

Coppin State University
Department of Social Work
Learning Contract and Evaluation Form(revised Fall 2016)

Student's Name: _____ Agency: _____

Field Instructor: _____ Phone: _____ Email: _____

INSTRUCTIONS

1. Students:

Program Objectives: These objectives were developed by the faculty some years ago. In preparation for reaffirmation, we have cross-referenced them to the new CSWE competencies. For the learning contract, we will refer to the competencies.

Competencies: Foundation competencies were provided by CSWE and our faculty endorsed them. We will use them in the learning contracts and the field evaluations. They include course objectives based on the program objectives. Because we have cross-referenced the new competencies to the program objectives, we have included the new competencies on this form even though the objectives are on the syllabi.

Characteristic knowledge, values, and skills: These were provided by CSWE to help explain the competencies.

Practice Behaviors: CSWE provided practice behaviors to be more concrete statements of the foundation competencies. Our faculty reviewed the practice behaviors and revised a few of them. We have used the practice behaviors endorsed by and developed by the faculty in the learning contract and the field evaluations.

Learning activities and assessment: The field evaluation is our primary method of documenting that our graduates have acquired the competencies. We therefore need to have field education learning activities and assessment directly related to the competencies as stated by the practice behaviors.

On the **Learning Contract**, the broad learning activities should be summarized on the first page. These summaries indicate broadly what the student will do, organized according to the major areas of the competencies. In the chart on the next pages of the learning contract, more detail should be provided to indicate what the student will do to acquire the competencies and to demonstrate the practice behaviors. In many cases, multiple learning activities will promote acquisition of a single competency and individual practice behaviors will be demonstrated in many different ways.

All of the competencies must be addressed in the learning contract with some identified activities that will be completed during the placement. At least two competencies must be developed by the student. Agency specific competencies and/or the student's own personal/professional goals can be included in this section of the learning contract.

This document will serve as the learning contract, midterm, and final. Evaluations are the expectation of the field office. Students and field instructors will use the learning contract during weekly supervision to assess students' competencies. Activities may be added to the learning contract to ensure that students have had the opportunity to exhibit the practice behaviors associated with each competency.

2. Students are to become oriented with your field placement. Review the agency's mission, goals, programs, populations served, etc. Meet with your field instructor to discuss the range of activities you will be engaged in. Summarize the scope of these learning activities in a written paragraph under each of the following headings: experience with individuals and families, experience with groups, community activities, policy activities, research activities, professional development, and other major learning activities.

Experience with individuals and families:

Experience with groups:

Community activities:

Policy activities:

Research activities:

Professional Development Activities:

Other major learning activities:

3. Students and Instructors will complete the initial learning contract, identify learning activities for each practice behavior and type them in the table below. During weekly supervision and at midterm, add activities as appropriate.
4. **FIELD INSTRUCTORS: WRITE EVALUATION RATINGS IN SPACES PROVIDED BELOW. ANY ADDITIONAL FEEDBACK SHOULD BE WRITTEN IN THE SPACE PROVIDED AFTER EACH SECTION.**

Example:

| Practice Behaviors | Proficient | Not Proficient | No Opportunity | Midterm | Final |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Advocate for client access to the services of social work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Also note that some of the practice behaviors are complex for example, the student is expected to meet and exhibit the behavior with several groups or in several settings. To achieve a high rating, the student should have exhibited the behavior in all the ways listed.

Competency (2): Student Applies social work ethical principles to guide professional practice.**Evaluation**

| Practice Behaviors | Proficient | Not Proficient | No Opportunity | Midterm | Final |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Recognizes and manage personal values in a way that allows for professional values to guide practice | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Makes ethical decisions by applying standards of the National Association of Social Worker's (NASW Code of Ethics). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Tolerates ambiguity in resolving ethical conflicts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Applies strategies of ethical reasoning in decision making | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Recognizes and manages personal values in a way that allows for professional values to guide practice | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Instructor Comments:

Student Comments:

Competency (3): Student applies critical thinking to inform and communicate professional judgments.**Evaluation**

| Practice Behaviors | Proficient | Not Proficient | No Opportunity | Midterm | Final |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Analyze models of assessment, prevention, intervention, and evaluation. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Instructor Comments:

Student Comments:

Competency (4): Student Engages in diversity and difference in practice.**Evaluation**

| Practice Behaviors | Proficient | Not Proficient | No Opportunity | Midterm | Final |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Recognizes and manages personal values in a way that allows for professional values to guide practice | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Recognizes and communicates understanding of the importance of difference in shaping life experiences | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Gains sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups, (To include being mindful of diversity within own identity) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Views herself/himself as a learner, appreciate client cultural differences, and actively learn from her/his clients and colleagues | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Instructor Comments:**Student Comments:**

Competency (5): Student advances human rights social economic justice.**Evaluation**

| Practice Behaviors | Proficient | Not Proficient | No Opportunity | Midterm | Final |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Demonstrates an understanding of the forms and mechanisms of oppression and discrimination and their effects of vulnerable populations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Advocates for human rights social economic justice | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Engages in practices that advance social and economic justice | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Instructor Comments:

Student Comments:

Competency (6): Student Engages in Research, informed practice, and informed research.

Evaluation

| Practice Behaviors | Proficient | Not Proficient | No Opportunity | Midterm | Final |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Use practice experience to inform scientific inquiry. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Use research evidence to inform practice. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Instructor Comments:

Student Comments:

Competency (7): Student applies knowledge of human behavior and the social environment.

Evaluation

| Practice Behaviors | Proficient | Not Proficient | No Opportunity | Midterm | Final |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Critiques and applies knowledge to understand person and environment. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Instructor Comments:

Student Comments:

Competency (8): Student engages in policy practice to advance social and economic well-being and deliver effective social work services.

Evaluation

| Practice Behaviors | Proficient | Not Proficient | No Opportunity | Midterm | Final |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Analyze, formulate, and advocate for policies that advance social well-being. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Collaborate with colleagues and clients for effective policy action. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Instructor Comments:

Student Comments:

Competency (9): Student responds to contexts that shape practice.

Evaluation

| Practice Behaviors | Proficient | Not Proficient | No Opportunity | Midterm | Final |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Provide leadership in promoting sustainable changes in service deliver and practice to improve the quality of social services. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Instructor Comments:

Student Comments:

Personal/professional Growth is an important part of the field experience. This section allows students to identify specific personal growth needs. Please identify at least two areas of personal/professional growth you would like to strengthen during your field experience. This section may also include agency specific requirements. Students requesting a field placement with an emphasis in PAA should develop two competencies that reflect this emphasis.

Personal/ Professional Growth Competency:

| Practice Behaviors: | Activities: |
|---------------------|-------------|
| | |
| | |
| | |
| | |
| | |
| | |

Instructor Comments:

Student Comments:

Signature for learning Contract:

Student: _____

Date: _____

Field Instructor: _____

Date: _____

Liaison: _____

Date: _____

Signature for Midterm

Student: _____

Date: _____

Field Instructor: _____

Date: _____

Liaison: _____

Date: _____

Signature for Final

Student: _____

Date: _____

Field Instructor: _____

Date: _____

Signature certifies that student has completed the necessary 480 hours for field

Liaison: _____

Date: _____

Student's Grade (to be circled by the field instructor and verified by the liaison)

LETTER GRADES

A B C D F