

**SWRK 349-Junior Practicum**  
**Field Learning Contract and Evaluation**  
**College of St. Benedict-St. John's University**  
**Social Work Department**

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**Student Name**

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**Field Agency**

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**Field Instructor Name**

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**Task Supervisor Name**

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**General Information**

**Purpose:** Develop a written agreement or contract that assists the bridging of academic learning to field experiences.

**Functions:** The Field Learning Contract serves four functions. Those include providing:

- A structured system to assist the creation of field learning activities that fulfill the field objectives
- An educational tool to connect field activities with academic learning and identify data sources for evaluation of the student
- An evaluation instrument to review student progress
- A catalyst for discussions during weekly supervision meetings

### Field Learning Contract Worksheet

**Directions, Step 1:** During orientation in the Field agency, the student completes a field learning contract worksheet. The student and Field Instructor list possible field learning activities. The tasks need to be behavioral and specific. At the end of the orientation, the Field Instructor and student must sign and date this worksheet. Examples of activities include:

- Perform case management by meeting individually with clients, writing progress notes and plans, making phone calls, writing letters, practicing self-determination and confidentiality, and advocating for clients with other professionals with home-base clients (**Juniors: with close supervision or in collaboration with field supervisor, Seniors: taking a case independently as chosen by field supervisor**)
- Attend staff meetings
- Assist in writing a grant
- Facilitate a education support group
- Make a referral to a community agency for client services
- Interview agency personnel regarding how the agency interprets and applies HIPAA, their role in relationship to the social worker in the agency,
- Assist in plan and coordination of community activities agency is involved in.
- See Learning Plan- "Suggested Activities"

Proposed Field Learning Activities are:

Proposed research project:

Diverse groups that agency typically serves:

Policies that impact the agency's structure, employees, clients, services, funding, and other functioning:

**Field Instructor Signature/Date** \_\_\_\_\_ **Student Signature/Date** \_\_\_\_\_

## Field Learning Plan Structure

The Field Learning Plan (see sample below) contains the following information:

- Social Work Program Goal: The Social Work Department has five program goals. Each goal is included in the Field Learning Plan.
- Field Objective: Each goal has several field objectives that relate to specific knowledge, value and skills that are that practiced during the field placement.
- Teaching Notes: General notes that provide basic yet foundational academic knowledge facilitate the development of the learning activities. These are identified in the field objective column.
- Suggested Activities: Field learning activities may include, but are not limited to, the suggested tasks. These are identified in the field objective column under the field objective column.
- Learning Activities
  - Some learning activities are field requirements. These are already boldly typed in the Learning Activities column.
  - Statements that end with a colon require the student to identify additional activities specific to the field placement.
  - During the first three weeks of the field placement the instructor and the student develop a list of learning activities that help the student demonstrate competency of the social work programs goals and field objectives. Activities that accommodate the student's learning style are encouraged. Activities should be ambitious yet realistic, measurable, specific, and behaviorally written.
  - During the semester the learning activities, which are not required by the field program, may change. The student and Field Instructor may collaboratively make these changes at any time.
- Mid-term and Final Evaluation: The student is evaluated during the mid-term and final weeks of the semester. Each evaluation requires the Field Instructor to provide a numerical rating and, if necessary, a brief comment. A scoring rubric, which accompanies each individual objective, is specific to each one. A mid-term and final evaluation report sheet is located on the last two pages of the Field Learning Plan. Specific directions are on each evaluation report sheet.
- Scoring Rubric: Suggested guide to use when evaluating the student.

EXAMPLE STRUCTURE FORMAT:

Objective	Learning Activities	Evaluation
<b>Program Objective #__ : Social Work Program Objective</b>		
<b>Field Objective</b>  <i>Teaching Notes</i>  <i>Suggested Activities</i>	<ul style="list-style-type: none"> <li>• <b>Required activities are boldly typed in this column.</b></li> <li>• <b>Bolded word "Activities include:" require the student to identify additional activities that are specific to the field placement.</b></li> <li>• Regular with no bolded words "Additional activities include:" are optional.</li> </ul>	<u>Midterm Evaluation</u> 0    1    2    3    4 Comments:  <u>Final Evaluation</u> 0    1    2    3    4 Comments:

Practice Level	SCORING RUBRIC: OBJECTIVE 1.1
<b>0 No Score</b>	• No opportunity to practice this skill as of yet, or Field Instructor does not have information needed to evaluate
<b>1 Low</b>	• Demonstrates minimal level of beginning practice skills, needs further practice opportunities
<b>2 Fair</b>	• Demonstrates some beginning level of practice. Observational level
<b>3 Satisfactory</b>	• Consistently demonstrates beginning level of practice skills
<b>4 Very Good</b>	• Exceeds beginning level of practice skills with some consistency



Objective	Learning Activities	Evaluation
<b>Program Objective #2: Understand the value base of the profession and its ethical standards and principles, and practice accordingly</b>		
<p><b>2.1 Benedictine values and Social Work values, knowledge, and skills</b></p> <p>Understand &amp; interpret Benedictine values to social work practice.</p> <p><i>Suggested Activities</i></p> <ul style="list-style-type: none"> <li>Discuss integration of Benedictine values with Code of Ethics</li> <li>Integrate classroom discussion topic with discussion in field supervision meetings</li> <li>Seek peer review</li> <li>Present a case at a case review meeting</li> </ul>	<ul style="list-style-type: none"> <li><b>Identify and discuss the Benedictine values (awareness of God, community living, taking counsel, respect for persons, dignity of work, hospitality, stewardship, truthful living, moderation, listening, community good, justice) and how they complement or contradict values of a liberal arts education, professional values, and /or agency values.</b></li> <li>Additional activities include:</li> </ul>	<p><u>Midterm Evaluation</u></p> <p>0      1      2      3      4</p> <p>Comments:</p> <p><u>Final Evaluation</u></p> <p>0      1      2      3      4</p> <p>Comments:</p> <p>Evaluation tools: (Please check all that apply)</p> <p><input type="checkbox"/> Co-facilitated meetings</p> <p><input type="checkbox"/> Discussions in supervision</p> <p><input type="checkbox"/> Feedback from other professionals</p> <p><input type="checkbox"/> Feedback from clients</p> <p><input type="checkbox"/> Feedback from student</p> <p><input type="checkbox"/> Observations</p> <p><input type="checkbox"/> Written peer review</p> <p><input type="checkbox"/> Written work read</p> <p><input type="checkbox"/> Other</p>

Practice Level		SCORING RUBRIC: OBJECTIVE # 2.1
0	<b>No Score</b>	<ul style="list-style-type: none"> <li>No opportunity to practice this skill as of yet, or Field Instructor does not</li> <li>Student may not receive a 0 on the Final Evaluation. Please contact Coordinator of Field as soon as possible if the Final Evaluation will contain a 0.</li> </ul>
1	<b>Low</b>	<ul style="list-style-type: none"> <li>Identify agency's policies regarding the integration of spirituality and religion into social work practice.</li> </ul>
2	<b>Fair</b>	<ul style="list-style-type: none"> <li>Interview other social workers about how Christian or spiritual values guide their practice.</li> <li>Observe other professionals practicing an integration of spirituality and religion into social work practice.</li> </ul>
3	<b>Satisfactory</b>	<ul style="list-style-type: none"> <li>Describe own behaviors that demonstrate integration of social work and Benedictine values with direct supervision.</li> <li>Begin to identify conflicts or complements between social work and Benedictine values.</li> </ul>
4	<b>Very Good</b>	<ul style="list-style-type: none"> <li>Discuss ethical issues by using reflective observations and critical thinking with occasional guidance from other professionals</li> <li>Develop a plan to reconcile conflicts between social work and Christian beliefs and values.</li> </ul>

