



Baccalaureate Social Work Program*

Welcome to Field Internship!

The Council on Social Work Education created the ten Core Competencies for all social work students in accredited programs. As described in the 2008 Educational Policy and Accreditation Standards:

“Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. “

As a result of this, the Coppin State University Department of Social Work uses these Competencies and Practice Behaviors to 1.) guide the activities completed in practicum and 2.) evaluate the social work student’s progress in practicum. This supplement is meant to provide you with some additional information to assist with the Learning Contract and the Evaluation.

This Learning Contract & Evaluation form lists expected competency-based, practice behavior related educational learning outcomes articulated by the Coppin State University Baccalaureate Social Work Program.

LEARNING CONTRACT: FOR STUDENTS

Due Dates

Fall Semester: September 30

Spring Semester: February 28

Field Internship is a time for blending classroom lecture and assignments to actual practice in the social work field. The Learning Contract is intended to be a working document that will guide your activities in internship.

Guide to Completing the Learning Contract in Fall Semester:

1. During agency orientation and your first few weeks of practicum, make a list of activities that you and/or your Field Instructor have identified as potential practicum tasks.

2. During supervision meetings during your first 4-5 weeks of practicum, discuss the Competencies and Practice Behaviors with your Field Instructor. Document specific activities that connect with the Competencies and Practice Behaviors identified in the contract.
 - a. Please see the Sample Learning Contracts for examples of activities.
3. Complete your Learning Contract.
 - a. You **do not** need to document at least one activity per Practice Behavior, but remember that your Field Instructor will have to evaluate you on each behavior based on the activities you complete.
 - b. We recommend completing the contract a week before it is due so your Field Instructor can review it.
 - c. Since your Evaluation will be completed on the same form, we recommend completing the contract electronically so your Field Instructor can add to it later.
4. Send your Learning Contract to your Field Liaison by the due date of September 30th.
5. Your Liaison will provide you with feedback and may request that you revise and re-submit the Learning Contract.

Guide to Completing the Learning Contract Revision in Spring Semester:

1. Consulting your Mid-Year Evaluation and during supervision meetings with your Field Instructor, identify any Practice Behaviors that you need to address in order to gain competence.
2. Revise and/or identify additional activities to include for the Spring Semester.
3. Send your Learning Contract Revision to your Field Liaison by the due date of February 28th.
4. Your Liaison will provide you with feedback and may request that you revise and re-submit the Learning Contract.

NOTE: Helpful resources for completing the Learning Contract can be found at the websites listed below.

<https://socwel.ku.edu/sites/socwel.ku.edu/files/docs/Resources/students/field-d/Learning%20Contract%20supplement%20FINAL.pdf>

<http://socialwork.tcu.edu/wp-content/uploads/2015/12/BSW-SAMPLE-Learning-contract.pdf>

http://www.ssw.umaryland.edu/media/ssw/field-education/Learning_Contract.pdf

EVALUATION:

Due Dates

Fall Semester: October 30 (Mid-term); December 10 (Final)

Spring Semester: March 30 (Mid-term); May 1 (Final)

The evaluation should reflect the student's actual performance in field education, not the student's potential. Please rate the student's level of proficiency for each expected practice behavior noted in column 1 in consideration of the specified learning activity noted in column 4. The fall semester evaluation emphasizes the need for students to have established a basic foundation for generalist social work practice.

Based on the following scale, the field instructor is asked to evaluate the extent to which the student has met each educational objective. Space is provided for comments to give more specific feed back to the student relative to learning needs of the remainder of the semester or academic year.

