



BSW FIELD EDUCATION LEARNING CONTRACT AND EVALUATION/ASSESSMENT

Date: _____

Semester: Fall _____ Winter _____ Spring/Summer _____

Field Agency: _____
(Name)

Student: _____
(Name) (Signature)

Faculty Field Liaison: _____
(Name) (Signature)

Field Education Supervisor: _____
(Name) (Signature)

All parties sign this page at the beginning of the semester upon reviewing the student's recorded learning activities

DEVELOPMENTAL MODEL OF FIELD EDUCATION

Field Education is the signature pedagogy of social work education. Field Education offers students the opportunity to practice skills necessary to demonstrate achievement of social work competencies through observable behaviors. Field Education and the Learning Contract are based on the nine competencies identified by the Council on Social Work Education (CSWE) as the standards for social work education. Each competency has specific behaviors to guide a student's learning activities. The Learning Contract guides the Field Education Supervisor and student in establishing tasks/activities that align with the behaviors and competencies.

Field Education is intended to be developmental. This implies that during Field Education, students will progress through three (3) phases of learning.

- **PHASE ONE:** In the first phase, learning is foundational. Students are learning about the scope of agency practice, the agency policies and procedures, population(s) served, as well as, learning about the broader network of agencies involved in the field of practice. In this beginning phase, it is critical that students receive consistent supervision and feedback to foster professional growth and development.
- **PHASE TWO:** In the second phase, students continue to build on competencies learned in phase one. Students should function with slowly increasing autonomy and responsibility. Supervision and feedback continues to be crucial for professional growth and development. Activities in this phase could include doing assessments; developing treatment plans; maintaining a small caseload; co-facilitating a group; contributing to the grant writing process; reviewing policies and procedures; exploring the community network of resources; and community engagement.
- **PHASE THREE:** In the third phase, students should continue to build on competencies learned in phases one and two. Students are expected to demonstrate an advanced understanding of the competencies. Students should be able to assess, engage, intervene, and evaluate at a micro, mezzo, and macro level; maintain an appropriate size case load; integrate multiple theories into practice; and use research to inform practice. Students should be able to function autonomously. Supervision and feedback continue to be used as a tool to augment professional growth and development.

DIMENSIONS OF COMPETENCE: DEFINITIONS

KNOWLEDGE: The extent to which the student demonstrates a knowledge base for the competency.

VALUES: The extent to which the student demonstrates an understanding of social work values in relation to a specific competency and the ability to perform within a standard of professional values. Core values, as defined by NASW, include service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence.

SKILLS: Assessment of the student's skill set, what they are capable of doing, in relation to the competency.

COGNITIVE AND AFFECTIVE PROCESSES: Dimensions include:

1. Critical thinking: The student's ability to look at a person or situation from an objective and neutral standpoint, obtain as much data as possible from interviews, case notes, observations, research, supervision and other means, to assemble a plan of action, without allowing biases or prejudices to interfere.
2. Affective reactions: the way in which the student's emotions influence their thinking and behavior.
3. Exercise of judgment: the capacity to perceive and discern multiple sources to form an opinion.

INSTRUCTIONS FOR COMPLETING LEARNING CONTRACT AND ASSESSMENT

A new Learning Contract is required for each semester of Field Education. The student (under the guidance of the Field Education Supervisor) is responsible for generating the tasks/activities that the student will complete over the course of the semester. Tasks and activities will assist the student in developing the observable behaviors and the development of the competency as a whole. At the end of the semester, the Learning Contract becomes the basis for evaluating student progress during Field Education. The assessment requires input from both the Field Education Supervisor and student. The rating scale provided below should be used by the Field Education Supervisor and student in assigning numeric scores to progress for each behavior and assessment of the overall competency. The Field Education Supervisor rates student progress in the column titled "Field Education Supervisor Rating" and the student self-assesses their progress in the column titled "Student Rating." The Field Education Supervisor rating is the basis for recommending a grade to the Faculty Field Liaison, benchmarks, and assessment. Student rating is used for self-awareness and growth.