Objectives	Learning Activities & Data Source for Evaluation	Evaluation
<b>Program Objective #2: Understand the value base of the profession and its ethical standards and principles, and practice accordingly</b>		
<p><b>2.2 Social Work Ethics &amp; Values</b></p> <p>Demonstrate knowledge of the value base of the NASW Social Work Code of Ethics</p> <p><i>Teaching Notes</i> Social workers are responsible to know and practice within the Code of Ethics, which acts as a guide.</p> <p><i>Ethical dilemmas occur in all agencies and may occur when working with clients, colleagues, other professionals, agencies or communities.</i></p> <p><i>Suggested Activities</i></p> <ul style="list-style-type: none"> <li>Analyze ethical dilemmas, discuss possible solutions and with supervision implement actions to reconcile ethical dilemma</li> <li>Present a training on ethical decision making</li> <li>Attend an Ethics Committee meeting</li> </ul>	<ul style="list-style-type: none"> <li>Read agency mission, purpose, procedures that guide practice.</li> <li>Read NASW Social Work Code of Ethics</li> <li>Activities include:</li> </ul>	<p><u>Midterm Evaluation</u></p> <p>0    1    2    3    4</p> <p>Comments:</p> <p><u>Final Evaluation</u></p> <p>0    1    2    3    4</p> <p>Comments:</p> <p>Evaluation tools: (Please check all that apply)</p> <p><input type="checkbox"/> Co-facilitated meetings</p> <p><input type="checkbox"/> Discussions in supervision</p> <p><input type="checkbox"/> Feedback from other professionals</p> <p><input type="checkbox"/> Feedback from clients</p> <p><input type="checkbox"/> Feedback from student</p> <p><input type="checkbox"/> Observations</p> <p><input type="checkbox"/> Written peer review</p> <p><input type="checkbox"/> Written work read</p> <p><input type="checkbox"/> Other</p>

Practice Level		SCORING RUBRIC: OBJECTIVE # 2.2
<b>0</b>	<b>No Score</b>	<ul style="list-style-type: none"> <li>No opportunity to practice this skill as of yet, or Field Instructor does not have information needed to evaluate.</li> <li>Comments are required for each 0.</li> <li>Student may not receive a 0 on the Final Evaluation. Please contact Coordinator of Field as soon as possible if the Final Evaluation will contain a 0.</li> </ul>
<b>1</b>	<b>Low</b>	<ul style="list-style-type: none"> <li>Identify ethical standards, policies that the agency has established.</li> <li>Know how to access NASW Code of Ethics.</li> <li>Explain how to locate social policies that guide agency practice.</li> </ul>
<b>2</b>	<b>Fair</b>	<ul style="list-style-type: none"> <li>Observe other professionals engaging in ethical practice by discussing possible ethical issues faced working in the agency.</li> <li>Discuss general observations.</li> <li>Interview professionals, who interpret, administer and implement policies.</li> <li>Discuss general observations regarding the consistency between interpretation, administration and implementation of ethical standards</li> </ul>
<b>3</b>	<b>Satisfactory</b>	<ul style="list-style-type: none"> <li>Begin to describe ethical issues that are impacting clients, professionals and agency.</li> <li>Begin to describe if code of ethics, professional standards complement or contradict agency policies, standards, and practice.</li> </ul>
<b>4</b>	<b>Very Good</b>	<ul style="list-style-type: none"> <li>Explain why the specific section of the NASW Code Ethics applies to a specific field situation.</li> <li>Discuss the connection between policies and the social well-being of clients, professionals and social agencies.</li> <li>Apply specific sections of the NASW Code of Ethics under occasional guidance from other professionals</li> </ul>
<b>Objectives</b>		<b>Learning Activities &amp; Data Source for Evaluation</b>
<b>Evaluation</b>		

**Program Objective #3: Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.**

<p><b>3.1 Knowledge about Diverse Populations</b> Identify the experiences, needs and beliefs of diverse populations served in the agency and living in the community.</p> <p><i>Teaching Notes</i> <i>Diversity includes, but is not limited to, abilities, age, ethnicity, family groups, gender, political groups, race, religion, social economic status, sexual orientation</i></p> <p><i>Suggested Activities</i></p> <ul style="list-style-type: none"> <li>Attend a conference, visit a religious or cultural organization, interview someone from the diverse culture, survey a diverse population group about services received in the agency, or read a peer-reviewed professional journal article about a diverse people group, then discuss in supervision</li> <li>Read agencies policies regarding the integration of diversity into the workplace, then discuss in supervision</li> <li>Participate in cultural events in the community</li> </ul>	<ul style="list-style-type: none"> <li><b>Activities to learn about the diverse populations, which you have had an opportunity to work with and along side of, include:</b></li> </ul>	<p><u>Midterm Evaluation</u></p> <p>0    1    2    3    4</p> <p>Comments:</p>  <p><u>Final Evaluation</u></p> <p>0    1    2    3    4</p> <p>Comments:</p>  <p>Evaluation tools: (Please check all that apply)</p> <p><input type="checkbox"/> Co-facilitated meetings</p> <p><input type="checkbox"/> Discussions in supervision</p> <p><input type="checkbox"/> Feedback from other professionals</p> <p><input type="checkbox"/> Feedback from clients</p> <p><input type="checkbox"/> Feedback from student</p> <p><input type="checkbox"/> Observations</p> <p><input type="checkbox"/> Written peer review</p> <p><input type="checkbox"/> Written work read</p> <p><input type="checkbox"/> Other</p>
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Practice Level		SCORING RUBRIC: OBJECTIVE # 3.1
0	No Score	<ul style="list-style-type: none"> <li>No opportunity to practice this skill as of yet, or Field Instructor does not have information needed to evaluate.</li> <li>Comments are required for each 0.</li> <li>Student may not receive a 0 on the Final Evaluation. Please contact Coordinator of Field as soon as possible if the Final Evaluation will contain a 0.</li> </ul>
1	Low	<ul style="list-style-type: none"> <li>Identify diverse populations served by field agency and living in community.</li> <li>Explain how agency's mission statement and policies reflect commitment to employing and working with diverse populations.</li> </ul>
2	Fair	<ul style="list-style-type: none"> <li>Observe or shadow other professionals working with diverse populations.</li> <li>Discuss general observations about how knowledge about diverse populations is applied.</li> </ul>
3	Satisfactory	<ul style="list-style-type: none"> <li>Begin to identify the unique strengths, needs and challenges of diverse populations.</li> <li>Reflect on own personal thoughts and feelings regarding diverse people and groups.</li> </ul>
4	Very Good	<ul style="list-style-type: none"> <li>Articulate the similarities and differences between the strengths, needs, and challenges of diverse populations and self.</li> </ul>