- | | |
|-----------------|--|
| X –Not Know | The field instructor does not have evidence needed to make a judgment. The student may or may not have met this competency and/or practice behavior. |
| 1 – Lacking | The student has not yet met this competency and/or practice behavior. |
| 2 – Superficial | The student grasps the idea and is beginning to understand it. |
| 3 – Novice | The student meets this objective at a beginning level. Performance is uneven. Needs time and practice. |
| 4 – Competent | The student meets this objective quite consistently but there are gaps, ex. Not used with some clients or some feelings are avoided, etc. |
| 5 - Outstanding | The student has integrated this objective into his/her stance and style. |

After evaluating the student's progress toward achieving the expected educational outcome, the field instructor is requested to rate the student's performance with regard to Professional Work Habits, Professional Interactions, Communication Proficiency, and General Performance. Finally, the field instructor is asked to write a brief narrative statement describing the student's overall performance at the mid-term and the end of the semester.

Student _____
 Field Instructor _____
 Year/Semester _____

Agency _____
 CSU Faculty Liaison _____
 Mid-Term Eval. Date _____ Final Eval. Date _____

Legend: 5=Outstanding 4=Competent 3=Novice 2=Superficial 1=Lacking X=Not Known

1. Professional Identity: <u>Practice Behaviors:</u> Student is able to	<u>Mid-term Evaluation</u> (5-1)	<u>Final Evaluation</u> (5-1)	<u>Specified Learning Activities</u>
<ul style="list-style-type: none"> advocate for client access to the services of social work; 			
<ul style="list-style-type: none"> practice personal reflection and self-correction to assure continual professional development; 			
<ul style="list-style-type: none"> attend to professional roles and boundaries; 			
<ul style="list-style-type: none"> demonstrate professional demeanor in behavior, appearance, and communication; 			
<ul style="list-style-type: none"> engage in career-long learning; and 			
<ul style="list-style-type: none"> use supervision and consultation 			

MID-TERM COMMENTS			
FINAL COMMENTS			
2. Ethical Practice: Student is able to:	<u>Mid-term</u>	<u>Final</u>	<u>Specified Learning Activities</u>
<ul style="list-style-type: none"> recognize and manage personal values in a way that allows professional values to guide practice; 			
<ul style="list-style-type: none"> make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles; 			

<ul style="list-style-type: none"> tolerate ambiguity in resolving ethical conflicts; and 			
<ul style="list-style-type: none"> apply strategies of ethical reasoning to arrive at principled decisions. 			
MID-TERM COMMENTS			
FINAL COMMENTS			
3. Critical Thinking: Student is able to:	<u>Mid-term</u>	<u>Final</u>	<u>Specified Learning Activities</u>
<ul style="list-style-type: none"> distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom; 			
<ul style="list-style-type: none"> analyze models of assessment, prevention, intervention, and evaluation; and 			

<ul style="list-style-type: none"> demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. 			
MID-TERM COMMENTS			
FINAL COMMENTS			
4. Diversity in Practice: Student is able to:	<u>Mid-term</u>	<u>Final</u>	<u>Specified Learning Activities</u>
<ul style="list-style-type: none"> recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power; 			
<ul style="list-style-type: none"> gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups; 			
<ul style="list-style-type: none"> recognize and communicate their understanding of the importance 			

of difference in shaping life experiences; and			
<ul style="list-style-type: none"> view themselves as learners and engage those with whom they work as informants. 			
MID-TERM COMMENTS			
FINAL COMMENTS			
5. Human rights and Social Justice: Student is able to	<u>Mid-term</u>	<u>Final</u>	<u>Specified Learning Activities</u>
<ul style="list-style-type: none"> understand the forms and mechanisms of oppression and discrimination; 			
<ul style="list-style-type: none"> advocate for human rights and social and economic justice; and 			
<ul style="list-style-type: none"> engage in practices that advance social and economic justice. 			
MID-TERM COMMENTS			

FINAL COMMENTS			
6. Research Based Practice: Student is able to:	<u>Mid-term</u>	<u>Final</u>	<u>Specified Learning Activities</u>
<ul style="list-style-type: none"> • use practice experience to inform scientific inquiry and 			
<ul style="list-style-type: none"> • use research evidence to inform practice. 			
MID-TERM COMMENTS			
FINAL COMMENTS			
7. Human Behavior: Student is able to	<u>Mid-term</u>	<u>Final</u>	<u>Specified Learning Activities</u>

