	3	4	5
Identify processes involved in policy development in the agency;	NA	1	2	3	4	5
Demonstrate knowledge of values, principles and theories guiding the selection of effective strategies for change in an agency or community;	NA	1	2	3	4	5
Identify and examine environmental factors that affect organizational change in the agency;	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 inconsistently)

3: Satisfactory (meets criteria most of the time)

4: Very good (consistently meets criteria)

5: Outstanding (consistently exceeds criteria)

<i>Rate performance only in areas in which the student has had practice opportunities:</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.						
Demonstrate an understanding of how the agency's broader context influences organizational functioning;	NA	1	2	3	4	5
Know the history of the agency, and the implications of that history on current functioning;	NA	1	2	3	4	5
Identify key external supporters, opponents and resource providers (individuals or groups) of the agency, and how each affects agency functioning;	NA	1	2	3	4	5
Identify actual and potential client/constituent groups of the agency;	NA	1	2	3	4	5
Assess the overall environment within which the agency operates, and the degree to which the environment facilitates or hinders agency goals and programs.	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:						

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)

<i>Rate performance only in areas in which the student has had practice opportunities:</i>						
Objective #6: 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.	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:						

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 which the student has had practice opportunities:

Objective #7: Demonstrate professional conduct and behavior in school, agency, community and other relevant settings.

Identify and work within agency guidelines, use effective means to manage workload, accomplish assigned tasks and establish respect as a professional;	NA	1	2	3	4	5
Document work accurately, following the prescribed agency format and standards;	NA	1	2	3	4	5
Assume responsibility for timely completion of records, projects, and other documentation, and for notifying others of schedule changes;	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 regarding field placements;	NA	1	2	3	4	5
Engage in appropriate problem solving and conflict resolution techniques;	NA	1	2	3	4	5
Respect the privacy of others and comply with agency policy and professional ethics regarding confidentiality.	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:

<p><i>Performance Rating Scale</i> 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)</p>

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

Objective #8: Develop self-awareness in professional relationships, including understanding the impact of one's own values and behaviors on practice.

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;	NA	1	2	3	4	5
Establish appropriate professional boundaries for working with clients/constituents, agency staff and other individuals relevant to the 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 practice;	NA	1	2	3	4	5
Develop and use self awareness of work style to effectively manage workload.	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:

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)

<i>Rate performance only in areas in which the student has had practice opportunities:</i>						
Objective #9: Actively and intentionally engage in supervision and consultations that promote professional growth and development.						
Present well-planned agendas for each supervisory session that include discussion of personal reactions to client/constituent system situations;	NA	1	2	3	4	5
Increase understanding of groups different from one's own, and seek discussions on cultural diversity;	NA	1	2	3	4	5
Seek knowledge of how social service networks enhance effectiveness of professional social work practice, and incorporate this knowledge 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;	NA	1	2	3	4	5
Effectively use available learning opportunities and resources in the agency (e.g. in-service trainings, conferences, seminars, etc.);	NA	1	2	3	4	5
Identify areas of learning for continued education, supervision and professional development;	NA	1	2	3	4	5
Demonstrate ability to operationalize supervisory suggestions;	NA	1	2	3	4	5
Seek and respond non-defensively to feedback about professional performance	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:						

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)

<i>Rate performance only in areas in which the student has had practice opportunities:</i>						
Objective #10: Know and apply professional social work values and ethical standards.						
Identify how specific parts of the NASW Code of Ethics apply to her/his work in the field placement;	NA	1	2	3	4	5
Identify and resolve for oneself ethical issues related to social work practice;	NA	1	2	3	4	5
Respect the rights of others to maintain perspectives and positions different from one's own;	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, including empowerment and promotion of social justice;	NA	1	2	3	4	5
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;	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:						

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)

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:					
OVERALL ASSESSMENT for the Semester: (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
(If liaison disagrees with any part of this evaluation, both field instructor and student should be contacted.)