Objectives	Learning Activities & Data Source for Evaluation	Evaluation
<b>Program Objective # 3: Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.</b>		
<p><b>3.2 Practice Skills with Diverse Populations</b> Demonstrate interpersonal skills that respectfully serve all individuals, families, groups and communities regardless of differences.</p> <p><i>Teaching Notes</i> <u>Respect</u> reflects the ability to understand own personal biases and cultural values and beliefs and not impose these on others</p> <p><i>Suggested Activities</i></p> <ul style="list-style-type: none"> <li>Evaluate agency's mission, goals, and policies regarding recruitment, hiring and retention of employees from diverse groups</li> <li>Advocate for use of interpreters when language translation is needed or to reprint agency forms in language of diverse people</li> <li>Develop a resource list of services available for a diverse group and refer clients when appropriate</li> <li>Lead a training session regarding respectful communication between diverse people groups</li> </ul>	<ul style="list-style-type: none"> <li><b>Demonstrate the ability to work with diverse populations, such as:</b> (list diverse populations)</li> <li><b>Practice culturally competent communication and interpersonal skills to work with clients and professionals</b></li> <li><b>Respect the right of others to maintain perspectives different from own</b></li> <li><b>Activities include:</b></li> </ul>	<p><u>Midterm Evaluation</u> 0 1 2 3 4 Comments:</p> <p><u>Final Evaluation</u> 0 1 2 3 4 Comments:</p> <p>Evaluation tools: (Please check all that apply)</p> <p><input type="checkbox"/> Co-facilitated meetings</p> <p><input type="checkbox"/> Discussions in supervision</p> <p><input type="checkbox"/> Feedback from other professionals</p> <p><input type="checkbox"/> Feedback from clients</p> <p><input type="checkbox"/> Feedback from student</p> <p><input type="checkbox"/> Observations</p> <p><input type="checkbox"/> Written peer review</p> <p><input type="checkbox"/> Written work read</p> <p><input type="checkbox"/> Other</p>

Practice Level		SCORING RUBRIC: OBJECTIVE # 3.2
<b>0</b>	<b>No Score</b>	<ul style="list-style-type: none"> <li>No opportunity to practice this skill as of yet, or Field Instructor does not have information needed to evaluate.</li> <li>Comments are required for each 0.</li> <li>Student may not receive a 0 on the Final Evaluation. Please contact Coordinator of Field as soon as possible if the Final Evaluation will contain a 0.</li> </ul>
<b>1</b>	<b>Low</b>	<ul style="list-style-type: none"> <li>Explain how agency's mission statement and policies support cultural competent practice.</li> </ul>
<b>2</b>	<b>Fair</b>	<ul style="list-style-type: none"> <li>Observe other professionals practicing culturally competent social work.</li> <li>Discuss general observation about cultural competent social work.</li> </ul>
<b>3</b>	<b>Satisfactory</b>	<ul style="list-style-type: none"> <li>Begin to interact with clients and professionals from diverse populations, while under direct supervision.</li> <li>Begin to identify and articulate what practicing cultural competent social work is.</li> </ul>
<b>4</b>	<b>Very Good</b>	<ul style="list-style-type: none"> <li>Interact with diverse client populations with occasional guidance.</li> <li>Interact with other professionals, who represent diverse populations and routinely seek their guidance concerning culture competent practice.</li> <li>Demonstrate cultural competent practice when working with diverse clients.</li> </ul>

Objectives	Learning Activities & Data Source for Evaluation	Evaluation
<b>Program Objective # 4: Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.</b>		
<p><b>4.1 Strategies and Advocacy Skills</b>            Professionally advocate for equal access to resources and opportunities for all people, especially populations-at-risk for oppression and discrimination. Under supervision advocate for organizational and social change.</p> <p><i>Teaching Notes</i>  <u>Advocacy</u> is working for and with clients to promote policy or service delivery change in an effort to alleviate economic and social injustice, such as oppression and discrimination. <u>Case advocacy</u> involves working with individual clients, whereas <u>Cause advocacy</u> focuses on issues relating to a group.</p> <p><i>Suggested Activities</i></p> <ul style="list-style-type: none"> <li>• <i>Case Advocacy: Assist clients to ensure access to services and resources and advocate for client with other professionals and organizations</i></li> <li>• <i>Cause Advocacy: Promote social change through changing or writing agency or social policies and assist people to speak to public policy makers</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Attend SW Day at the Capitol and discuss how advocacy strategies that were utilized. (Cause Advocacy)</b></li> <li>• <b>Demonstrate the ability to <u>advocate</u> for the needs of diverse populations, such as: (list) (Case Advocacy)</b></li> <li>• <b>Activities include:</b></li> </ul>	<p><u>Midterm Evaluation</u></p> <p>0    1    2    3    4</p> <p>Comments:</p>  <p><u>Final Evaluation</u></p> <p>0    1    2    3    4</p> <p>Comments:</p>  <p>Evaluation tools: (Please check all that apply)</p> <p><input type="checkbox"/> Co-facilitated meetings</p> <p><input type="checkbox"/> Discussions in supervision</p> <p><input type="checkbox"/> Feedback from other professionals</p> <p><input type="checkbox"/> Feedback from clients</p> <p><input type="checkbox"/> Feedback from student</p> <p><input type="checkbox"/> Observations</p> <p><input type="checkbox"/> Written peer review</p> <p><input type="checkbox"/> Written work read</p> <p><input type="checkbox"/> Other</p>
<b>SCORING RUBRIC: OBJECTIVE # 4.1</b>		
<b>0</b>	<b>No Score</b>	<ul style="list-style-type: none"> <li>• No opportunity to practice this skill as of yet, or Field Instructor does not have information needed to evaluate.</li> <li>• <i>Comments are required for each 0.</i></li> <li>• Student may not receive a 0 on the Final Evaluation. Please contact Coordinator of Field as soon as possible if the Final Evaluation will contain a 0.</li> </ul>
<b>1</b>	<b>Low</b>	<ul style="list-style-type: none"> <li>• Articulate the how case and cause advocacy is practiced in the agency.</li> <li>• Explain agency's commitment to alleviate oppression, discrimination and economic deprivation of vulnerable populations.</li> </ul>
<b>2</b>	<b>Fair</b>	<ul style="list-style-type: none"> <li>• Observe other professionals practicing case and cause advocacy.</li> <li>• Discuss general observations.</li> </ul>
<b>3</b>	<b>Satisfactory</b>	<ul style="list-style-type: none"> <li>• Begin to practice advocacy tasks with direct one-on-one supervision with other professional.</li> <li>• Begin to describe how oppression, discrimination and economic deprivation of vulnerable populations are occurring.</li> </ul>
<b>4</b>	<b>Very Good</b>	<ul style="list-style-type: none"> <li>• Practice advocacy tasks with occasional guidance from other professionals by exhibiting self-confidence and some independence when applying the role of advocate.</li> <li>• Discuss the connection between oppression, discrimination and economic deprivation of vulnerable populations and the advocacy task applies.</li> </ul>

