USER’S GUIDE TO THE FIELD EDUCATION LEARNING CONTRACT AND EVALUATION

2013 - 2014
Introduction and Rationale

Field Education is an integral component of the MSASS graduate program and actualized through a collaborative and reciprocal relationship between the university, community organizations and institutions and graduate students. This experience offers students field practice opportunities to integrate the core knowledge, skills and values inherent to the profession. The Learning Contract/Evaluation reflects the development of the concurrent learning experiences available to students in the classroom, field organization setting and the community. The student, field instructor and task supervisor (when applicable) collaborate in defining and endorsing the learning opportunities reflected in this document. The MSASS Ability-Based Learning Environment provides the structure for the development of the Learning Contract. The Eight Abilities that form the core structure of the Learning Contract include:

- Identify as a Reflective Professional Social Worker
- Advocate for Social, Economic and environmental Justice
- Apply Social Work Methods
- Uphold Social Work Values and Ethics
- Integrate Cultural, Economic and Global Diversity
- Think Critically about Theory and Research Knowledge
- Communicate Effectively
- Develop as a Social Worker

(See Appendix I for description of the Abilities)

A Learning Contract/Evaluation is completed for each Field Period. Students in the Full-Time Program and Full-Time Intensive Weekend Program complete 4 documents (Field 651 A/B, 652 A/B, 653 A/B and 654 A/B). Advanced Standing Students and Advanced Standing Intensive Weekend Students complete 3 documents (Field 652 A/B, 653 A/B and 654 A/B). Each completed document is assessed and reviewed by the student’s Field Faculty Advisor. Following the submission of each completed Learning Contract/Evaluation, a grade of Pass, No Pass or Incomplete is assigned by the Field Faculty Advisor. The student receives a copy of this grade and the Field Faculty Advisor’s comments following the submission of each Learning Contract/Evaluation. The completed documents comprise the student’s official transcript upon graduation and are archived for future reference.

PROFESSIONALISM MUST BE DEMONSTRATED THROUGHOUT THE DEVELOPMENT AND EXECUTION OF ALL COMPONENTS OF THIS PROCESS INCLUDING TIMELY SUBMISSION OF THE COMPLETED DOCUMENT TO THE FIELD EDUCATION OFFICE.
Conceptual Framework

The Learning Contract/Evaluation is a working document that allows students, Field Instructors and Field Faculty Advisors to structure field learning opportunities to maximize the student’s access to diverse areas of practice offered by the field organization. The column titled “Tasks” (located on the far left of the document), provides an outline of expected competencies for each field period. Students may choose to endorse the tasks provided or generate tasks specific to their field site. Students need to be mindful of defining and structuring specific learning opportunities as part of the contract. Specificity is important for clearly communicating field education goals. Implementation plans require concrete, measurable and quantifiable elements. The Learning Contract guides the definition and implementation of tasks necessary to fulfill the students’ learning needs. One of the benefits of The Learning Contract/Evaluation is that it serves as an outline for skill acquisition in developing a professional resume upon graduation.

Each individual Learning Contract/Evaluation becomes a part of the student’s official transcript after completion of the program. Therefore, it is important to have this document reflect your professionalism and investment in the field education experience. The Learning Contract/Evaluation needs to be a complete and accurate representation of the diverse learning opportunities available at the field organization. It is helpful to have evidence of personal and professional insights and growth integrated throughout the content of the contract.

ALL SECTIONS OF THE LEARNING CONTRACT/EVALUATION MUST BE TYPED, WRITTEN IN A PROFESSIONAL FORMAT AND PROOFREAD BEFORE SUBMISSION.

Pragmatics

The first learning contract/evaluation completed by students and Field Instructors will prove to be the most labor intensive and arduous. IT DOES GET EASIER!!!! Have it work to your advantage. Use clear professional language that captures the essence of your projected learning needs. Be sure to include all tasks, opportunities, skills and experiences that you believe will challenge and enhance your professional growth. Think about using this document as a way to gain additional skills in social work documentation: quantifiable, descriptive terms to succinctly define tasks and plans. Some students find that a more inclusive approach helps in clearly identifying and articulating the learning objectives that highlight the richness of the field experience. Clarity and detail help in communicating learning goals to all members of the educational “team” (student, field instructor, task supervisor and field faculty advisor). Endorsement of the learning contract by the participants at the field conference, including signatures, signifies the consensus that this document is a viable instrument that conforms to the standards of practice outlined by CSWE.

WE VALUE THE PROCESS THAT EVOLVES BETWEEN STUDENTS AND EDUCATORS THAT MAKE THIS DOCUMENT A REALITY.
**Foundation (651 A/B/652 A/B)**

This document is used by Full-Time Students (651 A/B), Foundation Intensive Weekend Students (651 A/B), Advanced Standing Students (652 A/B) and Advanced Standing Intensive Weekend Students (652 A/B). The first page of the Learning Contract is signed by the student, field instructor and field advisor during the field conference. This page must include original signatures and is maintained by the student. It is handed in with the evaluation at the end of the field period. All students complete the demographic information on the second page of the document. The third page is to be completed by the student and field instructor collaboratively to outline the orientation to the organization as well as the overall educational plan (assignments) and supervisory structure and process. The next eight sections of the Learning Contract correspond to the Eight Abilities (please refer to Ability Statements – currently located in Instructor’s Manual MSSA Program).

All students review the Tasks delineated in the first column of each section. These are required tasks that outline the scope of competencies demonstrated upon completion of the Foundation 651 A/B/652 A/B field periods. Students select the tasks that best correspond to their learning goals as defined by the opportunities available at the field organization. At the completion of the Foundation (652 A/B) field periods, EACH TASK MUST BE COMPLETED. In addition, tasks may be carried over from one field period to the next where they are continued or framed as more advanced tasks. THERE MUST BE TASKS DEVELOPED OR ENDORSED FOR EACH OF THE EIGHT ABILITIES. Once tasks are identified as viable learning goals, students’ articulate an implementation plan (a way to address and achieve these goals) in the third column of the document. Once the implementation plan has been developed, students designate in the second column the corresponding assignment(s) number which will become the focus for that specific task. Implementation plans describe goals utilizing active, concrete and measurable terms. The endorsement of tasks and implementation plan become the focus of the Field Conference for each field period.

At the end of each Field Period, students and field instructors collaborate in a process resulting in the assessment of field learning experiences. We are interested in the development of your social work skills and abilities including what you have learned about yourself as a developing professional in the field. These comments form the narrative for the third column “Describe What You’ve Learned”. Upon completion of the third column, you and your field instructor assign an evaluative rating for each of the tasks endorsed. There does not need to be consistency between your assessment and that of your field instructor. Our hope is that you will engage in a discussion of strengths and challenges that will enhance your overall field learning.

In addition to describing what you have learned for each task, all students evaluate their performance in attaining foundation skills related to the ability. The summary narrative section for the Field Evaluation is written in the space entitled “Evidence of Integration into Practice and Implications for Future Learning”. The student and field instructor must answer the questions provide. These sections synthesize the learning and application of practice skills evident through the tasks completed at the field site. Many students utilize a specific clinical situation/organizational task as the basis for description in completing this section of the Field Contract/Evaluation.
Advanced 653 A/B/654 A/B

The 653 A/B/654 A/B Field Education Learning Contract/Evaluation comprises the Advanced document for completion by Full-Time Second Year Students, Intensive Weekend Students who have completed Field 651 A/B/652 A/B, Advanced Standing Students and Advanced Standing Intensive Weekend Students who have completed Field 652 A/B. The suggested tasks reflect and describe more complex and advanced skills and are specific to the student’s area of concentration. The directions for completion are the same as outlined in Field 651 A/B/652 A/B.

Intensive Weekend

For Intensive Weekend students, the Learning Contract/Evaluation is completed in the same manner as is done the Full-Time Students. Students complete the 651 A/B field period in one semester. However, I.W. students have two semesters to complete the prerequisite hours for the 652 A/B, 653 A/B, & 654 A/B field periods.

In addition to structuring the learning opportunities in the field, this document should also include those skills and tasks that are unrelated to the student’s work responsibilities. The primary emphasis of the tasks should focus on the students educational needs and reflect the student’s skill development rather than work product. Specific attention should be paid to assuring that the learning contract and evaluation provide the Intensive Weekend Student with the opportunity to apply what is learned in the classroom, and that the focus of learning is consistent with the student’s concentration. While the shift from an employee to a student may be difficult for students, the Learning Contract/Evaluation should be helpful in differentiating between the two roles. The Field Advisor can be consulted to assist the student, Field Instructor, and Task Supervisor in developing the document.

Field Faculty Advisor’s Role – Learning Contract/Evaluation

The Field Faculty Advisor participates with students, Field Instructors and Task Supervisors in the development, review and assessment of each Learning Contract/Evaluation. The primary responsibility for identifying and articulating learning goals and opportunities resides within the student/field instructor/task supervisor relationship. However, the Field Faculty Advisor serves as a consultant throughout this process. The student’s focus of practice, academic program and concentration defines the fundamental structure for the development of this document. A prominent role of the Field Faculty Advisor is to support and facilitate the integration of academic and field based learning. In this regard, the Field Faculty Advisor may consult with students, Field Instructors and Task Supervisors at any time during the Field Period to offer support and/or direction in the development, implementation or assessment of the Learning Contract/Evaluation. Suggestions regarding the implementation of specific tasks related to the student’s course of study and concentration may be made at the Field Faculty Advisor’s discretion.
Some Examples

We have chosen a Learning Contract/Evaluation for you to review as models of practice. The first three abilities have been completed as an exemplar to assist your conceptualization of the document. We hope that these illustrations will provide a contextual framework to understand and actualize the intent of this guide.