Date



Advanced Social Work in Clinical Practicum

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



School of Social Work
 OFFICE OF FIELD EDUCATION
 TEMPLE UNIVERSITY

MAIN CAMPUS:
 1301 Cecil B. Moore Avenue *phone* 215-204-6048
 Ritter Annex, 5th Floor *email* fieldedu@temple.edu
 Philadelphia, PA 19122-6091 *web* www.temple.edu

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

Learning Contract – Advanced Clinical Practicum*
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:	
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Brief Description of Agency Setting:

* 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
- 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.

Learning Contract – Clinical Practicum

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

Please list the activities and tasks that the student will undertake to achieve the educational outcomes. Indicate the due date or that the activity is ongoing.

Activity/Task	Due Date

Learning Contract – Clinical Practicum

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

Please list the activities and tasks that the student will undertake to achieve the educational outcomes. Indicate the due date or that the activity is ongoing.

Activity/Task	Due Date

Learning Contract – Clinical Practicum

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

Please list the activities and tasks that the student will undertake to achieve the educational outcomes. Indicate the due date or that the activity is ongoing.

Activity/Task	Due Date

Learning Contract – Clinical Practicum

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

Please list the activities and tasks that the student will undertake to achieve the educational outcomes. Indicate the due date or that the activity is ongoing.

Activity/Task	Due Date

Learning Contract – Clinical Practicum

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

Please list the activities and tasks that the student will undertake to achieve the educational outcomes. Indicate the due date or that the activity is ongoing.

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

Please list the activities and tasks that the student will undertake to achieve the educational outcomes. Indicate the due date or that the activity is ongoing.

Activity/Task	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

Please list the activities and tasks that the student will undertake to achieve the educational outcomes. Indicate the due date or that the activity is ongoing.

Activity/Task	Due Date



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 fielddedu@temple.edu
web www.temple.edu

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 Clinical Practicum

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 in which the student has had practice opportunities:

Objective #1: Assess client’s personal and interpersonal functioning, and the contextual or environmental factors that influence it.

Conceptualize and synthesize knowledge of emotional, biological, social, organizational, economic and cultural components in a comprehensive assessment of an individual, couple or family;	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 goals, work to be done, and responsibilities of participants;	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:

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)

<i>Rate performance only in areas in which the student has had practice opportunities:</i>						
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						
Identify client concerns by selecting and eliciting pertinent information from clients that contributes to an understanding of the presenting problem and its context;	NA	1	2	3	4	5
Analyze client concerns in context of relevant cultural and/or discriminatory factors;	NA	1	2	3	4	5
Prioritize client needs and concerns, and formulate them into intervention plan that attends to immediate and long-term client goals;	NA	1	2	3	4	5
Demonstrate ability to work in partnership with client in formulating intervention plan;	NA	1	2	3	4	5
Connect presenting client problem with its biopsychosocial components;	NA	1	2	3	4	5
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.	NA	1	2	3	4	5
Explore client concerns, including eliciting, staying with, and responding to emotionally-charged events and difficult feelings 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:						

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)

<i>Rate performance only in areas in which the student has had practice opportunities:</i>						
Objective #3: Use culturally appropriate communication and relationship-building skills within and across client systems						
Demonstrate active listening skills in a way that clients report being heard accurately;	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 relationship-building behaviors within client group(s), and determine implications for practice;	NA	1	2	3	4	5
Recognize affective content, underlying messages and themes embedded in client presentation and behavior;	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:						

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)

<i>Rate performance only in areas in which the student has had practice opportunities:</i>						
Objective #4: Implement intervention plans in ways that reflect cultural sensitivity and awareness of the effects of discrimination and oppression.						
Demonstrate creative and flexible use of a range of practice skills in relation to intervention time frames and practice goals;	NA	1	2	3	4	5
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);	NA	1	2	3	4	5
Display increased awareness of how her/his feelings about the client and/or problem may be the result of cultural factors and understandings;	NA	1	2	3	4	5
Display increase awareness of how her/his feelings about the client and/or problem may influence the client-worker relationship and the intervention process;	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.	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 inconsistently)
3: Satisfactory (meets criteria most of the time)
4: Very good (consistently meets criteria)
5: Outstanding (consistently exceeds criteria)