Objective	Learning Activities & Data Source for Evaluation	Evaluation
<b>Program objective # 6: Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes</b>		
<p><b>6.1 Engagement Skills</b></p> <p>Engage client systems, supervisors, and professionals using professional engagement skills and personal helping characteristics.</p> <p><i>Teaching Notes:</i> Identify Micro, Mezzo, Macro levels of engagement that can be done with student within the agency</p> <p><i>Suggested activities:</i></p> <ul style="list-style-type: none"> <li>• <i>(MEZZO)</i> Participate in agency orientation</li> <li>• <i>(MEZZO)</i> Attend staff meeting or program meeting</li> <li>• <i>(MACRO)</i> Attend community network meeting/program community collaboration meeting.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>(MICRO) Demonstrate personal helping characteristics such as warmth, genuineness, trustworthiness, empathy, humility, inquisitiveness, honesty and flexibility during interactions with clients and professionals.</b></li> <li>• <b>(MEZZO) Demonstrate professional listening &amp; attending skills necessary to form and maintain relationships with agency professionals.</b></li> <li>• <b>Additional activities include:</b></li> </ul>	<p><u>Midterm Evaluation</u></p> <p>0    1    2    3    4</p> <p>Comments:</p> <p><u>Final Evaluation</u></p> <p>0    1    2    3    4</p> <p>Comments:</p> <p>Evaluation tools: (Please check all that apply)</p> <p><input type="checkbox"/> Co-facilitated meetings</p> <p><input type="checkbox"/> Discussions in supervision</p> <p><input type="checkbox"/> Feedback from other professionals</p> <p><input type="checkbox"/> Feedback from clients</p> <p><input type="checkbox"/> Feedback from student</p> <p><input type="checkbox"/> Observations</p> <p><input type="checkbox"/> Written peer review</p> <p><input type="checkbox"/> Written work read</p> <p><input type="checkbox"/> Other:</p>

Practice Level		SCORING RUBRIC: OBJECTIVE # 6.1
<b>0</b>	<b>No Score</b>	<ul style="list-style-type: none"> <li>• No opportunity to practice this skill as of yet, or Field Instructor does not have information needed to evaluate.</li> <li>• <i>Comments are required for each 0.</i></li> <li>• Student may not receive a 0 on the Final Evaluation. Please contact Coordinator of Field as soon as possible if the Final Evaluation will contain a 0.</li> </ul>
<b>1</b>	<b>Low</b>	<ul style="list-style-type: none"> <li>• Articulate skills necessary to engage clients and other professionals</li> </ul>
<b>2</b>	<b>Fair</b>	<ul style="list-style-type: none"> <li>• Observe and identify engagement skills of other professionals</li> </ul>
<b>3</b>	<b>Satisfactory</b>	<ul style="list-style-type: none"> <li>• Begin to establish professional relationships</li> <li>• Begin to identify own strengths and challenges when engaging clients and other professionals</li> </ul>
<b>4</b>	<b>Very Good</b>	<ul style="list-style-type: none"> <li>• Form professional relationships but some inconsistency in sustaining</li> <li>• With supervision, implement a plan to further develop engagement skill challenges and maintain strengths</li> </ul>



Practice Level		SCORING RUBRIC: OBJECTIVE # 6.2
0	<b>No Score</b>	<ul style="list-style-type: none"> <li>• No opportunity to practice this skill as of yet, or Field Instructor does not have information needed to evaluate.</li> <li>• <i>Comments are required for each 0.</i></li> <li>• Student may not receive a 0 on the Final Evaluation. Please contact Coordinator of Field as soon as possible if the Final Evaluation will contain a 0.</li> </ul>
1	<b>Low</b>	<ul style="list-style-type: none"> <li>• Identify agency forms used for assessments.</li> <li>• Explain agency policies, such as time frame for assessment completion, forms required, who needs to review and sign-off on assessments, typed or written assessment, etc.</li> </ul>
2	<b>Fair</b>	<ul style="list-style-type: none"> <li>• Observe assessment completed by other professionals.</li> <li>• Observe professional complete writing assessment on required agency form.</li> <li>• Discuss general observations regarding client system and assessment process.</li> </ul>
3	<b>Satisfactory</b>	<ul style="list-style-type: none"> <li>• Begin to identify client system problem.</li> <li>• Ask some questions and obtain some data from client system.</li> <li>• Collect some data from multiple sources outside the client system, such as support systems and collateral sources.</li> <li>• Begin to identify the biological, social, psychological, economic, cultural, and spiritual factors of problem.</li> <li>• Identify some sources of strength and stress in client, given situation, and client's support system.</li> <li>• Begin to name what can and needs to change and resources available to support change.</li> <li>• Write parts of assessment following agency requirements.</li> <li>• Write using some behavior specific examples.</li> <li>• Begins to identify accurate, factual information.</li> </ul>
4	<b>Very Good</b>	<ul style="list-style-type: none"> <li>• Begin to collaboratively identify client system problem.</li> <li>• Ask majority of questions and obtains substantial data from client system.</li> <li>• Collect majority of data from multiple sources outside client system, including support systems and collateral sources.</li> <li>• Identify majority of biological, social, psychological, economic, cultural, and spiritual factors of problem.</li> <li>• Identify majority of strength and stress in client, given situation, and client's support system.</li> <li>• Name what can and needs to change, how change might happen, and resources available to support change.</li> <li>• Write majority of assessment following agency requirements.</li> <li>• Write using behavior specific examples and factual, accurate information.</li> </ul>

Objectives	Learning Activities & Data Source for Evaluation	Evaluation
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**Program Objective # 6: Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes**

**6.3 Planning Skills**  
 Complete planning with individuals, families, groups, organizations, and communities.

*Teaching Notes*  
 A plan includes a goal, objective, and strategy. See definitions below.

*Plans are developed collaboratively with client systems.*

*Plans may be formal (written) or informal (verbal).*

*Suggested Activities*

- Write a treatment plan, referral Care Plan, Family Contract, or agency Strategic Plan
- At the end of the interview, verbally identify the plan with the client's help. Provide the client with a written plan

- **Complete one written plan. The plan is reviewed by the Field Instructor.**
- **Complete plans that apply strengths perspective.**  
 Evaluation tools: Observation and reading written plans
- **Complete the following types of activities that demonstrate planning skills:**

Midterm Evaluation  
 0 1 2 3 4  
 Comments:

Final Evaluation  
 0 1 2 3 4  
 Comments:

Evaluation tools: (Please check all that apply)

Co-facilitated meetings

Discussions in supervision

Feedback from other professionals

Feedback from clients

Feedback from student

Observations

Written peer review

Written work read

Other:

Definitions of goal, objective, and strategy are:

- A goal is a broad general statement. For example, the client will obtain food.
- An objective is a behavior-specific sentence. The behaviors need to be measurable. Each objective contains five parts, such as

Who	Will do what	Under what condition	To what extent	By when
The client	will apply for food stamps	at the DFCS (Department of Family and Children Office)	on Tuesday or Thursday morning from 9:00 – 11:00 AM	within the next two weeks.

- A strategy outlines who will do what to help accomplish the objective. For example, the client will arrange for transportation to the Food Bank. If the client can not find transportation, then the social worker will provide the client with a public transportation pass.

Scoring rubric is on the next page.