(See Appendix II)

A Final Thought Regarding the Pivotal Experience Section

The narrative requested in this section appreciates the impact and significance of a variety of professional and personal experiences that inform our development as practitioners. There are certain situations with organizations, specific clients, collaborative relationships with others or personal insights that form the core of our identity as professionals and whose lessons remain with us throughout our careers. We ask that you consider your collective experiences throughout the semester and choose one encounter/insight/lesson that has remained with you and stands out in your memory. Sometimes we learn the most from areas of challenge or celebration – We welcome the opportunity to share these formative experiences with you.
Appendix I

ABILITY-BASED LEARNING ENVIRONMENT

Students at the Mandel School of Applied Social Sciences (MSASS) participate in an innovative curricular and instructional program: the Ability Based Learning Environment (ABLE).

To establish student outcomes for the program, community stakeholders, students, alumni, adjunct faculty, employers, and clients were asked to determine those abilities most critical to effective social work practice. A content analysis of the data resulted in the formulation of eight core Abilities:

1. **Identify as a Reflective Professional Social Worker**: Students will demonstrate awareness of the potential influence of their actions and words as a professional social worker upon individuals, families, groups, organizations and communities. Students will demonstrate the ability to reflect on practice decisions and activities, using self-correction to assure continual professional development.

2. **Advocate for Social, Economic and Environmental Justice**: Graduates will advocate for human rights and social and economic justice as one of their primary responsibilities.

3. **Apply Social Work Methods**: Graduates of the MSASS master's program are prepared to function as advanced practitioners in a changing arena of social work and social welfare. They are able to engage clients and client systems, assess client needs and strengths, provide or help arrange needed services and support, weigh intervention alternatives, implement change strategies, and evaluate results. Mandel School graduates are able to draw upon the knowledge of theory, research, policy, and practice methods in order to be effective social work practitioners with individuals, families, groups, organizations, and communities of various kinds.

4. **Uphold Social Work Values and Ethics**: Students will integrate social work values and ethics into their learning and professional practice.

5. **Integrate Cultural, Economic and Global Diversity**: Students will integrate into their practice the knowledge, skills, and values needed for understanding and appreciation of a diverse world, and for ongoing development of competence in working with diverse populations and settings.

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**Six key principles characterize the ABLE approach:**

- educational outcomes drive the curriculum
- outcomes are defined as student abilities
- course and field education objectives are tied to abilities
- assessment of abilities occurs throughout the educational process
- self-assessment becomes part of the student’s learning
- assessment of abilities leads to continuous program improvement

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6. **Think Critically about Theory and Research Knowledge**: Graduating students will be able to think critically about their practice and its knowledge base, and about the social problems and situations they encounter. Critical thinking in social work includes selecting appropriate theoretical approaches and strategies to apply in practice, using research findings to improve practice, evaluating one's own practice, and making contributions to knowledge in the field.

7. **Communicate Effectively**: Graduating students will have the oral, written, nonverbal and information technology skills that will enable them to communicate effectively and appropriately in professional roles and settings.

8. **Develop as a Social Work Leader**: Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social work leaders are informed, resourceful, and proactive in responding to evolving organizational, community, societal and global contexts at all levels of practice in ways that improve quality of life.

### Implementation

Learning how to self-assess is an important outcome of the ability-based learning approach. Yet, the attainment of self-assessment skills may be the most valuable outcome of the ABLE approach. The ability to assess one’s professional skills, set personal goals for development, and evaluate the results of those efforts guarantees a process for life-long learning.

### Ability Statements

1. **Identify as a Reflective Professional Social Worker**

   Learning a set of skills and techniques is vital to social work as in other fields, but the professional social worker blends those techniques with a heightened awareness of human dynamics. Social workers do not necessarily utilize the sophisticated tools of our late century as much as they use a keen sense of self as a major tool.

   The professional social worker serves as a role model, a guide, a coach, an advocate and/or a partner with client systems, and, therefore, needs to understand strengths and weaknesses in each of those roles. Professional social workers need to possess the humility to recognize weaknesses as well as the confidence to utilize strengths. Social workers must seek out opportunities for personal and professional growth, understanding that only through that growth will they be able to assist on an ever-broadening range.

   **Foundation Level:**

   **Knowledge:**
   - Knows the history and mission of social work as a profession
   - Differentiates social work professional roles from those of personal roles and other profession’s roles
   - Understands professional roles and boundaries regarding behavior and self-disclosure in professional contexts
   - Understands the need for professional supervision or consultation
- Possesses awareness of own strengths and weaknesses related to social work practice and has a beginning understanding of own personal biases and vulnerabilities and awareness of how those might impact work with clients or client systems
- Understands concepts of transference, counter-transference, and power in human services relationships

Values:
- Identifies with the profession—allows professional values guide to social work practice
- Is committed to enhancing strengths and improving skills
- Values constructive criticism

Skills:
- Is flexible and adaptable in assuming various social work roles as they relate to needs of clients, systems, or communities
- Can effectively cope with change
- Maintains professional demeanor, appearance, behavior and communication in work roles and settings
- Adheres to appropriate boundaries with clients
- Advocates for client access to the services of social work
- Makes use of regular professional supervision and consultation

Advanced Level:

Knowledge:
- Understands own personal biases and vulnerabilities and is aware of how those might impact work with clients or client systems in a specialization area of social work practice
- Knows the importance of self-care and work/life balance

Values:
- Is committed to lifelong learning
- Is respectful of the mutual impact of the change process on the worker and the client
- Recognizes the contributions of others’ skills, knowledge, values and resources in the change process
- Is committed to sharing appropriate knowledge, values and skills with other less experienced professionals or professionals in other disciplines

Skills:
- Is able to accommodate own needs, strengths and weaknesses to the organizational structure; manages authority relationships in a professional manner
- Can identify and modify personal and professional barriers to effective practice
- Seeks and uses regular, appropriate supervision for social work practice
- Engages in appropriate self-care and maintains appropriate work/life balance
Advocate for Social, Economic and Environmental Justice

The early history of the social work profession is replete with examples of activists who viewed themselves as reformers, directing the attention of the public toward social injustice and seeking to rectify societal wrongs. As social work sought to increase its standing as a profession, however, it began to lessen its emphasis on its advocacy role believing that such a de-emphasis was a necessary concession for increased professional status. In moving into the 21st Century, we at the Mandel School believe that such concessions are unnecessary and contrary to the best practice principles of our profession. Instead we believe that the truly professional social worker must come to value *advocating for social justice* as one of her/his primary responsibilities and must possess the tools and knowledge necessary to identify specific achievable ways that positive change toward social justice can best occur.

Valuing *advocating for social justice* involves first understanding the many ways in which “social justice” can be defined depending upon the economic, social and political ideologies of those who do the defining. From that understanding then comes the ability to understand the implications of policies developed according to the various perspectives. Valuing *advocating for social justice* also involves a deep sensitivity to the needs of all people but most especially to the needs of the poor, oppressed and disenfranchised. It embraces a global perspective, believing that an injustice to one is an injustice to all. We believe that a vital aspect of the social worker’s education, both in graduate school and beyond, is immersion in the values of social justice, equality and empowerment.

In addition to development of core values, it is also necessary that social workers possess knowledge and skills related to advocacy. These assure that they can understand the continuum of ideologies through which social policies and institutions have evolved, that they can understand the dynamics and consequences of social and economic injustice and that they can effectively develop and work within a definition of social justice.

Social workers must understand the major economic, political, and social forces that have shaped the development of social policy both in the United States and globally. This historical knowledge must be matched with the ability to analyze current trends to determine forces that are likely to influence change efforts. Social workers must know and understand how policy is developed at the local, state, and national levels. They must be able to identify the key policies that influence their own practice settings, be able to analyze them, and be able to assess the impact that those policies have on the individuals, families, groups, and communities with whom they work.

Social workers much have the ability to work collaboratively to marshal resources needed to advocate for social justice, to empower their clients and communities, to work with them collaboratively as members of a team, and to enlist the support of those in positions of power. They are required to know a range of advocacy strategies that further the achievement of individual and collective social and economic justice. We believe that this ability is best developed in a setting which emphasizes cooperative learning, that provides students and faculty the opportunity to take part in social action movements, and that models active involvement of all members of the learning community in efforts to advocate for social justice.

The ability *Advocate for Social Justice* has been broken down into knowledge, skills and values to be learned at the foundation and the advanced levels of the master’s curriculum.
Possible Assessment Activities: Articulates a range of ideologies that have been used to define the concept of social justice; articulates a historical perspective on the development of a particular social policy; analyzes a particular social problem and develops a proposed plan for social change; analyzes a selected social policy and determines its impact on specific individuals, families, groups and communities; assesses the degree to which particular social and economic policies enhance various concepts of social justice and equality; researches, develops and defends her/his own definition of a “poverty line.”

Foundation Level:

Knowledge:
- Knows the history, mission and values of the social work profession
- Knows the process of developing laws and social policies at the federal, state and local levels
- Understands key social policies affecting the poor, oppressed and disenfranchised
- Understands basic categories of human needs and goals of health and social services to meet those needs
- Knows basic social policy change strategies
- Knows a range of advocacy strategies

Values:
- Is committed to using knowledge and skills to improve the lives of individuals and the community
- Values social justice and economic and environmental equality
- Values global perspectives on human rights and social justice

Skills:
- Interprets social policies and analyzes their impact
- Identifies client, organizational or community needs and assets for social services or policy change
- Formulates social policies based on identified needs and assets
- Explains policies to clients, community members and other stakeholders
- Advocates for social policies that advance individual and community well-being

Advanced Level

Knowledge:
- Knows about common human needs and service delivery issues in a substantive area of social welfare
- Knows specifics of social policies in at least one area of specialization
- Knows the key policies that influence their own practice settings and the impact that those policies have on the individuals, families, groups and communities with whom they work

Values:
- Values being a change agent and advocate
- Values a vision of community and global connectedness
• Values collaborative work with clients, community members and colleagues to enlist support of those in positions of power and to change policies where needed

**Skills:**
• Effectively advocates for vulnerable populations to receive needed rights or services, regardless of the practice setting
• Analyzes, formulates and advocates for social and organizational policies that further the achievement of individual and collective social and economic justice

**Apply Social Work Methods**

The ability to engage in effective, advanced, social work practice requires the application of abilities in the areas of valuing a diverse world, integrating values and ethics, advocating for social justice, succeeding in the world of work, critical thinking, communication, and professional use of self. It also involves the capacity to engage, assess, plan, intervene, and evaluate.