<ul style="list-style-type: none"> utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and 			
<ul style="list-style-type: none"> critique and apply knowledge to understand person and environment. 			
MID-TERM COMMENTS			
FINAL COMMENTS			
8. Policy Practice: Student is able to	<u>Mid-term</u>	<u>Final</u>	<u>Specified Learning Activities</u>
<ul style="list-style-type: none"> analyze, formulate, and advocate for policies that advance social well-being; and 			
<ul style="list-style-type: none"> collaborate with colleagues and clients for effective policy action. 			
MID-TERM COMMENTS			

FINAL COMMENTS			
9. Practice Contexts: Student is able to:	<u>Mid-term</u>	<u>Final</u>	<u>Specified Learning Activities</u>
<ul style="list-style-type: none"> continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and 			
<ul style="list-style-type: none"> provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. 			
MID-TERM COMMENTS			
FINAL COMMENTS			

<p>10. Engage, Assess, Intervene, Evaluate:</p> <p>Student is able to</p>	<u>Mid-term</u>	<u>Final</u>	<u>Specified Learning Activities</u>
<ul style="list-style-type: none"> substantively and effectively prepare for action with individuals, families, groups, organizations, and communities; 			
<ul style="list-style-type: none"> use empathy and other interpersonal skills; and 			
<ul style="list-style-type: none"> develop a mutually agreed-on focus of work and desired outcomes. 			
<p>Student is able to</p>	<u>Mid-term</u>	<u>Final</u>	<u>Specified Learning Activities</u>
<ul style="list-style-type: none"> collect, organize, and interpret client data; 			
<ul style="list-style-type: none"> assess client strengths and limitations; 			
<ul style="list-style-type: none"> develop mutually agreed-on intervention goals and objectives; and 			

<ul style="list-style-type: none"> • select appropriate intervention strategies. 			
Student is able to			
<ul style="list-style-type: none"> • initiate actions to achieve organizational goals; 			
<ul style="list-style-type: none"> • implement prevention interventions that enhance client capacities; 			
<ul style="list-style-type: none"> • help clients resolve problems; 			
<ul style="list-style-type: none"> • negotiate, mediate, and advocate for clients; and 			
<ul style="list-style-type: none"> • facilitate transitions and endings. 			
Student is able to	<u>Mid-term</u>	<u>Final</u>	<u>Specified Learning Activities</u>
<ul style="list-style-type: none"> • critically analyze, monitor, and evaluate interventions 			
MID-TERM COMMENTS			
FINAL COMMENTS			

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*Some verbiage and structure for this document was taken from <https://socwel.ku.edu/sites/socwel.ku.edu/files/docs/Resources/students/field-ed/Learning%20Contract%20supplement%20FINAL.pdf>

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Professional Work Habits

<u>WORK HABITS</u>	MID-TERM	FINAL	<u>COMMENTS</u>
Attendance*			
Punctuality			
Reliability			
Initiative			
Organization			
Follow-Through			
Dress			
Hygiene/Grooming			
Demeanor			

***Student must make up any missed field education time.**

Professional Interactions

<u>Interactions with</u>	MID-TERM	FINAL	<u>COMMENTS</u>
Supervisor			
Colleagues			
Clients			
Support Staff			

Communication Proficiency

<u>Type of Communication</u>	MID-TERM	FINAL	<u>COMMENTS</u>
Written			
Oral: Clients			
Oral: Colleagues			
Listening			
Physical (body language, touching, personal space)			
Countenance (eye contact & expressions)			
Timing & Parameter (Appreciation of how much time to spend interacting in various situations)			

General Performance

<u>Performance Area</u>	MID-TERM	FINAL	<u>COMMENTS</u>
Attitude			
Quality of Work			
Quantity of Work			
Ability to Prioritize			

Judgment			
Maturity			