0	<b>No Score</b>	<ul style="list-style-type: none"> <li>• No opportunity to practice this skill as of yet, or Field Instructor does not have information needed to evaluate.</li> <li>• <i>Comments are required for each 0.</i></li> <li>• Student may not receive a 0 on the Final Evaluation. Please contact Coordinator of Field as soon as possible if the Final Evaluation will contain a 0.</li> </ul>
1	<b>Low</b>	<ul style="list-style-type: none"> <li>• Identify agency forms used for writing plans.</li> <li>• Explain agency policies, such use of formal or informal plans, time frame for plan completion, who needs to review and sign-off on plan, typed or written plan, etc.</li> </ul>
2	<b>Fair</b>	<ul style="list-style-type: none"> <li>• Observe plan completed collaboratively with client and other professional.</li> <li>• Observe professional and client completing plan forms required by agency.</li> <li>• Discuss general observations regarding client system and plan development.</li> </ul>
3	<b>Satisfactory</b>	<ul style="list-style-type: none"> <li>• Begin to identify client goals and objectives with minimal collaboration with client.</li> <li>• With assistance from another professional begin to write plan that addresses biological, social, psychological, economic, cultural, and spiritual factors that are part of the identified problem addressed in assessment.</li> <li>• Write parts of plan following agency requirements.</li> <li>• Write broad, general goals some of the time.</li> <li>• Write behavior specific, measurable objectives some of the time.</li> <li>• Write strategies that generally outline each party's responsibilities.</li> <li>• Write strengths-oriented plan, but occasionally references what the client should maintain, omit, or stop doing.</li> </ul>
4	<b>Very Good</b>	<ul style="list-style-type: none"> <li>• Identify client goals and objectives with client collaboration most of the time.</li> <li>• Write plan that consistently addresses the biological, social, psychological, economic, cultural, and spiritual factors that are part of the identified problem addressed in assessment.</li> <li>• Write most of plan following agency requirements.</li> <li>• Write general goals most of the time.</li> <li>• Write accurate behavior specific, measurable, five-part objectives most of the time.</li> <li>• Write accurate strategies that specifically outlines each party's responsibilities.</li> <li>• Write accurate strengths-oriented plan that focuses primarily on what the client may be able to accomplish most of the time.</li> </ul>

Objectives	Learning Activities & Data Source for Evaluation	Evaluation
Program objective # 6: Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes		
<p><b>6.4 Intervention and Monitoring Skills</b> Implement and monitor the plan with individuals, families, groups, organizations, and communities by demonstrating use of multiple generalist social work roles.</p> <p><i>Teaching Notes:</i> <i>Suggested Activities:</i></p> <p><i>See the chart following the scoring rubric for suggested generalist social work roles with corresponding activities.</i></p>	<ul style="list-style-type: none"> <li>• <b>Practice roles of advocate, broker/linker, case manager, researcher, and workload manager.</b> Evaluation tools: Observations and reading written work</li> <li>• <b>Other roles practiced include: (These may be written or typed in this space or checked-off using the following checklist of generalist social work roles.)</b></li> </ul>	<p><u>Midterm Evaluation</u> 0    1    2    3    4 Comments:</p> <p><u>Final Evaluation</u> 0    1    2    3    4 Comments:</p> <p>Evaluation tools: (Please check all that apply)</p> <p><input type="checkbox"/> Co-facilitated meetings  <input type="checkbox"/> Discussions in supervision  <input type="checkbox"/> Feedback from other professionals  <input type="checkbox"/> Feedback from clients  <input type="checkbox"/> Feedback from student  <input type="checkbox"/> Observations  <input type="checkbox"/> Written peer review  <input type="checkbox"/> Written work read  <input type="checkbox"/> Other:</p>

Practice Level		SCORING RUBRIC: OBJECTIVE # 6.4
0	<b>No Score</b>	<ul style="list-style-type: none"> <li>• No opportunity to practice this skill as of yet, or Field Instructor does not have information needed to evaluate.</li> <li>• <i>Comments are required for each 0 given at Mid-term and Final Evaluation.</i></li> <li>• Student may not receive a 0 on the Final Evaluation. Please contact Coordinator of Field as soon as possible if the Final Evaluation will contain a 0.</li> </ul>
1	<b>Low</b>	<ul style="list-style-type: none"> <li>• Articulate how the role is practiced within the agency.</li> <li>• Explain agency policies regarding interventions.</li> </ul>
2	<b>Fair</b>	<ul style="list-style-type: none"> <li>• Observe other professionals practicing this role.</li> <li>• Discuss general observations regarding the practice of this role.</li> </ul>
3	<b>Satisfactory</b>	<ul style="list-style-type: none"> <li>• Begin to practice role with direct one-on-one supervision with other professional.</li> <li>• Begin to understand the role's function and apply the role.</li> <li>• Begin to identify evidence-based practice that supports choice of role.</li> </ul>
4	<b>Very Good</b>	<ul style="list-style-type: none"> <li>• Practice role with occasional guidance from other professionals.</li> <li>• Exceed what is expected by exhibiting self-confidence and some independence when applying the role.</li> <li>• Express more than basic knowledge of theories, approaches, models and social work practice concepts.</li> <li>• Explain why the role was chosen and connects evidence-based practice theory, model or perspective to role choice.</li> </ul>
<b>ROLES</b>		<b>SUGGESTED LEARNING ACTIVITIES</b>

Administrator	<input type="checkbox"/> Participate in planning and/or implementing a program or project <input type="checkbox"/> Participate in a fund raising event <input type="checkbox"/> Participate in volunteer recruitment or training, or provide management of volunteers
Advocate	<input type="checkbox"/> Case Advocacy <input type="checkbox"/> Assist clients to ensure access to services and resources <input type="checkbox"/> Advocate for client with other professionals and organizations of during a meeting <input type="checkbox"/> Attend court hearing with client or write a letter to another professional advocating for client's progress toward goals <input type="checkbox"/> Cause Advocacy <input type="checkbox"/> Participate in agency or community task groups or attend an advocacy group <input type="checkbox"/> Identify ways in which agency change of regulations, policies and procedures could enhance service delivery <input type="checkbox"/> Support social change through project or program development <input type="checkbox"/> Articulate the role of policy practitioner in an agency setting <input type="checkbox"/> Promote social change through changing or writing new agency or social policies <input type="checkbox"/> Assist group of people to speak to public policy makers or other individuals in position to create change
Broker/Linker	<input type="checkbox"/> Link clients with services and resources <input type="checkbox"/> Bring agencies together to discuss provision of services and resource development or coordination of social services <input type="checkbox"/> Create resource list for agency <input type="checkbox"/> Visit at least three agencies that field agency collaboratively works with
Case Manager	<input type="checkbox"/> Complete social history assessments <input type="checkbox"/> Collaborate mutually with other professionals, family, and friends, who know the client <input type="checkbox"/> Develop plans with goals, objectives, and strategies <input type="checkbox"/> Facilitate individual, family, or group interventions <input type="checkbox"/> Empower client to carry out solutions <input type="checkbox"/> Evaluate interventions at agency designated interval, such as 30-assessment <input type="checkbox"/> Follow-up with referrals and scheduled appointments <input type="checkbox"/> Provide closure activities as necessary <input type="checkbox"/> Make phone calls and write letters <input type="checkbox"/> Coordinate and/or accompany clients to services, meetings, and appointments
Counselor/Facilitator	<input type="checkbox"/> <b>Micro Level:</b> (Juniors: Observe/participate) (Seniors: Lead or co-lead) individual interventions that are based in <i>Behavioral Theory, Cognitive-Behavioral Theory, Crisis Intervention Model, Solution-Focused Model, or Task-Centered Model</i> <input type="checkbox"/> <b>Mezzo Level with Families:</b> (Juniors: Observe/participate) (Seniors: Lead or co-lead) family interventions or meetings that are based in <i>Family Preservation Model (Home-based services) or Family Decision Making Models</i> <input type="checkbox"/> <b>Mezzo or Macro Level with Groups, Organizations, and Communities:</b> (Juniors: Observe/participate) (Seniors: Lead or co-lead) interventions or meetings that are based in <i>Group Treatment Models: Development, Education, Socialization, Support or Therapy (Counseling)</i> <i>Organizational Change Models: Program, Project or Policy Change Approach</i> <i>Community Change Models: Locality Development, Social Planning, or Social Action</i>
Outreach Provider	<input type="checkbox"/> Present information about agency's services to a community group <input type="checkbox"/> Educate community by providing public with information about social issues and services <input type="checkbox"/> Participate in marketing or public relations event in community