Graduates of the master’s program at MSASS are advanced practitioners in a social work environment that is undergoing major transformation. In part, these changes reflect external forces, such as devolution, privatization, welfare reform, and managed care. They also reflect the creative efforts of social workers themselves to redesign services and reshape practice to make services less fragmented and reactive, more comprehensive, integrated, flexible, and responsive.

Social work in this environment requires a revitalization of the profession’s tradition of community-oriented practice. Social workers need to analyze and apply knowledge of bio-psycho-social variables that affect individual development and behavior. But they also need to understand and intervene in the patterns of interaction that generate or perpetuate problems involving multiple system levels (such as family, neighbors, school, and social service or justice systems). Community-based social work practice sees lasting solutions to problems as arising from the strengths of the community and culture of the individuals and families concerned. It recognizes that clients are involved in larger patterns of formal and informal helping that may involve social networks, including family, church or temple, friends, neighbors, or community organizations, as well as other professionals. Social work practice sees itself as one part of this larger pattern of helping, its effectiveness, depending on how the whole pattern works to ensure that individual, family, and community needs are met. Social workers intervene at all levels, with individuals, families, groups, organizations, and communities, with the aim of building partnerships with those involved to strengthen the caring capacity of communities as they work to resolve issues of immediate concern.

Community-based social work practice:
• embraces an inclusive definition of community;
• values community as process;
• views the individuals in the context of a pattern of relationships that includes family, groups, organizations, and communities;
• integrates community and individual practice;
• builds interventions on the strengths and assets of individuals, families, groups, organizations, and communities;
• emphasizes participation, teamwork, collaboration, and partnerships at all levels;
recognizes that comprehensive interventions are shaped by all interactions and exchanges within the social ecology;
• involves interdisciplinary and multi-disciplinary approaches;
• facilitates empowerment through a reciprocal, educational process of lifelong learning; and
• encourages innovation and improvement of services.

These principles are elaborated in the statement on Community-Based Practice adopted by the faculty in April 1999.

Graduates of the MSASS master’s program are prepared to apply these principles as they function as advanced practitioners in a changing area of social work and social welfare. Community-based practice offers principles and a perspective that are applicable both in generalist practice and in advanced practice with a specific population, social problem, or level of intervention.

Integrating all the other core abilities necessary for effective social work practice, Mandel School graduates are able to assess problems, weigh intervention alternatives, implement change strategies, and evaluate results. They are advanced practitioners who draw upon their knowledge of theory, research, policy, and practice in an area of concentration in order to be effective change agents in community-based efforts with individuals, families, groups, organizations, and communities of various kinds.

The ability **Apply Social Work Methods**, in addition to involving integration of all the other core abilities, is broken down into knowledge, skills, and values to be learned at the foundation and advanced levels of the master’s curriculum.

**Foundation Level**

*Knowledge*:  
• Critically analyzes, integrates and applies knowledge of bio-psycho-social and environmental variables that affect human development and behavior  
• Understands major theoretical frameworks used by social workers to explain patterns of relationships among individuals, families, groups, organizations, and communities  
• Is able to identify and define problems and issues relevant to client systems at various levels  
• Integrates knowledge from multiple sources, including class lectures, exercises and readings, research reports and reviews, observations and interactions in field settings, supervisory sessions, professional development activities, and personal experience

*Values*:  
• Values the strengths and assets of the individuals, families, groups, organizations, communities, and cultures involved in practice situations  
• Values teamwork, partnership, and collaboration in practice that promotes social justice and empowerment in communities  
• Values supervisory relationships and opportunities for learning in the field
Skills:

Engagement:
- Is substantively prepared and able to attend to individuals’ verbal and non-verbal communication during professional social work practice encounters.
- Uses active listening, empathy and other interpersonal skills to communicate understanding and non-judgmental respect and to encourage openness to participation in social work practice interactions.
- Can clearly explain social work processes and expectations to clients, families, constituents and other relevant parties, including the purpose and scope of the work, confidentiality matters and client rights, agency or facility procedures, and service and referral options.

Assessment:
- Is able to organize and conduct interviews with individual clients, families, community representatives or key stakeholders for the purpose of gathering information and analyzing problems and strengths.
- Is able to collect, organize and interpret relevant data from direct and collateral sources, using appropriate conceptual models to guide this process.
- Can conduct basic screening procedures including, but not limited to, suicide risk assessment, alcohol and drug abuse assessments, genograms, eco-maps, social network maps and community resources/assets assessments.
- Applies screening and interview information to assessment and goal planning efforts with and on behalf of clients, families, groups, organizations and communities.

Intervention:
- Can develop a focus for work and mutually agreed-on outcome goals.
- Keeps complete records of practice activities and progress.
- Provides linkage and referral to appropriate resources and services.
- Advocates for clients' rights and needs at various system levels.
- Begins to apply and implement models of intervention based on theory and evidence for social work practice.
- Facilitates transitions and terminations.

Evaluation:
- Monitors and analyzes progress towards desired outcomes.
- Determines appropriateness of termination or referral.
- Uses supervision to assist in evaluating social work practice activities.

Advanced Level—Direct Practice

Knowledge:
-Synthesizes and applies a broad range of practice knowledge from prevalent contemporary theoretical perspectives on intervention in an area of concentration.
- Understands the basic structure and diagnostic categories of the DSM and other widely used diagnostic criteria.
- Knows factors predicting increased risk for suicide or other significant endangerment to clients’ life or health.
- Uses research evidence, advanced coursework, supervision and professional development activities to inform practice decisions.
Values:
- Values clients and other community members as contributors to resolution to their own concerns and those of their community, and as partners in the design, delivery, and oversight of services

Skills:
- Demonstrates skills of engagement, assessment, intervention and evaluation of advanced social work practice in a problem and population-specific area of concentration

Engagement:
- Engages clients, client families and groups from area of concentration with appropriate techniques and strategies specific to that population or field of practice

Assessment:
- Can ask relevant questions to assess for suicide risk, domestic abuse, or other high risk or dangerous situations affecting clients in problem or population-specific contexts, within an area of concentration
- Can select and use culturally appropriate assessment tools and approaches
- Can tentatively apply and interpret DSM criteria to clients where appropriate

Intervention:
- Identifies alternative interventions at various system levels and selects appropriate intervention strategies in one or more specific population or problem areas
- Implements intervention plans and monitors client and system responses and outcomes, within an area of concentration, modifying strategies as needed
- Plans for and performs terminations appropriate to the client and setting

Evaluation:
- Can use single subject methodology to evaluate social work practice
- Can use Rapid Assessment Instruments and other means to evaluate client progress and satisfaction with services within an area of concentration.

Advanced Level—Community and Social Development

Knowledge:
- Knows collaborative and conflict theories and strategies for encouraging community-based social change.
- Understands the roles of community organizers, community builders, community-based organizations, and community initiatives in community-based change.
- Understands the broader economic, social, demographic, institutional, and policy contexts in which community-based efforts must function.
- Specifically knows definitions of community, power, asset-based development and social capital
- Demonstrates familiarity with financial concepts and programs such as low-income tax credits, micro-enterprise, individual development accounts, and revolving loan programs
Values:
- Analyzes community-based practices that advance social and economic justice and arrives at a set of personal values that will guide the student’s professional practice.
- Reflects on and clarifies one’s own views and personal values on challenges of race, gender, and other sources of inequity.
- Upholds social work values regarding diversity, marginalization, power and empowerment and the need for systemic change to address social, political and economic inequities.

Skills:
- Demonstrates skills of community-based and place-based engagement, assessment, intervention and evaluation of advanced community and social development practice

Engagement and Assessment:
- Describes and interprets demographic, social and economic trends in a community
- Maps community needs and assets
- Designs and implements strategies for entering and assessing community and social policy analysis and change.
- Engages staff, board, volunteers and funders in working towards the realization of plans

Designing and Implementing Community Development
- Designs community-driven change with strategies such as community building, community organizing, and participatory action research.
- Applies tools and process skills that promote civic engagement, empowerment, leadership development, group work, social capital formation, conflict resolution, and democratic process.
- Engages key stakeholders in the development of a logic model that summarizes the community building strategy including the desired outcomes and the key activities that will produce those outcomes.
- Can develop a strategic plan with participation of key constituents
- Plans an income-generation strategy for a community or social development enterprise or project.
- Demonstrates financial skills such as fundraising, grant development, financing, budget analysis, cost-savings and cost cutting, strategic partnerships and social entrepreneurship

Evaluation:
- Uses program evaluation and other research methods to assess effectiveness and develop improvements to programs and other interventions
Uphold Social Work Values and Ethics

A historic and defining feature of social work is its focus on individual well-being in a social context and the well-being of society. Thus, its mission is rooted in a set of core values that are the foundation of social work’s unique purpose and perspective. These values are as follows: service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These core values are reflected in the NASW Code of Ethics, which establishes a set of specific ethical standards to guide social work practice. The focus of the ability, Integrating Social work Ethics and Values, is to enable students to understand the process of ethical decision making. Ethical responsibilities flow from all human relationships; specific applications of the code must take into account social, professional, and personal context. Reasonable differences of opinion may exist among social workers with respect to the ways in which values, ethical principles and ethical standards should be rank-ordered when they conflict. In a given situation, social workers must apply informed judgment and consciousness of the ethical standards of the profession to make decisions and actions that are consistent with the spirit and letter of the Code of Ethics. Social work ethical behavior will result from student’s personal commitment to uphold the profession’s values and act ethically.