<i>Rate performance only in areas in which the student has had practice opportunities:</i>						
Objective #5: Monitor and assess intervention plans using evidence-based approaches and appropriate research methods.						
Obtain and organize relevant information associated with an intervention plan, including appropriate coordination with necessary agency staff;	NA	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 clients;	NA	1	2	3	4	5
Present appropriate data, analysis and recommendations in written form, reflecting conciseness, clarity and organization.	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:						

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)

<i>Rate performance only in areas in which the student has had practice opportunities:</i>						
Objective #6: Integrate appropriate knowledge frameworks and theoretical models regarding human behavior and the social environment into social work practice.						
Describe and analyze the actions of clients within their broader social environment, and indicate implications for practice;	NA	1	2	3	4	5
Increasingly able 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:						

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)

<i>Rate performance only in areas in which the student has had practice opportunities:</i>						
Objective #7: Apply an understanding of policies, program development and program analysis to the provision of client services.						
Demonstrate knowledge of agency mission, structure, fiscal management and funding, programmatic offering and staffing;	NA	1	2	3	4	5
Articulate client's rights in the placement setting;	NA	1	2	3	4	5
Identify and analyze agency's strengths and limitations in meeting client needs, issues or concerns;	NA	1	2	3	4	5
Identify and analyze critical local, state and/or national policy initiatives that influence practice with the agency's clients;	NA	1	2	3	4	5
Advocate with and on behalf of clients;	NA	1	2	3	4	5
Demonstrates understanding of relationship between practice setting and larger community including gaps and overlaps of service.	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:						

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 which the student has had

Objective #8: Engage in appropriate use of supervision, consultations and other opportunities that promote professional growth and development.						
Initiate planning of supervisory meetings;	NA	1	2	3	4	5
Recognize patterns of learning and set appropriate learning goals in 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, colleagues and members of the community;	NA	1	2	3	4	5
Meet agency requirements for documentation and communication;	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 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 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:						
Plans to address any items with ratings of NA, 1, or 2:						
<div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;">Performance Rating Scale</p> <p>NA: Not applicable at this time</p> <p>1: Unacceptable (never or rarely meets criteria)</p> <p>2: Needs improvement (meets criteria inconsistently)</p> <p>3: Satisfactory (meets criteria most of the time)</p> <p>4: Very good (consistently meets criteria)</p> <p>5: Outstanding (consistently exceeds criteria)</p> </div>						
<i>Rate performance only in areas in which the student has had</i>						
Objective #9: Demonstrate a critical, culturally-aware						

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:						

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)

<i>Rate performance only in areas in which the student has had practice opportunities:</i>						
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.						
Demonstrate ability to promote health and well-being of clients;	NA	1	2	3	4	5
Promote self-determination and/or empowerment of clients;	NA	1	2	3	4	5
Alert every person to right to privacy/confidentiality, and if necessary, exceptions to one's privacy/confidentiality;	NA	1	2	3	4	5
Demonstrate ability to respect inherent dignity and worth of clients and colleagues;	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;	NA	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 and client needs.	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:						

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)

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:					
OVERALL ASSESSMENT for the Semester: <small>(students must complete required number of field hours to receive an overall assessment score greater than 1)</small>					
	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)

Liaison signature

Date

(If liaison disagrees with any part of this evaluation, both field instructor and student should be contacted.)



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



OFFICE OF FIELD EDUCATION
TEMPLE UNIVERSITY

MAIN CAMPUS:
1301 Cecil B. Moore Avenue *phone* 215-204-6048
Ritter Annex, 5th Floor *email* fielddedu@temple.edu
Philadelphia, PA 19122-6091 *web* www.temple.edu

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

Learning Contract: Advanced Management and Planning*
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 Agency Setting:			

*Adapted from "Learning Agreement," University of North Carolina, School of Social Work, Field Education Office.
Revised 09/21/2012 sam

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 Management and Planning 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 management and planning
- 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.