Professional	<input type="checkbox"/> Effectively manages stress to prevent burn out <input type="checkbox"/> Identify life-long learning goals by developing a Professional Development Plan <input type="checkbox"/> Update resume to reflect field experience <input type="checkbox"/> Network or attend meetings with other professionals to increase professional support systems <input type="checkbox"/> Seek additional supervision and consultation
Planner	<input type="checkbox"/> Participate in a community, agency or program needs assessment <input type="checkbox"/> Participate on a committee that creates a program or project <input type="checkbox"/> Identify social problem and research social policy that connected to social problem <input type="checkbox"/> Participate in agency's strategic planning
Researcher	<input type="checkbox"/> Use research to inform practice <ul style="list-style-type: none"> <li><input type="checkbox"/> Read peer-reviewed professional journals</li> <li><input type="checkbox"/> Attend a conference session</li> </ul> <input type="checkbox"/> Use to evaluate practice <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete a survey research project</li> <li><input type="checkbox"/> Participate in quality assurance monitoring or peer review</li> <li><input type="checkbox"/> Participate in program evaluation</li> </ul>
Social Change Agent	<input type="checkbox"/> Develop or participates on a committee that writes a policy <input type="checkbox"/> Attend a legislative hearing meeting <input type="checkbox"/> Analyze a social policy and it's impact on clients, co-workers, agency, or community <input type="checkbox"/> Mobilize community resources <input type="checkbox"/> Participate in community resource development
Teacher/Trainer	<input type="checkbox"/> Develop and deliver an in-service to staff <input type="checkbox"/> Develop and deliver a training to volunteers <input type="checkbox"/> Educate clients about appropriate developmental expectations <input type="checkbox"/> Teach daily living skills to enhance social learning <input type="checkbox"/> Inform a client about a disease <input type="checkbox"/> Provide information to facilitate behavior change
Workload Manager	<input type="checkbox"/> Plan work schedule <input type="checkbox"/> Manage time <input type="checkbox"/> Complete paperwork

Objectives	Learning Activities & Data Source for Evaluation	Evaluation
<b>Program Objective #6: Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes</b>		
<p><b>6.5 Closure Skills</b> Provide a planned closure with clients, field instructor and colleagues.</p> <p><i>Teaching Notes</i> At the <u>end of meetings</u>: Closure occurs at the end of every meeting. All parties need to be clear about what is expected of them prior to the next meeting.</p> <p>At <u>end of semester</u>: Planned closure activities need to occur with clients and colleagues. Begin planning closure activities before the end of field.</p> <p><i>Suggested Activities</i></p> <ul style="list-style-type: none"> <li>Verbally repeat and write down tasks everyone needs to complete prior to the next meeting (or before action can be taken)</li> <li>Inform clients and colleagues of departure date</li> <li>Identify clients that will need referrals or closure of service. Make referrals if necessary.</li> <li>Complete all required paperwork</li> <li>Meet with Human Resources</li> </ul>	<ul style="list-style-type: none"> <li><b>Set plan for completion date of practicum site attendance</b></li> <li><b>Plan for completion of field assignments and client case work</b></li> <li></li> <li><b>Activities include:</b></li> </ul> <p>Observe/identify termination skills See Rubric Scoring level 1,2,3</p>	<p><u>Midterm Evaluation</u></p> <p>0      1      2      3      4</p> <p>Comments:</p>  <p><u>Final Evaluation</u></p> <p>0      1      2      3      4</p> <p>Comments:</p>  <p>Evaluation tools: (Please check all that apply)</p> <p><input type="checkbox"/> Co-facilitated meetings</p> <p><input type="checkbox"/> Discussions in supervision</p> <p><input type="checkbox"/> Feedback from other professionals</p> <p><input type="checkbox"/> Feedback from clients</p> <p><input type="checkbox"/> Feedback from student</p> <p><input type="checkbox"/> Observations</p> <p><input type="checkbox"/> Written peer review</p> <p><input type="checkbox"/> Written work read</p> <p><input type="checkbox"/> Other:</p>

Practice Level		SCORING RUBRIC: OBJECTIVE # 6.5
<b>0</b>	<b>No Score</b>	<ul style="list-style-type: none"> <li>No opportunity to practice this skill as of yet, or Field Instructor does not have information needed to evaluate.</li> <li>Comments are required for each 0.</li> <li>Student may not receive a 0 on the Final Evaluation. Please contact Coordinator of Field as soon as possible if the Final Evaluation will contain a 0.</li> </ul>
<b>1</b>	<b>Low</b>	<ul style="list-style-type: none"> <li>Articulate agency policies regarding departure from agency as a field student and closure with clients</li> </ul>
<b>2</b>	<b>Fair</b>	<ul style="list-style-type: none"> <li>Observe other professionals practicing closure or role play closure activities with another professional.</li> <li>Discuss general observations regarding the use of these skills.</li> </ul>
<b>3</b>	<b>Satisfactory</b>	<ul style="list-style-type: none"> <li>Plan and describe closure activities.</li> <li>Begin to provide closure activities under direct one-to-one supervision of another professional.</li> </ul>
<b>4</b>	<b>Very Good</b>	<ul style="list-style-type: none"> <li>Perform closure activities with occasional guidance from other professionals.</li> <li>Apply some reflective observation and critical thinking skills with limited supervision.</li> </ul>

Objectives	Learning Activities & Data Source for Evaluation	Evaluation
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**Program Objective #8: Analyze, Formulate, and Influence Social Policy**