Foundation Level

Knowledge:
- Understands social work values and ethical principles, particularly the content of the NASW Code of Ethics
  - Is cognizant of the limits of confidentiality to clients and the duty to warn
  - Knows the requirements of informed consent
  - Understands the concept of self determination

Values:
- Is aware of his or her personal values, biases and prejudices and the impact they have on client/organization/group
- Develops competency in the identification of one’s own ethical stand in relation to controversial issues
- Adheres to the NASW Code of Ethics and agency guidelines and protocols

Skills:
- Establishes professional relationships with colleagues, clients and community members, built on regard for individual worth and dignity
- Engages the individual/client group in making independent decisions
- Accepts and utilizes constructive feedback regarding values
- Validates the feelings and respects the views of others

Advanced Level

Knowledge:
- Understands the characteristics of ethical dilemmas
- Knows a framework for ethical decision-making
- Knows common ethical dilemmas in an area of practice specialization
Values:
- Assumes responsibility for personal ethical conduct
- Discourages and aids in the correction of unethical conduct of colleagues
- Assumes responsibility for the quality of practice

Skills:
- Identifies and separates personal issues and values from professional practice in the context of diverse populations, client systems, agency personnel and multidisciplinary systems
- Develops skills in the systematic analysis of ethical dilemmas
- Anticipates and clarifies conflicting values and ethical dilemmas
- Examines the relationship between own values and action, identifying congruence among values and between values and behavior
- Handles conflict responsibly
- Promotes ethical practices of the organization with which he or she is affiliated
- Secures opportunities for continuous growth in professional knowledge and skills

5 Integrate Cultural, Economic and Global Diversity

From its inception, social work has dealt with diverse people. Historically, social workers served the poor and oppressed, and those who were discriminated against by the larger society on the basis of race, gender, religion, behavior or other factors. Although today social work serves persons from all classes and walks of life, it retains a special mission to serve the poor, oppressed and disenfranchised as reflected in the School's mission.

As we move into the 21st century, valuing a diverse world becomes even more essential for effective social work practice, in the United States and around the world. Not only is our world becoming more diverse, we recognize that our diversity is something to be valued. Diversity is reflected in the composition of American society – we are a nation of many different historical, cultural and racial origins, of diverse political and religious views, and of various socioeconomic classes and behavioral norms. This diversity is reflected in the composition of the social work profession itself, requiring us to understand and work effectively with persons different than ourselves in all aspects of social work practice.

Diversity is reflected also in the increasingly global connections among peoples throughout the world. Political, socioeconomic, and technological changes are bringing us all closer together, such that events in our country impact people throughout the world just as events in other parts of the world impact us. Thus, we take valuing a diverse world quite literally to mean that we must be competent to deal with diversity throughout the global community.

Diversity is not seen in isolation, however. Although we want to learn to appreciate difference, we do not lose sight of the fact that we are all part of the human family. Just as our differences distinguish us and add value to the human experience, our shared humanity and commitment to the well-being of the larger community binds us together.

At the Mandel School we believe valuing a diverse world is a life-long developmental process in which we continuously strive for a better understanding of ourselves and those we serve. Competence in dealing with diversity begins with ourselves and the particular background and experiences we bring to our work, and includes the biases and "veils" as well as the
strengths that rise out of our differences. To work effectively with persons different than ourselves we need also to understand others – people from other racial, ethnic and cultural heritages, and people whose values, beliefs and experiences are different than our own. Central to this is an understanding of structural and institutional discrimination and oppression based on differences.

To be an effective practitioner in a diverse world, however, social workers must be more than self-aware and knowledgeable of other groups, they must be competent in interpersonal skills and intervention methods suited to the particular client group with whom they are working. Thus, at the advanced levels of competency students are expected to learn intervention methods and techniques suited to the particular client populations they will be working with at their selected level of social work practice (direct practice, management, community development).

We recognize that it is impossible for any social worker to be thoroughly knowledgeable about all of the different ethnic and cultural groups they are likely to encounter throughout their careers. Thus, competence in valuing a diverse world includes the ability to develop new competence as needed. This involves learning to recognize when new competencies are needed, knowing how to develop the requisite new competencies, and implementing the competencies effectively.

We believe the ability of Value a Diverse World is best developed in a climate where students and faculty come together as a community of learners. Faculty and students work proactively to create a place where students can safely explore sensitive issues of values and beliefs, and work to develop positive personal and professional identities which take into account their personal uniqueness.

Foundation Level:

Knowledge:

- Has sufficient knowledge of own racial/ethnic heritage and other identifying personal background and awareness of how this may affect professional understanding of self and others
- Is aware of the impact of discrimination, oppression and privilege in all of its forms on personal and professional beliefs and values
- Recognizes the extent to which a culture’s or community’s structures and values may oppress or marginalize, or create or enhance privilege and power
- Is aware that cultural and other differences have an impact on social work services
- Understands barriers that interfere with minority and immigrant persons’ use of services; is knowledgeable about intervention theories and approaches that are culturally sensitive and empowering
- Is aware of the impact of immigration, refugee status, and political upheaval on human needs

Values:

- Subscribes to the profession’s code of ethics as it relates to nondiscrimination
- Recognizes the need to develop personal and professional competence in working with persons different than oneself
- Values honesty and personal integrity in developing one’s professional self
- Recognizes the strengths that exist in all cultures
- Appreciates the strengths and personal resources of members of diverse groups
- Respects others’ beliefs and values, including religious beliefs, political views, and cultural and community norms and values, which may affect the social work process
- Respects the values of client self-determination and client empowerment

Skills:
- Is able to use resources to develop knowledge of groups different than one’s own;
- Is able to give and receive constructive criticism and feedback from others
- Is able to take various perspectives
- Develops skills in engaging persons or communities of diverse cultures, nationalities, races and religions or other groups
- Is able to communicate effectively with individuals and groups different than him/herself
- Recognizes and communicates understanding of the importance of difference in shaping life experience

Advanced Level

Knowledge:
- Develops a positive personal/professional identity based on one’s own race, gender, sexual orientation, and other relevant factors
- Can identify those situations in which new competence in valuing diversity is needed
- Understands diversity and oppression issues specific to an advanced field of practice
- Gains awareness of global social work agenda or issues

Values:
- Recognizes the need to continually increase her/his ability to value diversity as new situations arise
- Recognizes one’s limits in valuing diversity and subscribes by the ethical obligation not to practice in situations beyond one’s competence
- Appreciates a global perspective: respecting difference while identifying similarities in cultures and customs

Skills:
- Can engage a client system of difference in a social work intervention in a way that is culturally sensitive and builds on the client system’s inherent strengths
- Identifies areas for future growth
- Strives to acquire needed cultural competencies and global perspectives

Think Critically About Theory and Research Knowledge

For social workers the aim of learning to think critically is quite simple and practical, namely, to assist clients. Clients can include individuals, groups, families, organizations and communities. Do clients benefit from our policies and programs?

Critical thinking is an approach to existing knowledge, knowledge development and knowledge utilization. As an approach to knowledge, it examines the evidence and the
assumptions upon which claims are based. As an approach to knowledge development, it is empirical and accumulative, building on what we know and do not know. As an approach to knowledge utilization, it is parsimonious and efficient, in other words, what works.

The critical thinker operates with a healthy skepticism; knowledge claims, regardless of who makes them, are weighed exclusively against the evidence to support them. The critical thinker scrutinizes the legitimacy and utility of ideas, facts and opinions. Critical thinkers are neither deterred by ambiguity and complexity nor are they distracted by authority, dogma, popularity, jargon, tradition or any of the many other impediments to problem-solving.

One who thinks critically is always questioning and willing to be questioned. Critical thinkers strive to understand and are accountable for presenting positions so that they are understood. These are not easy tasks because we tend to hold sacred our ideas, approaches, and practice wisdom. Critical thinking is crucial at every stage of the change/helping process. Whether at the micro or macro level, it requires attention to what we know works in engaging, assessing, diagnosing, formulating, planning, intervening, evaluating, and terminating with clients. Just as important is attention to what does not work and is not helpful. The critical thinker recognizes both the limits of professional knowledge and of his/her expertise. In all endeavors the critical thinker embodies humility and an openness to evaluating one’s practice.

There are a number of components that comprise how critical thinkers approach problem definition, formulation, and intervention. These components include clarity, precision, accuracy, relevance, depth, breadth, logic, and significance. These features define the critical thinker’s strategy for assessing any knowledge claim or problem. To think critically entails disciplining oneself to search rigorously for alternative explanations and solutions.

The ability to think critically is broken down into knowledge, skills and values to be learned and demonstrated at the foundation and advanced levels of the master’s curriculum.

Foundation Level

Knowledge:
- Articulates a theoretically-based, empirically grounded rationale in analyzing theory, practice, policy, or research
- Understands the basics of research methodology, hypothesis testing and beginning statistics
- Demonstrates knowledge of foundation level human behavior across the life course, social systems in which people live, bio-psychosocial and spiritual development, and social work research
- Demonstrates familiarity with computer databases and search engines for online research

Values:
- Values use of social work and human behavior theories
- Values research knowledge and evidence for informing practice and policy decisions

Skills:
- Critiques and applies knowledge to understand person and environment
• Critically analyzes models of assessment, prevention, intervention and evaluation as they may be applied to real-life social work issues and practice situations
• Distinguishes and evaluates multiple quantitative and qualitative sources of knowledge
• Integrates theory, research-based knowledge, supervision, client or stakeholder feedback, and personal experience and observations
• Develops action plans and forms professional opinions that are based on an exploration of reasonable alternatives, and an evaluation of consequences.

Advanced Level

Knowledge:
• Demonstrates mastery of advanced course content in a specialization area, including theory, methods, research, and practice and/or program evaluation.

Values:
• Values own creativity and curiosity applied to theory and research knowledge

Skills:
• Makes connections among various theories and methods and thinks critically about their application to practice issues in the field
• Synthesizes research evidence, social work theory, personal experience, creativity and curiosity, supervisory feedback, and client and stakeholder feedback to inform practice in an area of specialization
• Evaluates own practice effectiveness by systematically observing relevant outcomes and gathering feedback from supervisors, classroom instructors, peers, clients, community members, and stakeholders

Communicate Effectively

Communication is the linchpin of the social work profession. It is the vehicle that is used to empower clients or communities, to advocate for social change, and to maintain the integrity of an organization. It is the premise of the work of the profession in that communication is key to fostering understanding of self and others.