END OF SEMESTER FIELD EDUCATION ASSESSMENT RATING SCALE

SCORE	DEFINITION
1	Unacceptable Competence: Student has not developed in relation to this behavior/competency. The student was unable to demonstrate a basic level of understanding and proficiency. Performance Improvement Plan required in collaboration with student's Faculty Field Liaison.
2	Minimal Competence: Student is aware but is having difficulties, demonstrates minimal evidence of competence, growth, and change; unable to demonstrate an adequate level of understanding and proficiency. Performance Improvement Plan required in collaboration with student's Faculty Field Liaison.
3	Emerging competence: Student meets baseline expectations and is working on progressing. The student has demonstrated an adequate level of understanding and proficiency.
4	Competence: Student demonstrates consistent growth and development, increased levels of understanding and proficiency. Able to function with independence.
5	Advanced competence: Student demonstrates a high degree of competence, understanding, and proficiency. Able to initiate and add significant value.
D	Deferred: Student has little or no opportunity to engage in activities that would develop this behavior. More than 2 scores of "D" in an assessment results in a Performance Improvement Plan. No "deferred" allowed in the final semester of field education.

Performance Improvement Plan

If a score of 1 "unacceptable progress" or 2 "insufficient progress" is given for a behavior, a performance improvement plan is required. Please develop and attach a performance improvement plan for each behavior/dimension where a score of 1 or 2 was given.

Practicum Review Committee Meeting

If 8 or more scores on the Field Education Supervisor assessment are at a 1 or 2 rating, the student will be referred for a Practicum Review Committee Meeting with the Field Education office.

COMPETENCY 1: DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR

1=Unacceptable competence 2=Minimal competence 3=Emerging competence 4=Competence 5=Advanced competence D=Deferred

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

BEHAVIOR	END OF SEMESTER ASSESSMENT OF BEHAVIORS	
	FIELD EDUCATION SUPERVISOR RATING	STUDENT RATING
Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to the context.		
Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.		
Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.		
Use technology ethically and appropriately to facilitate practice outcomes.		
Use supervision and consultation to guide professional judgment and behavior.		
3-5 MINIMUM LEARNING ACTIVITIES/TASKS WITH TIME FRAME AND MEASUREMENT		

COMPETENCY 2: ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE

1=Unacceptable competence 2=Minimal competence 3=Emerging competence 4=Competence 5=Advanced competence D=Deferred

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

BEHAVIOR	END OF SEMESTER ASSESSMENT OF BEHAVIORS	
	FIELD EDUCATION SUPERVISOR RATING	STUDENT RATING
1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.		
2. Present themselves as learners and engage clients and constituencies as experts of their own experiences.		
3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.		
2-3 MINIMUM LEARNING ACTIVITIES/TASKS WITH TIME FRAME AND MEASUREMENT		

COMPETENCY 3: ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE

1=Unacceptable competence 2=Minimal competence 3=Emerging competence 4=Competence 5=Advanced competence D=Deferred

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

BEHAVIOR	END OF SEMESTER ASSESSMENT OF BEHAVIORS	
	FIELD EDUCATION SUPERVISOR RATING	STUDENT RATING
1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.		
2. Engage in practices that advance social, economic, and environmental justice.		
1-2 MINIMUM LEARNING ACTIVITIES/TASKS WITH TIME FRAME AND MEASUREMENT		

COMPETENCY 4: ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH INFORMED PRACTICE

1=Unacceptable competence 2=Minimal competence 3=Emerging competence 4=Competence 5=Advanced competence D=Deferred

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

BEHAVIOR	END OF SEMESTER ASSESSMENT OF BEHAVIORS	
	FIELD EDUCATION SUPERVISOR RATING	STUDENT RATING
1. Use practice experience and theory to inform scientific inquiry and research.		
2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.		
3. Use and translate research evidence to inform and improve practice, policy, and service delivery.		
2-3 MINIMUM LEARNING ACTIVITIES/TASKS WITH TIME FRAME AND MEASUREMENT		
1. I will research at least three articles from a professional journal/source that speak to best practices for assessment, engagement or interventions with the population I'm working with and/or issues impacting the population, organization, or community served. I will discuss my findings with my field supervisor and/or agency staff.		