Learning Contract: Management and Planning

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

Please list the activities and tasks that the student will undertake to achieve the educational outcomes. Indicate the due date or that the activity is ongoing.

Activity/Task	Due Date

Learning Contract: Management and Planning

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
 Please list the activities and tasks that the student will undertake to achieve the educational outcomes. Indicate the due date or that the activity is ongoing.

Activity/Task	Due Date

Learning Contract: Management and Planning

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

Please list the activities and tasks that the student will undertake to achieve the educational outcomes. Indicate the due date or that the activity is ongoing.

Activity/Task	Due Date

Learning Contract: Management and Planning

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
Please list the activities and tasks that the student will undertake to achieve the educational outcomes. Indicate the due date or that the activity is ongoing.

Activity/Task	Due Date

Learning Contract: Management and Planning

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

Please list the activities and tasks that the student will undertake to achieve the educational outcomes. Indicate the due date or that the activity is ongoing.

Activity/Task	Due Date

Learning Contract: Management and Planning

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

Please list the activities and tasks that the student will undertake to achieve the educational outcomes. Indicate the due date or that the activity is ongoing.

Activity/Task	Due Date

Learning Contract: Management and Planning

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

Please list the activities and tasks that the student will undertake to achieve the educational outcomes. Indicate the due date or that the activity is ongoing.

Activity/Task	Due Date

Learning Contract: Management and Planning

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

Please list the activities and tasks that the student will undertake to achieve the educational outcomes. Indicate the due date or that the activity is ongoing.

Activity/Task	Due Date

Learning Contract: Management and Planning

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

Please list the activities and tasks that the student will undertake to achieve the educational outcomes. Indicate the due date or that the activity is ongoing.

Activity/Task	Due Date



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 fieldedu@temple.edu
web www.temple.edu

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 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.

<i>Rate performance only in areas in which the student has had practice opportunities:</i>						
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						
Collaboratively identify and explore an agency's or agency unit'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 agency or agency unit;	NA	1	2	3	4	5
Collaboratively identify and assess an agency or agency unit resources (i.e. fiscal, personnel, and so forth)	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.	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:						

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 which the student has had practice opportunities:

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

Identify and evaluate strengths and limitations of relationships within a agency and between its agency and its key environmental actors;	NA	1	2	3	4	5
Demonstrate skill in initial engagement with key agency individuals and stakeholder groups:	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 intervention plan (Objective 1).	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:

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 which the student has had practice opportunities:

Objective #3:
 Demonstrate culturally appropriate communication and relationship-building skills within the agency and between the agency and its environment

Conduct focused, purposeful interview(s) that are culturally appropriate;	NA	1	2	3	4	5
Identify culturally based communication and relationship-building behaviors within the agency, and determine implications for practice;	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:

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 which the student has had practice opportunities:

Objective #4:
Implement agency intervention/change plan that reflects cultural sensitivity and awareness of discrimination and oppression.

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 agency 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 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:

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 which the student has had practice opportunities:

Objective #5:
Monitor and assess intervention/change plans using evidence-based approaches and appropriate research methods

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 assessment;	NA	1	2	3	4	5
Engage in participatory action research to facilitate consciousness raising, cultural awareness and social change;	NA	1	2	3	4	5
Present appropriate data, analysis and recommendations in written form, reflecting conciseness, clarity and organization.	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:

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 which the student has had practice opportunities:

Objective #6:
Integrate appropriate knowledge frameworks and theoretical models regarding human behavior and the social environment into social work practice

Describe and analyze the actions of an agency within the broader social environment or global context, and indicate implications for 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:

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 which the student has had practice opportunities:

Objective #7:
Apply an understanding of policies, program development and program analysis to the provision of services to clients or constituents

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 procedures	NA	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.	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:

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)