All levels of human communication are involved in the work of a social worker. One must know how to compose articulate and cohesive case notes and reports. A social worker must possess keen presentation skills, whether used in presenting a case, in explaining to a family or community a proposed intervention, or in delivering testimony. Social workers need to be cognizant of the messages, positive and negative, sent through body language, eye contact, and other nonverbal forms of communication. Computer technology and audiovisual skills are also a necessary component of a social worker’s communication abilities.

To be an effective communicator also means interacting with client systems or communities in a non-judgmental manner. In the many roles that a social worker fulfills, a client or community can be biased by a spoken or unspoken message and social workers must possess an awareness of both positive and negative. The non-judgmental stance is vital in honing the social worker’s skills in attending and listening.
Foundation Level:

Knowledge:
- Understands differences in communication approaches and level of formality needed with clients, families, groups, stakeholders, colleagues, instructors, and supervisors
- Understands the meanings and importance of non-verbal communication
- Knows English language grammar and composition sufficient to write clear, readable class assignments and written documents and records in field, as required
- Knows basic computer software and audio-visual technology for school and professional communication

Values:
- Values clear, authentic, non-judgmental communication
- Values listening and attending to others in professional contexts
- Values cultural competence in communication
- Is open to supervisor or instructor feedback around communication skills

Skills:
- Demonstrates professional demeanor in written and oral communication
- Demonstrates writing, speaking and listening skills, presentation skills, and interviewing skills needed for foundation-level coursework and social work practice
- Demonstrates professional writing and speaking style appropriate to the context, free from judgment, culturally sensitive, and aimed at the target audience
- Effectively communicates professional respect and warmth

Advanced Level:

Knowledge:
- Knows how to produce professional written and presentation materials necessary for field setting and advanced level social work practice
- Articulates professional opinions clearly and non-judgmentally to various constituencies

Values:
- Values productive collaboration with clients, community members and colleagues

Skills:
- Possesses advanced level listening and interpretation skills
- Possesses the ability to communicate effectively at an advanced level in an area of specialization, articulating information and messages both verbally and in writing
- Possesses professional interviewing skills at an advanced level in an area of specialization
- Demonstrates growing confidence and comfort in one’s expression of professional knowledge and opinions
- Communicates effectively as a team member
- Facilitates communication of group, family or community members with one another
- Objectively evaluates and responds to criticism

8 Develop as a Social Work Leader

In our present society of rapid change and constantly shifting priorities, it is estimated that individuals can expect to change careers approximately 4 to 6 times throughout their work lives. Yet within those career positions, an individual's values, skills, and knowledge are constant and transportable, enabling the individual to be successful in the world of work in general.

The field of social work practice reflects the larger society with political and social changes defining the appropriate skills of today and tomorrow's professional social worker. Therefore, we see that the more successful social worker possesses a wide breadth of skills. As always, the social work professional must understand the individual client, but he must now also understand the impact of the local, national, and global environment in which that individual functions.

In addition, the approach that is taken with the client is now strength-based rather than the previous pathology-based in its perspective. This means that today’s social worker strives to identify the strengths or assets a client brings to the situation and capitalizes on those in the intervention planning. This approach calls upon today's social worker to be insightful, resourceful, and respectful in ways that demand more knowledge and skill than in the past. As a result, today’s social worker must be willing to engage in ongoing self-assessment, be open to continual self-development, and must possess a clear sense of his/her identity as a cultural being, and to be able to define who he/she is as a person in the context of the profession of social work.

Contemporary social work students should emerge from an academic program with an awareness of the need for interpersonal, technical, and organizational skills. The individual social worker must be attuned to the maintenance and enhancement of one's needs and opportunities for professional development, to honing of work habits, and to leadership development. Today's social worker must understand him/herself in relation to clients, co-workers, and the profession, in general, as well as the many multidisciplinary perspectives of team or flat (non-hierarchical) organizations. This awareness serves to make a difference in the way an individual views his job and performs at work.

The professional ladder of a social worker generally runs parallel to changes in the world of work, where opportunities for continuous learning and development serve as the rungs on the career ladder. Individuals must understand the structure of the new world of work. The changes dictate that social workers now carry their portfolio of skills and experiences with them from agency to agency rather than spend their working lives with one agency. The successful professional must, therefore, be able to self-assess, recognize growth opportunities, be willing to take calculated risks, and understand how to negotiate change.

Foundation Level:

Knowledge:
- Knows organizational and community culture, history and goals
- Recognizes professional strengths of self and others
- Knows community and professional resources
Values:
- Values social work education, skills and experience
- Values collaboration, shared responsibility and opportunities to share ideas or resources
- Values the importance of regular structured social work supervision
- Values continuing education and lifelong learning

Skills:
- Understands when and how to use task and practice supervision
- Effectively solves problems using available knowledge and resources
- Effectively gives and receives feedback
- Takes initiative in strengthening the workplace, the community and the social work profession
- Deals effectively with change in the organizational or policy context

Advanced Level

Knowledge:
- Synthesizes a broad range of social work and interdisciplinary knowledge and skills
- Possesses knowledge of the work environment such as career ladders, personnel practices, and human resource policies
- Is aware of theoretical perspectives as they apply to social work supervision and administration

Values:
- Values innovation, creativity and new ideas
- Values compensation (pay and benefits) that respect social work skills, experience, and education
- Is committed to development of professional expertise and full use of resources
- Values flexibility in the face of changing human services, social and global context

Skills:
- Presents and shares knowledge in the workplace and at professional meetings and conferences
- Volunteers for leadership roles in professional organizations, as appropriate
- Collaborates with others within and outside of own organization or agency, initiating and promoting collaboration where appropriate
- Mentors or supervises others in the profession
- Demonstrates an emerging ability to deal effectively with conflict
- Demonstrates an emerging ability to promote sustainable changes within the workplace and the community that improve the quality of services or availability of resources


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Appendix II

FOUNDATION 651 A/B – The sample provided below can be applied to all of the learning contracts (652 A/B, 653 A/B, 654 A/B). It should be used as a guide to help shape your thinking in the development of your learning contract.

A learning contract should be completed for each field period. The development of your learning contract should be individualized to reflect your own learning needs and the unique opportunities afforded to you at your field placement setting.

IMPORTANT INFORMATION BEFORE GETTING STARTED: The Learning Contract is designed to be completed electronically using Adobe Acrobat Professional 9.0 or later version. The document will not operate correctly or save using Adobe Reader. If students encounter difficulty loading Adobe Professional please contact the MSASS or University’s IT support departments.

Learning Contract Direction:

Page #1:

**Learning Abilities:**
The learning contract is organized based the eight abilities. Students complete tasks and evaluate their performance per each ability.

**Due Date Acknowledgement:**
The box containing the following statement must be completed with the date the learning contract is due to the Field Education Department. By completing this section, the student is agreeing to abide by the strict deadline of completing and submitting the learning contract by the due date. The due date is located in the student calendar.

*“The Learning Contract/Evaluation will be completed accurately and in its entirety and submitted to the Field Education Department for assessment and review by the date of ________________. Failure to do so may result in a grade of “No Pass.””*

**Signatures:**
At the completion of the learning conference, each party must sign this page of the learning contract signifying the date of, and participation in the field conference. The signatures must be original. This page is maintained by the student and turned in at the end of the field period with the evaluation.

Page #2:

**Demographic Information:**
The student completes all sections related to Student, Field Placement and Program information.

Page #3:

**Orientation to Agency:**
The student briefly describes all activities and assignments related to orientation process.
Educational Plan:
The student and Field Instructor mutually agree upon the assignments that will form the basis of the field period. In this section, each assignment is individually listed. Student should plan to have between 4 to 6 assignments for each field period.

Supervisory Structure and Process:
A. Weekly Field Instruction:
Document the specific day and time of field instruction with the Field Instructor.

B. Task Supervision:
Document the specific day and time of field instruction with the Task Supervisor (if applicable).

C. Learning Strategies:
List the strategies the student and Field Instructor will employ during field supervision to facilitate the integration of theory and practice.

Page 4:
The Rating Scale:
The Student and Field Instructor will use the 4-point scale to evaluate each task of the learning contract.

Field Hours:
Student will record the number of field hours and Professional Development hours accumulated each month.

Page 5:
Tasks:
The tasks outline the scope of competencies demonstrated upon completion of the field periods. Students should select tasks based upon their individual learning goals and assignments for the field period. The tasks listed for the foundation level field periods (651 A/B, 652 A/B) and advanced level field periods (653 A/B, 654 A/B) are the same. Students must complete and demonstrate competency of all tasks at the end of the foundation (652 A/B) and advanced (654 A/B) field periods.

Relevant Assignments:
For each task completed, the student will list the numbered assignment from the educational plan that best corresponds with the intended task.

Implementation Plan:
The student will describe the specific activity they intend to complete that will demonstrate competency of the task. The implementation plan should be measurable and attainable during the field period.

Describe What Your Learned:
At the end of the field period, the student will reflect upon the task and implementation plan and describe what they learned about themselves, the social work process, the client population or the organization.
Rating:
The student and Field Instructor rate each task based upon the 4 point rating scale (the rating scale is listed at the top of each ability page). We encourage the Student and Field Instructor to first rate the learning contract independently. Once rated, the Student and Field Instructor should meet during field supervision to compare and discuss their respective ratings. All ratings should honestly and accurately report the student's progress and competency for each task. Both ratings must be recorded on a single document.

*Note: Students complete a similar page for each of the eight abilities (Pages 7, 9, 11, 13, 15, 17 and 19).*

Page 6:
Evidence of Integration:
The Student and Field Instructor complete their respective sections by answering the questions provided. The Student should summarize their learning with respect to the ability taking into consideration their success on each task.