COMPETENCY 5: ENGAGE IN POLICY PRACTICE

1=Unacceptable competence 2=Minimal competence 3=Emerging competence 4=Competence 5=Advanced competence D=Deferred

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

BEHAVIOR	END OF SEMESTER ASSESSMENT OF BEHAVIORS	
	FIELD EDUCATION SUPERVISOR RATING	STUDENT RATING
1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.		
2. Assess how social welfare and economic policies impact the delivery of and access to social services.		
3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.		
2-3 MINIMUM LEARNING ACTIVITIES/TASKS WITH TIME FRAME AND MEASUREMENT		
1. I will identify a relevant bill or proposed Act (Local, State or Federal level) that will impact (positively or negatively) the clients and/or the organization and demonstrate an understanding regarding the history and reasons behind the proposed legislation. a. I will share my findings with my field supervisor and/or agency staff. b. Throughout the semester I will provide regular updates to my field supervisor and/or agency staff as to the progress or lack thereof with the bill/act I chose to follow. c. I will have discussions with my field supervisor why and how policy is significant in the social work profession.		

COMPETENCY 6: ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

1=Unacceptable competence 2=Minimal competence 3=Emerging competence 4=Competence 5=Advanced competence D=Deferred

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

BEHAVIOR	END OF SEMESTER ASSESSMENT OF BEHAVIORS	
	FIELD EDUCATION SUPERVISOR RATING	STUDENT RATING
1. Apply knowledge of human behavior and the social environment, person in environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.		
2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.		
1-2 MINIMUM LEARNING ACTIVITIES/TASKS WITH TIME FRAME AND MEASUREMENT		

COMPETENCY 7: ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

1=Unacceptable competence 2=Minimal competence 3=Emerging competence 4=Competence 5=Advanced competence D=Deferred

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

BEHAVIOR	END OF SEMESTER ASSESSMENT OF BEHAVIORS	
	FIELD EDUCATION SUPERVISOR RATING	STUDENT RATING
1. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.		
2. Apply knowledge of human behavior and the social environment, person in environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.		
3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.		
4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.		
2-3 MINIMUM LEARNING ACTIVITIES/TASKS WITH TIME FRAME AND MEASUREMENT		

COMPETENCY 8: INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

1=Unacceptable competence 2=Minimal competence 3=Emerging competence 4=Competence 5=Advanced competence D=Deferred

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

BEHAVIOR	END OF SEMESTER ASSESSMENT OF BEHAVIORS	
	FIELD EDUCATION SUPERVISOR RATING	STUDENT RATING
1. Critically choose and implement interventions to achieve practice goals and enhance capacities of client and constituencies.		
2. Apply knowledge of human behavior and the social environment, person in environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.		
3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.		
4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.		
5. Facilitate effective transitions and ending that advance mutually agreed-on goals.		
3-5 MINIMUM LEARNING ACTIVITIES/TASKS WITH TIME FRAME AND MEASUREMENT		

COMPETENCY 9: EVALUATE INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

1=Unacceptable competence 2=Minimal competence 3=Emerging competence 4=Competence 5=Advanced competence D=Deferred

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

BEHAVIOR	END OF SEMESTER ASSESSMENT OF BEHAVIORS	
	FIELD EDUCATION SUPERVISOR RATING	STUDENT RATING
1. Select and use appropriate methods for evaluating outcomes.		
2. Apply knowledge of human behavior and the social environment, person in environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.		
3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.		
4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.		
2-4 MINIMUM LEARNING ACTIVITIES/TASKS WITH TIME FRAME AND MEASUREMENT		

END OF SEMESTER FIELD EDUCATION ASSESSMENT SUMMARY

Instructions:

The End of Semester Field Education Assessment is an important tool for assessing student performance during Field Education. Field Education Supervisors are strongly recommended to give accurate and candid feedback. The End of Semester Field Education Assessment should be reviewed and signed by the student and Field Education Supervisor, before being passed on to the Faculty Field Liaison for their review and assigning a final grade. The student's signature does not imply agreement with the assessment; it is an indication that the student has had the opportunity to review it.

Field Education Supervisor Narrative:

Field Education Supervisor Recommendation for the future (please provide feedback on areas of growth for the student):

Please check the appropriate recommendation:

- _____ Meets expectations for semester
- _____ Performance Improvement Plan required
- _____ Recommend repeat semester (See Field Education Manual for details)

Student Narrative (students reflect on their professional development during Field Education):

This assessment has been reviewed by Student, Field Education Supervisor, and Faculty Field Liaison:

_____	_____	_____	_____
Student Signature	Date	Field Education Supervisor Signature	Date
_____	_____		
Faculty Field Liaison Signature	Date		