<i>Rate performance only in areas in which the student has had practice opportunities:</i>						
Objective #8: Engage in appropriate use of supervision, consultations and other opportunities that promote professional growth and development						
Initiate planning of supervisory meetings;	NA	1	2	3	4	5
Recognize patterns of learning and set appropriate learning goals in 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/constituents, colleagues and members of the community;	NA	1	2	3	4	5
Meet agency requirements for documentation and communication;	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 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:						
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)

<i>Rate performance only in areas in which the student has had practice opportunities:</i>						
Objective #9: Demonstrate a critical, culturally-aware use of self						
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 constituent or community 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 within human service agencies.	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:						

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 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 and problems within social work practice

Demonstrate ability to promote health and well-being of client or constituent macro systems;	NA	1	2	3	4	5
Promote self-determination and/or empowerment of agency stakeholder groups;	NA	1	2	3	4	5
Demonstrate ability to respect inherent dignity and worth of agency staff and volunteers, clients, constituents, community members and 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 personal and professional conduct in placement and school settings;	NA	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 and constituent needs.	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:						

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)

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:					
OVERALL ASSESSMENT for the Semester: <small>(students must complete required number of field hours to receive an overall assessment score greater than 1)</small>					
	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)

Liaison signature

Date

(If liaison disagrees with any part of this evaluation, both field instructor and student should be contacted.)



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



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 fieldedu@temple.edu
 web www.temple.edu

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*
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:	
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Brief Description of Agency Setting:

* 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
- 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.

Learning Contract: Social Work in Communities & Policy Arenas

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

Please list the activities and tasks that the student will undertake to achieve the educational outcomes. Indicate the due date or that the activity is ongoing.

Activity/Task	Due Date

Learning Contract: Social Work in Communities & Policy Arenas

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

Please list the activities and tasks that the student will undertake to achieve the educational outcomes. Indicate the due date or that the activity is ongoing.

Activity/Task	Due Date

Learning Contract: Social Work in Communities & Policy Arenas

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

Please list the activities and tasks that the student will undertake to achieve the educational outcomes. Indicate the due date or that the activity is ongoing.

Activity/Task	Due Date

Learning Contract: Social Work in Communities & Policy Arenas

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

Please list the activities and tasks that the student will undertake to achieve the educational outcomes. Indicate the due date or that the activity is ongoing.

Activity/Task	Due Date

Learning Contract: Social Work in Communities & Policy Arenas

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

Please list the activities and tasks that the student will undertake to achieve the educational outcomes. Indicate the due date or that the activity is ongoing.

Activity/Task	Due Date

Learning Contract: Social Work in Communities & Policy Arenas

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

Please list the activities and tasks that the student will undertake to achieve the educational outcomes. Indicate the due date or that the activity is ongoing.

Activity/Task	Due Date

Learning Contract: Social Work in Communities & Policy Arenas

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

Please list the activities and tasks that the student will undertake to achieve the educational outcomes. Indicate the due date or that the activity is ongoing.

Activity/Task	Due Date

Learning Contract: Social Work in Communities & Policy Arenas

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

Please list the activities and tasks that the student will undertake to achieve the educational outcomes. Indicate the due date or that the activity is ongoing.

Activity/Task	Due Date



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 fieldedu@temple.edu
web www.temple.edu

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: 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 in which the student has had practice opportunities:

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

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
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Collaboratively identify and explore the concerns or issues of constituent or community groups;	NA	1	2	3	4	5
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Analyze constituent or community concerns in context of relevant cultural and/or discriminatory factors;	NA	1	2	3	4	5
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Collaboratively prioritize constituent/community needs and concerns, and formulate intervention/change goals;	NA	1	2	3	4	5
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Develop comprehensive plan for intervention/change that attends to immediate and long-range community or constituent goals;	NA	1	2	3	4	5
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Understand and appropriately incorporate models and methods of community organizing, community development, social movements and/or policy development into intervention/change plan.	NA	1	2	3	4	5
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OVERALL RATING FOR OBJECTIVE 1:		1	2	3	4	5
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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 which the student has had practice opportunities:

Objective #2:
Assess relationships and connections within and between communities, and the factors that influence the functioning of them