Number of Tasks Completed:
The student should record the number of tasks completed for selected ability. **The number of tasks selected will automatically populate the identical box listed under the Field Instructor's Evidence of Integration.** The middle box will automatically list the total score for the ability based upon the ratings and each task listed by the Student and Field Instructor. The final box will provide an average score for the ability based upon the ratings of each task. **The total score and average will automatically populate.**

*Note: Students complete a similar page for each of the eight abilities (Pages 8, 10, 12, 14, 16, 18 and 20).*

Page 21:
Overall Ratings:
The Student and Field Instructor's rating for each ability will automatically be calculated and average to provide a total score for the entire learning contract. The total score along with the Evidence of Integration narrative, Field Advisor's observations and impressions will be used to determine the student's grade (Pass/No Pass) at the end of the field period.

Additional Comments:
The student and Field Instructor may provide any additional information, comments or impressions not previously written, to describe the student's performance during the field period.

Signatures:
The student, field Instructor and/or Task Supervisor must sign and date the learning contract/evaluation after the evaluation has been completed. All signatures must be original. By signing the learning contract/evaluation, all parties attest to the accuracy of the document. The Field Faculty Advisor will sign the learning contract/evaluation upon completion of the final grade.
SASS 651 A/B Field Education Student Learning Contract and Evaluation

**LEARNING ABILITIES**

<table>
<thead>
<tr>
<th><strong>IDENTIFY AS A REFLECTIVE PROFESSIONAL SOCIAL WORKER</strong></th>
<th><strong>PAGE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ADVOCATE FOR SOCIAL, ECONOMIC AND ENVIRONMENTAL JUSTICE</strong></td>
<td><strong>7</strong></td>
</tr>
<tr>
<td><strong>APPLY SOCIAL WORK METHODS</strong></td>
<td><strong>9</strong></td>
</tr>
<tr>
<td><strong>UPHOLD SOCIAL WORK VALUES AND ETHICS</strong></td>
<td><strong>11</strong></td>
</tr>
<tr>
<td><strong>INTEGRATE CULTURAL, ECONOMIC, AND GLOBAL DIVERSITY</strong></td>
<td><strong>13</strong></td>
</tr>
<tr>
<td><strong>THINK CRITICALLY ABOUT THEORY AND RESEARCH KNOWLEDGE</strong></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td><strong>COMMUNICATE EFFECTIVELY</strong></td>
<td><strong>17</strong></td>
</tr>
<tr>
<td><strong>DEVELOP AS A SOCIAL WORK LEADER</strong></td>
<td><strong>19</strong></td>
</tr>
</tbody>
</table>

The Learning Contract/Evaluation will be completed accurately and in its entirety and submitted to the Field Education Department for assessment and review by the date of ___________________. Failure to do so may result in a grade of “No Pass.”

**SIGNATURES:**

**CONFERENCE WITH FIELD FACULTY ADVISOR**

Date______________________________

Student __________________________

Field Instructor ____________________

Task Supervisor (if applicable) ________________

Field Faculty Advisor ________________
SASS 651 A/B
FIELD EDUCATION
STUDENT LEARNING CONTRACT AND EVALUATION

STUDENT INFORMATION

Student Name: 
ID: 

Best Contact Number: 
Email: 

FIELD PLACEMENT INFORMATION

MSASS Field Faculty Advisor: 

Agency: 
Agency Code: 

Agency Contact #’s: 
Telephone: 
Fax: 

Address: 
City: 
State: 
Zip Code: 

Field Instructor: 
Telephone: 
E-mail: 

Task Supervisor: 
(if applicable) 
Telephone: 
E-mail: 
(if applicable) 

PROGRAM INFORMATION

Concentration: 

Student Status ➔ 

Term ➔ 
Year 

Start Date: 
End Date: 

Evaluation Due Date: 

ALL SECTIONS OF THE LEARNING CONTRACT/EVALUATION MUST BE TYPED, WRITTEN IN A PROFESSIONAL FORMAT AND PROOFREAD BEFORE SUBMISSION.
I. Orientation to the Agency: Please describe the orientation provided by the field site:

II. Educational Plan: Identify all assignments for the field period and the abilities that the assignment is intended to focus on/develop.

III. Assignment #1:

Assignment #2:

Assignment #3:

Assignment #4:

Assignment #5:

Assignment #6:

IV. Supervisory Structure and Process:
   A. Plan for weekly field instruction:
   
   B. Plan for Task Supervision (if applicable):
   
   C. Learning Strategies for Supervision Sessions: Please list or describe learning strategies (e.g., process recordings, observation, role play, review of tapes of own work).
<table>
<thead>
<tr>
<th>Rank</th>
<th>Rating Scale</th>
<th>Rating Scale Definitions</th>
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<tbody>
<tr>
<td>4</td>
<td>Demonstrates high level of competence</td>
<td>Consistently Demonstrates/engages in exceptional competent performance at the foundation/advanced level of social work practice. Activities are consistently managed in a competent manner, and the student exhibits high levels of relevant knowledge, skills and abilities.</td>
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<tr>
<td>3</td>
<td>Demonstrates competence</td>
<td>Demonstrates competent performance at the foundation/advanced level. Activities are managed in a competent manner and the student exhibits appropriate levels of relevant knowledge, skills and abilities.</td>
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<td>2</td>
<td>Developing competence</td>
<td>Developing or beginning to perform at the foundation/advanced level. Some activities are managed in a competent manner. The student has not demonstrated consistent levels of performance of relevant knowledge, skills and abilities. Additional training may be necessary.</td>
</tr>
<tr>
<td>1</td>
<td>Demonstrates inconsistent competence</td>
<td>Demonstrates inconsistent performance at the foundation/advanced level. Activities are managed with some difficulty. The student has not demonstrated performance of relevant knowledge, skills and abilities consistent with the foundation/advanced level. Corrective actions and additional training are required.</td>
</tr>
<tr>
<td>0</td>
<td>Does not demonstrate competence</td>
<td>Does not demonstrate performance at the foundation/advanced level of social work practice. Activities are not managed in a competent manner and the student exhibits substandard levels of knowledge, skills and/or abilities. Corrective action and additional training are required.</td>
</tr>
</tbody>
</table>

## Field Hours

<table>
<thead>
<tr>
<th>Month</th>
<th>Field Hrs</th>
<th>PD Hrs</th>
<th>Total Hours</th>
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**Total Hours for Semester**

<table>
<thead>
<tr>
<th>Field Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SASS 651 A/B: 144 Hours in Agency PLUS 6 Hours Additional Professional Development (e.g. MSASS Colloquia, Community or Agency Based Training)</td>
</tr>
<tr>
<td>Total Hours = 150</td>
</tr>
</tbody>
</table>
## Identify as a Reflective Professional Social Worker—SASS 651 A/B

<table>
<thead>
<tr>
<th>TASKS:</th>
<th>RELEVANT ASSIGNMENT(S)</th>
<th>IMPLEMENTATION PLAN (COMPLETE BEFORE 651 A/B FIELD CONFERENCE)</th>
<th>DESCRIBE WHAT YOU LEARNED FROM THIS TASK (COMPLETE AT THE END OF THE FIELD PERIOD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify personal strengths and areas for development within the context of the field setting.</td>
<td>1,2,3,4,5</td>
<td>I will seek feedback from field instructor and co-workers on areas that I am doing well and areas that I need to improve. I will identify areas and tasks that I am uncomfortable or struggling to complete and implement strategies to deal effectively with weaknesses</td>
<td>I learned that when encountering new situations I become very nervous and I always knew that I was shy but had no idea it would impact me to the extend that it did. I eventually opened up to my Field Instructor and she helped me recognize my fear of failure. This feedback was very useful in helping me begin to take risk with staff members and clients.</td>
</tr>
<tr>
<td>2. Establish your role as a social work student within the field site.</td>
<td>1,5</td>
<td>I will introduce myself to the staff members during faculty meeting and schedule interviews with Program Directors to learn about the range if services offered by the agency</td>
<td>I learned the agency provides a wide range of services to children and families in the way of campus and community-based services. The organization has been transitioning to increase its community-based services to better serve a wider pool of children.</td>
</tr>
<tr>
<td>3. Recognize and define professional boundaries.</td>
<td>2,3</td>
<td>I will establish appropriate physical boundaries with the clients in the group setting and develop a curriculum that addresses safe and appropriate touching for adolescent girls.</td>
<td>I learned that it is important to establish clear boundaries with children from the very start and continue to reinforce them throughout the course of treatment. This is true especially when working with teen girl who seek attention from all if the staff members.</td>
</tr>
<tr>
<td>4. Utilize supervision to reflect on own development as a professional social worker.</td>
<td>All tasks must be completed, refer to this as a sample only.</td>
<td></td>
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</tbody>
</table>

**Rating Scale**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Demonstrates high levels of competence</td>
</tr>
<tr>
<td>3</td>
<td>Demonstrates competence</td>
</tr>
<tr>
<td>2</td>
<td>Developing competence</td>
</tr>
<tr>
<td>1</td>
<td>Demonstrates inconsistent competence</td>
</tr>
<tr>
<td>0</td>
<td>Does not demonstrate competence</td>
</tr>
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</table>

**Student Rating**

4 4 4 4

**Field Instructor Rating**

4 4 4 3
**IDENTIFY AS A REFLECTIVE PROFESSIONAL SOCIAL WORKER – SASS 651 A/B (Please type text in the box below)**

### (Student)
- Describe your understanding of this ability and demonstrate its application to your practice.

**TO BE COMPLETED BY STUDENT AT END OF THE FIELD PERIOD**

This ability relates to the development of my professional identity, more specifically how I use myself in practice. By examining my strengths and growth areas, I will be more cognizant of myself. The assignment most applicable to this ability is the direct practice with clients. It allowed me to better understand my level of anxiety when working with individuals and groups I feel clients look to me for answers and I struggle not knowing how to respond. I want to be more helpful but realize I don't yet have the knowledge or skills to help in a way that is most useful to my clients. An example of this occurred when I attempted to develop a girls group and found it to be much more difficult than I originally thought.