<p><b>8.1 Social Issues and Policy</b></p> <p>The student will evaluate social and organizational policies by identifying historical and current social conditions, problems, policy, program and activities affecting the field agency</p> <p><i>Teaching Notes</i>  <i>Social policy guides agency policy, program development, and service delivery. Policy practice involves understanding the history of the social problem that lead to the policy, reading the policy, and analyzing the economic, social and political impact of the policy.</i></p> <p><i>Suggested Activities</i></p> <ul style="list-style-type: none"> <li>Interview a legislator or person with political power about a current or pending policy that affects your clients or employer</li> </ul>	<ul style="list-style-type: none"> <li><b>Attend SW Day at the Capitol and discuss how current legislative bills may effect field agency's service delivery and clients</b></li> <li><b>Identify current local community issues or policies impacting the agency's ability to provide services to clients.</b></li> <li><b>Activities include:</b></li> </ul>	<p><u>Midterm Evaluation</u>  0      1      2      3      4  Comments:</p> <p><u>Final Evaluation</u>  0      1      2      3      4  Comments:</p> <p>Evaluation tools: (Please check all that apply)</p> <input type="checkbox"/> Co-facilitated meetings <input type="checkbox"/> Discussions in supervision <input type="checkbox"/> Feedback from other professionals <input type="checkbox"/> Feedback from clients <input type="checkbox"/> Feedback from student <input type="checkbox"/> Observations <input type="checkbox"/> Written peer review <input type="checkbox"/> Written work read <input type="checkbox"/> Other
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Practice Level		SCORING RUBRIC: OBJECTIVE # 8.1
0	<b>No Score</b>	<ul style="list-style-type: none"> <li>No opportunity to practice this skill as of yet, or Field Instructor does not have information needed to evaluate.</li> <li><i>Comments are required for each 0.</i></li> <li>Student may not receive a 0 on the Final Evaluation. Please contact Coordinator of Field as soon as possible if the Final Evaluation will contain a 0.</li> </ul>
1	<b>Low</b>	<ul style="list-style-type: none"> <li>Explain how agency's mission statement and policies support the welfare of individuals and the community.</li> <li>Explain how current social issues impact the agency.</li> <li>Identify how to access agency policies and procedures.</li> <li>Explain how to locate policies that guide agency practice.</li> </ul>
2	<b>Fair</b>	<ul style="list-style-type: none"> <li>Observe other professionals engaging in agency policy development, community networking, social advocacy</li> <li>Discuss general observations.</li> <li>Interview professionals, who interpret, administer and implement policies that guide practice.</li> <li>Discuss general observations regarding ethical values, policies, and standards practiced in the agency</li> </ul>
3	<b>Satisfactory</b>	<ul style="list-style-type: none"> <li>Begin to describe issues that are impacting clients, professionals, agency and community.</li> <li>Begin to describe policies and how clients, professionals and social agencies react to them.</li> <li>Analyze impact of policy on services provided by agency and the affect it has on clients.</li> </ul>
4	<b>Very Good</b>	<ul style="list-style-type: none"> <li>Discuss social policy issues by using reflective observations and critical thinking with occasional guidance from other professionals.</li> <li>Discuss the connection between policies and the social well-being of clients, professionals and social agencies.</li> <li>Begin to formulate questions, opinion, reasoning on a social policy issue affecting the agency</li> </ul>

Objectives	Learning Activities & Data Source for Evaluation	Evaluation
<p><b>Program Objective #10: Use communication skills differentially across client populations, colleagues, and communities.</b></p>		

Objectives	Learning Activities & Data Source for Evaluation	Evaluation
<b>Program Objective #10: Use communication skills differentially across client populations, colleagues, and communities.</b>		
<p><b>10.1 Communication Skills</b> Demonstrate effective use of professional verbal, nonverbal and written communication and technology skills.</p> <p><i>Suggested Activities</i></p> <ul style="list-style-type: none"> <li>• Use interviewing skills: questions, paraphrase, summaries, reflection of feelings, encouragers</li> <li>• Use technology, such as Power Point, Excel, Word, Photoshop, computer database...</li> <li>• Write a professional letter, newsletter, grant, report, press release, assessment, brochure</li> <li>• Teach a specific skill or provide training to staff</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Assertively communicate needs to field agency personnel and Coordinator of Field</b></li> <li>• </li> <li>• <b>Activities include:</b></li> </ul>	<p><u>Midterm Evaluation</u> 0    1    2    3    4</p> <p>Comments:</p> <p><u>Final Evaluation</u> 0    1    2    3    4</p> <p>Comments:</p> <p>Evaluation tools: (Please check all that apply)</p> <p><input type="checkbox"/> Co-facilitated meetings</p> <p><input type="checkbox"/> Discussions in supervision</p> <p><input type="checkbox"/> Feedback from other professionals</p> <p><input type="checkbox"/> Feedback from clients</p> <p><input type="checkbox"/> Feedback from student</p> <p><input type="checkbox"/> Observations</p> <p><input type="checkbox"/> Written peer review</p> <p><input type="checkbox"/> Written work read</p> <p><input type="checkbox"/> Other</p>

Practice Level		SCORING RUBRIC: OBJECTIVE # 10.1
0	<b>No Score</b>	<ul style="list-style-type: none"> <li>• No opportunity to practice this skill as of yet, or Field Instructor does not have information needed to evaluate.</li> <li>• <i>Comments are required for each 0.</i></li> <li>• Student may not receive a 0 on the Final Evaluation. Please contact Coordinator of Field as soon as possible if the Final Evaluation will contain a 0.</li> </ul>
1	<b>Low</b>	<ul style="list-style-type: none"> <li>• Articulate agency policies regarding written and verbal communication and computer technology especially policies dealing with client information.</li> </ul>
2	<b>Fair</b>	<ul style="list-style-type: none"> <li>• Observe other professionals practicing written and verbal communication skills and using computer technology skills.</li> <li>• Discuss general observations regarding the use of these skills.</li> </ul>
3	<b>Satisfactory</b>	<ul style="list-style-type: none"> <li>• Begin to use verbal communication skills with clients and other professionals.</li> <li>• Written communication skills require one-to-one assistance from other professionals.</li> <li>• Use basic information technology skills.</li> <li>• Communication relays basic information but could be more effective, clear, purposeful, concise, and thorough.</li> </ul>
4	<b>Very Good</b>	<ul style="list-style-type: none"> <li>• Professional verbal communication occurs consistently with clients and other professionals.</li> <li>• Written communication requires occasional guidance from other professionals.</li> <li>• Use information technology skills to enhance effectiveness as a social work professional in this setting.</li> <li>• Communication is effective, clear, purposeful, concise, and thorough.</li> </ul>

Objectives	Learning Activities & Data Source for Evaluation	Evaluation
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**Program Objective #10: Use communication skills differentially across client populations, colleagues, and communities**

**10.2 Professional Self**

Demonstrate appropriate use of Self in all phases of practice.

*Teaching Notes: Students learn to conduct themselves in a professional manner to clients, professionals and the community.*

*Suggested Activities*

- Practice introduction of themselves as a student learner based on the title agreed upon by student and field supervisor.

- **Act responsibly and professionally in matters of punctuality, appearance and presentation of self**
- **Take initiative and follows directions**
- **Complete records, statistics and paperwork in a timely manner according to agency policy**
- **Adapt to changing situations by utilizing creativity and flexibility.**
- Additional activities include:

Midterm Evaluation

0      1      2      3      4

Comments:

Final Evaluation

0      1      2      3      4

Comments:

Evaluation tools: (Please check all that apply)

- Co-facilitated meetings
- Discussions in supervision
- Feedback from other professionals
- Feedback from clients
- Feedback from student
- Observations
- Written peer review
- Written work read
- Other

