

Student: _____

Fall ___/Spring___ Learning Plan

Mid-Term Eval.: Date: _____

Final Eval.: Date: _____



Baccalaureate Social Work Program

Field Internship Learning Contract

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 with your Field Instructor.
 - 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. Submit your Learning Contract to your Field Liaison by the due date.
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. Review your learning contract during the mid-year evaluation. During supervision meetings with your Field Instructor, identify any practice behaviors you still 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.
4. Your liaison will provide you with feedback and may request that you revise and re-submit the learning contract.

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

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

EVALUATIONS:

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.

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Student _____

Agency _____

Field Instructor _____

CSU Faculty Liaison _____

Year/Semester _____

Mid-Term Eval. Date _____ Final Eval. Date _____

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

| 1. Demonstrate Ethical and Professional Behavior : Student is able to | <u>Mid-term Evaluation</u> (5-1) | <u>Final Evaluation</u> (5-1) | <u>Specified Learning Activities</u> |
|--|--|---|--------------------------------------|
| 1.1 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 context; | | | |
| 1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; | | | |
| 1.3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; | | | |

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|---|------------------------|---------------------|---|
| 1.4 Use technology ethically and appropriately to facilitate practice outcomes | | | |
| 1.5 Use supervision and consultation to guide professional judgment and behavior | | | |
| MID-TERM COMMENTS | | | |
| FINAL COMMENTS | | | |
| 2 Engage Diversity and Difference in Practice: | <u>Mid-term</u> | <u>Final</u> | <u>Specified Learning Activities</u> |
| Student is able to | | | |
| 2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels | | | |
| 2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences | | | |
| 2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies | | | |
| MID-TERM COMMENTS | | | |

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|---|-----------------|--------------|--------------------------------------|
| FINAL COMMENTS | | | |
| 3 Advance Human Rights and Social, Economic, and Environmental Justice: Student is able to | <u>Mid-term</u> | <u>Final</u> | <u>Specified Learning Activities</u> |
| 3.1 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels | | | |
| 3.2 Engage in practices that advance social, economic, and environmental justice | | | |
| MID-TERM COMMENTS | | | |
| FINAL COMMENTS | | | |
| 4 Engage in Practice-informed Research and Research-informed Practice: Student is able to | <u>Mid-term</u> | <u>Final</u> | <u>Specified Learning Activities</u> |
| 4.1 Use practice experience and theory to inform scientific inquiry and research; | | | |
| 4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; | | | |

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|---|-----------------|--------------|--------------------------------------|
| 4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery | | | |
| MID-TERM COMMENTS | | | |
| FINAL COMMENTS | | | |
| 5 Engage in Policy Practice: Student is able to | <u>Mid-term</u> | <u>Final</u> | <u>Specified Learning Activities</u> |
| 5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; | | | |
| 5.2 Assess how social welfare and economic policies impact the delivery of and access to social services; | | | |
| 5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice; | | | |
| MID-TERM COMMENTS | | | |
| FINAL COMMENTS | | | |

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| <p>6 Engage with Individuals, Families, Groups, Organizations, and Communities:</p> <p>Student is able to</p> | <u>Mid-term</u> | <u>Final</u> | <u>Specified Learning Activities</u> |
| <p>6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;</p> | | | |
| <p>6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies;</p> | | | |
| <p>MID-TERM COMMENTS</p> | | | |
| <p>FINAL COMMENTS</p> | | | |
| <p>7 Assess Individuals, Families, Groups, Organizations, and Communities:</p> <p>Student is able to</p> | <u>Mid-term</u> | <u>Final</u> | <u>Specified Learning Activities</u> |
| <p>7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;</p> | | | |
| <p>7.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks</p> | | | |

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| in the analysis of assessment data from clients and constituencies; | | | |
| 7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; | | | |
| 7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies; | | | |
| MID-TERM COMMENTS | | | |
| FINAL COMMENTS | | | |
| 8 Intervene with Individuals, Families, Groups, Organizations, and Communities: | <u>Mid-term</u> | <u>Final</u> | <u>Specified Learning Activities</u> |
| Student is able to | | | |
| 8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; | | | |
| 8.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; | | | |

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|--|------------------------|---------------------|---|
| 8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; | | | |
| 8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; | | | |
| 8.5 Facilitate effective transitions and endings that advance mutually agreed-on goals; | | | |
| MID-TERM COMMENTS | | | |
| FINAL COMMENTS | | | |
| 9 Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities: Student is able to: | <u>Mid-term</u> | <u>Final</u> | <u>Specified Learning Activities</u> |
| 9.1 Select and use appropriate methods for evaluation of outcomes; | | | |
| 9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; | | | |
| 9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes; | | | |

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| 9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels; | | | |
| MID-TERM COMMENTS | | | |
| FINAL COMMENTS | | | |

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

Professional Work Habits

| <u>WORK HABITS</u> | MID-TERM | FINAL | <u>COMMENTS</u> |
|---------------------------|-----------------|--------------|------------------------|
| Attendance* | | | |
| Punctuality | | | |
| Reliability | | | |
| Initiative | | | |
| Organization | | | |

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|------------------|--|--|--|
| 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

| Type of Communication | MID-TERM | FINAL | <u>COMMENTS</u> |
|--|-----------------|--------------|-----------------|
| Written | | | |
| Oral: Clients | | | |
| Oral: Colleagues | | | |
| Listening | | | |
| Physical (body language, touching, personal space) | | | |
| Countenance (eye contact & expressions) | | | |

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|---|--|--|--|
| | | | |
| Timing & Parameter (Appreciation of how much time to spend interacting in various situations) | | | |

General Performance

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