### ABILITY OVERALL RATING (AVERAGE OF STUDENT TASK RATINGS)

<table>
<thead>
<tr>
<th>IDENTIFY AS A REFLECTIVE PROFESSIONAL SOCIAL WORKER</th>
<th>Rating Total</th>
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<tbody>
<tr>
<td></td>
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### (Field Instructor)
- Assess the student's performance with respect to this ability.

**TO BE COMPLETED BY FIELD INSTRUCTOR AT END OF THE FIELD PERIOD**

During the initial orientation period, the student struggled to find her own identity within the organization and understand the full scope of services delivered by the agency. As time progressed, she became more knowledgeable about the organization. The student was very proactive in scheduling interviews with key program directors within the organization. Feedback I received from the managers stated she was very professional and inquisitive about the organization. She made a very good impression once she was able to overcome her initial anxiety about initiating contact.

### ABILITY OVERALL RATING (AVERAGE OF FIELD INSTRUCTOR TASK RATINGS)

<table>
<thead>
<tr>
<th>IDENTIFY AS A REFLECTIVE PROFESSIONAL SOCIAL WORKER</th>
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## ADVOCATE FOR SOCIAL, ECONOMIC AND ENVIRONMENTAL JUSTICE—SASS 651 A/B

### RATING SCALE

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<td>3</td>
<td>Demonstrates competence</td>
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<tr>
<td>2</td>
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<tr>
<td>1</td>
<td>Demonstrates inconsistent competence</td>
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<tr>
<td>0</td>
<td>Does not demonstrate competence</td>
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### TASKS:

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<thead>
<tr>
<th>TASKS:</th>
<th>RELEVANT ASSIGNMENT(S)</th>
<th>IMPLEMENTATION PLAN (COMPLETE BEFORE 651 A/B FIELD CONFERENCE)</th>
<th>DESCRIBE WHAT YOU LEARNED FROM THIS TASK (COMPLETE AT THE END OF THE FIELD PERIOD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Articulate how the mission statement addresses issues related to social, economic and environmental justice.</td>
<td>1,4</td>
<td>The mission statement of the agency affirms a commitment to client self-determination and collaboration. I will review key policies and procedures related to service delivery to make sure they reflect client participation in the treatment process.</td>
<td>I learned the mission statement is very much reflected in the policies and practices of the organization. Staff members who I have observed actively seek client input in the development of the treatment plan and solicit feedback during treatment team meetings.</td>
</tr>
<tr>
<td>2. Understand relevant local, state or federal social policy to determine its intended and unintended impact on individuals, families, groups and communities.</td>
<td>1,2,5</td>
<td>I will understand how the local Human Service Levy will impact the agency.</td>
<td>I learned that the local Human Service Levy creates 20% of all of the funding for all social services delivered within the county. If the Levy fails, the agency will be forced to eliminate two afterschool groups.</td>
</tr>
<tr>
<td>3. Explain policies and their impact on clients, community members and other stakeholders.</td>
<td>2,3</td>
<td>I will understand the impact of Medicaid eligibility upon the client population and discuss with my Field Instructor during supervision.</td>
<td>Eligibility for services is determined by whether a client meets the poverty threshold for Medicaid services. The agency serves primarily an indigent population and those with private insurance are usually referred to other organizations.</td>
</tr>
<tr>
<td>4. Advocate for social policies that advance individual and community well-being.</td>
<td></td>
<td><strong>ALL TASKS MUST BE COMPLETED, REFER TO THIS AS A SAMPLE ONLY.</strong></td>
<td></td>
</tr>
</tbody>
</table>
Describe your understanding of this ability and demonstrate its application to your practice.

TO BE COMPLETED BY STUDENT AT END OF THE FIELD PERIOD

This ability enables me to understand the impact of poverty and other social conditions on certain groups and individuals. Children who have been abused or have emotional and behavioral problems receive services by this agency and many others just like it. I researched the mission of the organization to determine if their policies and practices respect the rights of clients and allow them to actively participate in their treatment. I also gained a better understanding of the streams that pay for the service. I learned that most of our clients are eligible for Medicaid and can receive counseling services. Without the local, state and federal funds, these services would not be possible. Next semester I will get more involved in the campaign to pass the Human Services Levy.

ABILITY OVERALL RATING (AVERAGE OF STUDENT TASK RATINGS)

<table>
<thead>
<tr>
<th>ADVOCATE FOR SOCIAL, ECONOMIC AND ENVIRONMENTAL JUSTICE</th>
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<tbody>
<tr>
<td></td>
<td>3</td>
<td>3.66</td>
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</tbody>
</table>

Assess the student’s performance with respect to this ability.

TO BE COMPLETED BY FIELD INSTRUCTOR AT END OF THE FIELD PERIOD

The student has increased her awareness of the needs of our clients and their families. She better understands that our agency provides a valuable service, without which, many of our clients would not have any other recourse. She has been participating in the intake procedure and has learned the process of establishing eligibility. She was surprised by all of the forms that must be completed for our local and state funders. However, without this documentation, the client’s eligibility cannot be ascertained. This is also a very difficult time for the agency given the pending Human Services Levy. Through out discussions in supervision, she has learned the importance of the Levy’s passage and would like to become more involved in the campaign. Next semester she will volunteer to participate in the phone bank to encourage residents to vote and support the Levy.

ABILITY OVERALL RATING (AVERAGE OF FIELD INSTRUCTOR TASK RATINGS)

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<th>ADVOCATE FOR SOCIAL, ECONOMIC AND ENVIRONMENTAL JUSTICE</th>
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<tr>
<td>TASKS:</td>
<td>RELEVANT ASSIGNMENT(S)</td>
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<tr>
<td>--------</td>
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<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>1. Use active listening, empathy and communication skills to actively engage clients.</td>
<td>ALL TASKS MUST BE COMPLETED, REFER TO THIS AS A SAMPLE ONLY.</td>
<td></td>
</tr>
<tr>
<td>2. Value and incorporate the strengths based perspective in practice.</td>
<td>2, 3, 4</td>
<td>I will document at least on positive quality for each client during the intake process and after each individual counseling session.</td>
</tr>
<tr>
<td>3. Perform relevant assessments of individuals, families, groups, programs, organizations, or communities.</td>
<td>2</td>
<td>I will observe the intake department conduct diagnostic assessments on individual clients. By the end of the field period I will assist in conducting three diagnostic assessments.</td>
</tr>
<tr>
<td>4. Begin to apply and implement models of intervention based on theory and evidence of social work practice.</td>
<td>3</td>
<td>I will develop a self-esteem group for girls and develop six lectures and group activities.</td>
</tr>
<tr>
<td>5. Monitors and evaluates progress toward desired outcomes in practice with individuals, families, groups and communities.</td>
<td>ALL TASKS MUST BE COMPLETED, REFER TO THIS AS A SAMPLE ONLY.</td>
<td></td>
</tr>
<tr>
<td>6. Recognize the importance of termination and demonstrate the ability to terminate effectively.</td>
<td>ALL TASKS MUST BE COMPLETED, REFER TO THIS AS A SAMPLE ONLY.</td>
<td></td>
</tr>
</tbody>
</table>
APPLY SOCIAL WORK METHODS–SASS 651 A/B (Please type text in the box below)

(Staff)

- Describe your understanding of this ability and demonstrate its application to your practice

This ability relates to my ability to deliver services to clients and assume the role of a social worker. I have been observing the intake process for children. The intake process is very lengthy and requires a great deal of information regarding the client’s history, behavior and family history. I have been amazed at how well the intake worker is able to ask the right questions at the right time to get information that can be useful in treatment. I am also surprised at the number of documents that must be completed and signed by the client. While I understand the necessity of the documentation, it seems it could be streamlined and made less redundant.

- Assess the student’s performance with respect to this ability.

During this first semester, there has been no expectation of the student to actively engage in service delivery. She has been observing the intake process and has begun to develop the infrastructure for a self-esteem group. In the course of developing the group, she has learned how important it is to solicit support and feedback from others. Without buy-in from other workers, family members and the children themselves, it is very difficult to move ahead despite having good intentions. As she moves into the next semester, the student will develop a plan for developing the group and present it at a staff meeting. She will also meet with the after-school Program Director to inquire about the use of space for the group and develop a consent form to inform parents of the nature and times of the group. She also learned about client resistance when many of the girls she initially approached about the group declined to participate. In the course of our supervision we discussed the role of stigma and what is how developmentally appropriate for teen girls.

<table>
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<tr>
<th>APPLY SOCIAL WORK METHODS</th>
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<th>Rating Average</th>
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<td>Ability Overall Rating</td>
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(Staff)
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<th>TASKS:</th>
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<th>DESCRIBE WHAT YOU LEARNED FROM THIS TASK (COMPLETE AT THE END OF THE FIELD PERIOD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understand the NASW and relevant state Codes of Ethics.</td>
<td>1,2,3,4,5</td>
<td>I will compare the NASW code of ethics to empirically based research code of ethics by reviewing the codes and literature.</td>
<td>I learned that the NSASW code of ethics is very comprehensive and covers most aspects of the social worker’s job. I have not fully incorporated it into my practice but will continue to read it.</td>
</tr>
<tr>
<td>2. Recognize how personal values, biases and prejudices influence your practice</td>
<td>2,3,4</td>
<td>I will reflect on the core values that I hold in regards to child welfare and compare those to the values identified for the profession in the code of ethics, and with others in the field site.</td>
<td>I learned that I have negative feelings about parents who abuse their children. Sometimes I believe they should never be allowed to aren’t children. While they have only been accused initially, I see first hand the direct result upon the child’s behavior and emotional stability when they have been abused and neglected.</td>
</tr>
<tr>
<td>3. Demonstrate an understanding of the limits of confidentiality and privacy in social work practice.</td>
<td></td>
<td>ALL TASKS MUST BE COMPLETED, REFER TO THIS AS A SAMPLE ONLY.</td>
<td></td>
</tr>
<tr>
<td>4. Demonstrate an understanding of the ambiguities contained within the concept of self-determination.</td>
<td>2,3,4,</td>
<td>I will explore agency policies regarding the rights of children to refuse medication and other treatment services.</td>
<td>Children have the right to refuse treatment. In the course of establishing the girls group, many of them refused to participate although the parents and social workers provided consent for them to do so. I am still unsure about the refusal of medication.</td>
</tr>
<tr>
<td>5. Demonstrate the ability to identify ethical dilemmas and process their implications during supervision.</td>
<td></td>
<td>ALL TASKS MUST BE COMPLETED, REFER TO THIS AS A SAMPLE ONLY.</td>
<td></td>
</tr>
</tbody>
</table>
**Uphold Social Work Values and Ethics – SASS 651 A/B**

(Student)

- Describe your understanding of this ability and demonstrate its application to your practice.