Practice Level		SCORING RUBRIC: OBJECTIVE # 10.2
0	<b>No Score</b>	<ul style="list-style-type: none"> <li>• No opportunity to practice this skill as of yet, or Field Instructor does not have information needed to evaluate.</li> <li>• <i>Comments are required for each 0.</i></li> <li>• Student may not receive a 0 on the Final Evaluation. Please contact Coordinator of Field as soon as possible if the Final Evaluation will contain a 0.</li> </ul>
1	<b>Low</b>	<ul style="list-style-type: none"> <li>• Identify how to access agency and field policies that guide professional behavior</li> <li>• Identify professionals, such as Human Resource Specialists, who are knowledgeable about required professional behavior and skill development.</li> </ul>
2	<b>Fair</b>	<ul style="list-style-type: none"> <li>• Observe other professionals' professional behavior and interview other professionals about the agency's professional behavior requirements.</li> <li>• Discuss general observations.</li> </ul>
3	<b>Satisfactory</b>	<ul style="list-style-type: none"> <li>• Describe required professional behavior and begin to practice with direct supervision.</li> <li>• Demonstrates self in a professional manner and appearance while working with clients and agency staff</li> </ul>
4	<b>Very Good</b>	<ul style="list-style-type: none"> <li>• Apply professional behavior consistently with clients and other professionals with occasional guidance.</li> <li>• Describe and begins to evaluate own effectiveness of professional skills.</li> </ul>

<b>Objectives</b>	<b>Learning Activities &amp; Data Source for Evaluation</b>	<b>Evaluation</b>
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Program Objective #11: Use Supervision and Consultation Appropriate to Social Work

<p><b>11.1 Supervision and Consultation</b></p> <p><b>Demonstrate the ability to use supervision and consultation appropriate to social work practice</b></p> <p><i>Teaching Notes</i> A regular meeting with field supervisor is important to learning to apply values, knowledge and skills into practice.</p> <p><i>Suggested Activities</i></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Regular meeting with field supervisor established _____ a week.</b></li> <li>• <b>Prepare agenda for supervision</b></li> <li>• <b>Use assertiveness in communicating needs, learning styles, strengths and challenges</b></li> <li>• <b>Respond non-defensively to feedback about professional performance</b></li> <li>• <b>Accept constructive criticism and apply suggestions</b></li> <li>• <b>Proactively seek additional supervision as needed</b></li> </ul> <p>• <b>Activities include:</b></p>	<p><u>Midterm Evaluation</u></p> <p>0    1    2    3    4</p> <p>Comments:</p> <p><u>Final Evaluation</u></p> <p>0    1    2    3    4</p> <p>Comments:</p> <p>Evaluation tools: (Please check all that apply)</p> <p><input type="checkbox"/> Co-facilitated meetings</p> <p><input type="checkbox"/> Discussions in supervision</p> <p><input type="checkbox"/> Feedback from other professionals</p> <p><input type="checkbox"/> Feedback from clients</p> <p><input type="checkbox"/> Feedback from student</p> <p><input type="checkbox"/> Observations</p> <p><input type="checkbox"/> Written peer review</p> <p><input type="checkbox"/> Written work read</p> <p><input type="checkbox"/> Other</p>
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Practice Level		SCORING RUBRIC: OBJECTIVE # 11.1
0	No Score	<ul style="list-style-type: none"> <li>• No opportunity to practice this skill as of yet, or Field Instructor does not have information needed to evaluate.</li> <li>• <i>Comments are required for each 0.</i></li> <li>• Student may not receive a 0 on the Final Evaluation. Please contact Coordinator of Field as soon as possible if the Final Evaluation will contain a 0.</li> </ul>
1	Low	<ul style="list-style-type: none"> <li>• Articulate the purpose of weekly supervision meetings.</li> </ul>
2	Fair	<ul style="list-style-type: none"> <li>• Observe meetings where cases are discussed and other professionals are receiving supervision.</li> <li>• Discuss general observations.</li> </ul>
3	Satisfactory	<ul style="list-style-type: none"> <li>• Attends weekly supervision meetings.</li> <li>• Engage in discussion that is descriptive in nature.</li> <li>• Occasionally discusses Field Learning Plan at weekly meetings.</li> </ul>
4	Very Good	<ul style="list-style-type: none"> <li>• Begin to present an agenda for weekly supervision meetings.</li> <li>• Engage in discussion that begins to transition from description to some analysis and interpretation of situations.</li> <li>• Engage in discussion that begins to evaluate possible alternative meanings and options.</li> <li>• Routinely connects field learning activities and Field Learning Plan objectives.</li> </ul>

Objectives	Learning Activities & Data Source for Evaluation	
<b>Program Objective #12: Function within the structure of organizations and service delivery systems and seek nee</b>		
<p><b>12.1 Professional Skills and Policy</b></p> <p>Demonstrate professional skills that are required by field policy, agency policy and professional standards.</p> <p><i>Teaching Notes: Students need to learn how to incorporate policies established by field &amp; agency with professional SW ethics, values and standards which guide practice.</i></p> <p><i>Suggested Activities</i></p> <ul style="list-style-type: none"> <li>Participate in social work "Ethics" education</li> <li>Identify practice skills that exemplify any of the 6 SW ethical values.</li> <li>Example of agency practice which follows any of the SW ethical standards and how it is incorporated in agency policy.</li> </ul>	<ul style="list-style-type: none"> <li><b>Practice within the NASW Code of Ethics including, but not limited to, informed consent, self-determination, confidentiality, advocacy, respect for diverse groups and cultural competence</b></li> <li><b>Follow field and agency policies, procedures and protocols</b></li> <li><b>Use organizational, priority setting and time management skills</b></li> <li><b>Activities include:</b></li> </ul>	<p>Midterm Evaluation 0 Comments:</p> <p>Final Evaluation 0 Comments:</p> <p>Evaluation tool</p> <p><input type="checkbox"/> Co-facilitator</p> <p><input type="checkbox"/> Discussion</p> <p><input type="checkbox"/> Feedback</p> <p><input type="checkbox"/> Feedback</p> <p><input type="checkbox"/> Feedback</p> <p><input type="checkbox"/> Observations</p> <p><input type="checkbox"/> Written peer</p> <p><input type="checkbox"/> Written work</p> <p><input type="checkbox"/> Other</p>

Practice Level		SCORING RUBRIC: OBJECTIVE # 12.1
0	<b>No Score</b>	<ul style="list-style-type: none"> <li>No opportunity to practice this skill as of yet, or Field Instructor does not have information needed to evaluate.</li> <li>Comments are required for each 0.</li> <li>Student may not receive a 0 on the Final Evaluation. Please contact Coordinator of Field as soon as possible if the Field Instructor receives a 0.</li> </ul>
1	<b>Low</b>	<ul style="list-style-type: none"> <li>Identify agency organizational structure.</li> <li>Explain how the social work role fits within the agency.</li> <li>Identify how to access agency policies and procedures.</li> <li>Explain how to locate social policies that guide agency practice.</li> </ul>
2	<b>Fair</b>	<ul style="list-style-type: none"> <li>Observe professionals engaging in ethical practice by identifying practice skills that exemplify social work ethics, values, and standards.</li> <li>Interview professionals, who interpret, administer and implement policies that guide practice.</li> <li>Discuss general observations regarding social work ethical values, policies, and standards practiced in the agency</li> </ul>
3	<b>Satisfactory</b>	<ul style="list-style-type: none"> <li>Begin to describe social work ethical dilemmas/issues that are impacting clients, professionals and agency.</li> <li>Begin to describe policies and how clients, professionals and social agencies react to them.</li> <li>Begin to follow/practice agency policies that exemplify social work ethics, values, and /or standards</li> </ul>
4	<b>Very Good</b>	<ul style="list-style-type: none"> <li>Explain why the specific section of the NASW Code Ethics applies to a specific field situation.</li> <li>Discuss the connection between policies and the social well-being of clients, professionals and social agencies.</li> </ul>