Identify and evaluate strengths and limitations of relationships within a community, and the broader context of these relationships;	NA	1	2	3	4	5
Demonstrate skill in initial engagement with key community and/or policy groups:	NA	1	2	3	4	5
Outreach to and engage with relationships central to constituent or community groups, as appropriate;	NA	1	2	3	4	5
Incorporate knowledge on and from relationships into intervention plan (Objective 1).	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:

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 which the student has had practice opportunities:

Objective #3:
 Demonstrate culturally appropriate communication and relationship-building skills within and across communities and policy arenas

Conduct focused, purposeful interview(s) that are culturally appropriate;	NA	1	2	3	4	5
Identify culturally based communication and relationship-building behaviors within constituent groups, and determine implications for practice;	NA	1	2	3	4	5
Distinguish between cultural and personal factors in the communication practices of self with community or constituent 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:

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 which the student has had practice opportunities:

Objective #4:
Implement community or policy intervention/change plan that reflects cultural sensitivity and awareness of discrimination and oppression.

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:

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 which the student has had practice opportunities:

Objective #5:
Monitor and assess intervention/change plans using evidence-based approaches and appropriate research methods

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 assessment;	NA	1	2	3	4	5
Engage in participatory action research to facilitate consciousness raising and social change;	NA	1	2	3	4	5
Present appropriate data, analysis and recommendations in written form, reflecting conciseness, clarity and organization.	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:

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 which the student has had practice opportunities:

Objective #6:
Integrate appropriate knowledge frameworks and theoretical models regarding human behavior and the social environment into social work practice

Describe and analyze the actions of constituent and community groups within their broader social environment or global context, and indicate implications for 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:

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 which the student has had practice opportunities:

Objective #7:
Apply an understanding of policies, program development and program analysis to the provision of services to constituents or community groups

Utilize knowledge of placement agency mission, funding, policies and procedures in working with constituent or community groups;	NA	1	2	3	4	5
Identify and analyze agency's strengths and limitations in meeting constituent 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.	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:

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)

<i>Rate performance only in areas in which the student has had practice opportunities:</i>						
Objective #8: Engage in appropriate use of supervision, consultations and other opportunities that promote professional growth and development						
Initiate planning of supervisory meetings;	NA	1	2	3	4	5
Recognize patterns of learning and set appropriate learning goals in 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/constituents, colleagues and members of the community;	NA	1	2	3	4	5
Meet agency requirements for documentation and communication;	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 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:						
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 which the student has had practice opportunities:

Objective #9:

Demonstrate a critical, culturally-aware use of self

Articulate and critically evaluate the impact of one's culture on practice;	NA	1	2	3	4	5
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Incorporate into practice the ways in which oppression and discrimination affects constituent or community systems, social policies and programs, and professional social work relationships;	NA	1	2	3	4	5
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Assess one's level of cultural competency, and determine next steps in continued development;	NA	1	2	3	4	5
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Develop and execute a plan for necessary cross-cultural learning in order to effectively understand and work with community or constituent groups.	NA	1	2	3	4	5
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OVERALL RATING FOR OBJECTIVE 9:		1	2	3	4	5
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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 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 and problems within social work practice

Demonstrate ability to promote health and well-being of client or constituent macro systems;	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 respect inherent dignity and worth of constituents, community members and 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 personal and professional conduct in placement and school settings;	NA	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 and constituent needs.	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:

<p align="center"><i>Performance Rating Scale</i></p> <p>NA: Not applicable at this time</p> <p>1: Unacceptable (never or rarely meets criteria)</p> <p>2: Needs improvement (meets criteria inconsistently)</p> <p>3: Satisfactory (meets criteria most of the time)</p> <p>4: Very good (consistently meets criteria)</p> <p>5: Outstanding (consistently exceeds criteria)</p>

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:					
OVERALL ASSESSMENT for the Semester: <small>(students must complete required number of field hours to receive an overall assessment score greater than 1)</small>					
	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

(If liaison disagrees with any part of this evaluation, both field instructor and student should be contacted.)