TO BE COMPLETED BY STUDENT AT END OF THE FIELD PERIOD

This ability related to a social worker adhering to the values of the NASW code of ethics. It means treating clients with respect and dignity. I learned that children have the right to refuse services and can exercise a degree of self-determination. Although adults may recommend services that are in their best interest, they can still refuse. Parents also have the right to dictate what is in their child’s best interest although they have been accused of abuse or neglect. Parental rights are difficult to terminate. The code of ethics is there to guide us. Without it, we are likely to let our emotions dictate our professional behavior.

### ABILITY OVERALL RATING (AVERAGE OF STUDENT TASK RATINGS)

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<tbody>
<tr>
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<td>3.33</td>
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</table>

(Field Instructor)

- Assess the student’s performance with respect to this ability.

TO BE COMPLETED BY FIELD INSTRUCTOR AT END OF THE FIELD PERIOD

The student is beginning to grasp the importance of the code of ethics. While she struggles with certain aspects of informed consent, self determination and client rights, she is able to grasp the complexity of these issues with respect to servicing minors. The balance between a child’s rights and those of the parents are always being balanced within the organization, court system and child welfare administration. These issues guide social work practice but sometime work in conflict with the values of the profession and must be clarified. In the course of establishing the girls group, the student discovered the right to refuse services although there may be a need for such service.

### ABILITY OVERALL RATING (AVERAGE OF FIELD INSTRUCTOR TASK RATINGS)

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<thead>
<tr>
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<tbody>
<tr>
<td></td>
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</table>
### INTEGRATE CULTURAL, ECONOMIC, AND GLOBAL DIVERSITY – SASS 651 A/B

#### TASKS:

<table>
<thead>
<tr>
<th>TASK</th>
<th>RELEVANT ASSIGNMENT(S)</th>
<th>IMPLEMENTATION PLAN (COMPLETE BEFORE 651 A/B FIELD CONFERENCE)</th>
<th>DESCRIBE WHAT YOU LEARNED FROM THIS TASK (COMPLETE AT THE END OF THE FIELD PERIOD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Begin the process of exploring the concept of privilege and its impact on your professional growth.</td>
<td><strong>ALL TASKS MUST BE COMPLETED, REFER TO THIS AS A SAMPLE ONLY.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Identify the types and causes of oppression experienced by the populations served by your organization.</td>
<td><strong>ALL TASKS MUST BE COMPLETED, REFER TO THIS AS A SAMPLE ONLY.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Understand and identify how dominant cultural values affect diverse groups and communities.</td>
<td>2,3,4</td>
<td>I will attend professional development opportunities, which will help me to expand my knowledge of how oppression and poverty affect diverse groups of people.</td>
<td>I attended a lecture about providing mental health services to members of the Latino community sponsored by the Latino Heritage Group. The lecture was helpful in understanding the close-knit community and the stigmatization that occurs within the community that may prevent families from seeking outside help.</td>
</tr>
<tr>
<td>4. Understand barriers that interfere with access to and use of services.</td>
<td>2</td>
<td>I will participate in the intake process and understand the barriers that prevent families from seeking services.</td>
<td>I learned that many families cancel their intake appointments numerous times due to child-care or transportation issues. I believe if the agency provided day care while the parent is conducting the intake, many more families would attend their first scheduled appointment.</td>
</tr>
<tr>
<td>5. Develop and implement skills to engage persons of diverse cultures.</td>
<td>1,2,3,4,5</td>
<td>I will attempt to learn about the personal experience of people from cultures other than my own to better understand their culture and the implications to future work with the culture.</td>
<td>During the intake process, sometimes an interpreter is needed to assist the family. While there is an intake worker that speaks Spanish, there is only one ongoing social worker able to speak Spanish. As a result, some Latino families must wait to receive services until the social worker is able to accept a new case.</td>
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#### RATING SCALE

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#### RATING

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INTEGRATE CULTURAL, ECONOMIC, AND GLOBAL DIVERSITY – SASS 651 A/B (Please type text in the box below)

(Student)

- Describe your understanding of this ability and demonstrate its application to your practice.

TO BE COMPLETED BY STUDENT AT END OF THE FIELD PERIOD

This ability relate to my ability to respect and work and with people of different cultures. The agency provides services to a wide range of racial and ethnic groups. It is one of the reasons why I was attracted to this field placement. However, after being her for several months, I discovered the agency does not always provide the best service to Latino and Spanish speaking clients. The lack of Latino social workers presents a barrier. When developing the resource manual, I discovered a few services that provide Spanish speaking workers.

ABILITY OVERALL RATING (AVERAGE OF STUDENT TASK RATINGS)

<table>
<thead>
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<th>INTEGRATE CULTURAL, ECONOMIC, AND GLOBAL DIVERSITY</th>
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(Field Instructor)

- Assess the student’s performance with respect to this ability.

TO BE COMPLETED BY FIELD INSTRUCTOR AT END OF THE FIELD PERIOD

The student demonstrates a great affinity toward understanding how culture impacts the therapeutic process. Beyond the issues related to not having sufficient Spanish speaking staff, she has seen first hand the different engagement and intervention strategies that are used to work effectively with many different types of people. Beyond the ethnic and racial diversity represented with our clients, the student has learned the importance of gender and when developing appropriate intervention strategies. This was evident in her successfully developing a group curriculum for the girls group that reflected developmentally appropriate messages.

ABILITY OVERALL RATING (AVERAGE OF FIELD INSTRUCTOR TASK RATINGS)

<table>
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<tr>
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### Tasks:

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<tr>
<th>TASKS:</th>
<th>RELEVANT ASSIGNMENT(S)</th>
<th>IMPLEMENTATION PLAN (COMPLETE BEFORE 651 A/B FIELD CONFERENCE)</th>
<th>DESCRIBE WHAT YOU LEARNED FROM THIS TASK (COMPLETE AT THE END OF THE FIELD PERIOD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply knowledge of foundation level human behavior theory, methods and research.</td>
<td>2,3</td>
<td>As I develop curriculum for the self-esteem group, I will use developmentally appropriate language and activities.</td>
<td>I researched different activities for girls between the ages of 12-14 years of age. I also wrote three 3 psycho-educational curricular sessions for the group. I learned there are many evidence based practice models for girls groups.</td>
</tr>
<tr>
<td>2. Demonstrate the ability to think open-mindedly, recognizing and assessing any assumptions, implications, and practical consequences.</td>
<td>1,2,3,4,5</td>
<td>I will seek feedback on my projects from a variety of staff members and stakeholders to develop messages and communications that speak to a wide variety of people.</td>
<td>I have not specifically sought out other member of the staff for feedback.</td>
</tr>
<tr>
<td>3. Analyze and utilize research findings to inform and to improve practice.</td>
<td>1,2,3</td>
<td>I will apply the theoretical framework I learned in Direct Methods Skills to my interviews with individual clients and groups.</td>
<td>I learned that the agency subscribes to a Solution Focused model of services. Many therapists also use a form of Cognitive Behavioral Therapy with their clients. Next semester I will shadow a therapist and begin to incorporate Solution Focused Therapy as part of my group sessions.</td>
</tr>
<tr>
<td>4. Develop action plans and form professional opinions that are based on an exploration of reasonable alternatives, and an evaluation of consequences.</td>
<td>ALL TASKS MUST BE COMPLETED, REFER TO THIS AS A SAMPLE ONLY.</td>
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<td></td>
</tr>
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</table>

### Rating Scale

- 4 Demonstrates high levels of competence
- 3 Demonstrates competence
- 2 Developing competence
- 1 Demonstrates inconsistent competence
- 0 Does not demonstrate competence

### Rating

- Student
- Field Instructor
THINK CRITICALLY ABOUT THEORY AND RESEARCH KNOWLEDGE – SASS 651 A/B (Please type text in the box below)

(Student)

- Describe your understanding of this ability and demonstrate its application to your practice.

TO BE COMPLETED BY STUDENT AT END OF THE FIELD PERIOD

This ability relates to the use of theory and research in the social work process. It also enables me to critically evaluate the services I provide as well as the agency’s structure. Best practices enable social workers to insure the quality of service. As I researched the curriculum for the self-esteem group, I discovered many evidenced-based practice models that have been used for this population. These models have been empirically tested and proven effective. I inquired about the use of these models with my supervisor and discovered that many of these models involve a fee for their use. Due to the current budget situation within the county, I was told that these models could not be purchased. It is interesting to see how much funding influences what kind of services can be provided to clients.

ABILITY OVERALL RATING (AVERAGE OF STUDENT TASK RATINGS)

THINK CRITICALLY ABOUT THEORY AND RESEARCH KNOWLEDGE

<table>
<thead>
<tr>
<th>Student Task Ratings</th>
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<tr>
<td></td>
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</table>

(Field Instructor)

- Assess the student’s performance with respect to this ability.

TO BE COMPLETED BY FIELD INSTRUCTOR AT END OF THE FIELD PERIOD

The student learned first hand how practice is influenced by policy. Given the current climate, the agency is undergoing significant change and restructuring which makes it difficult to commit to the use of evidence based models. Consequently, she was forced to develop curriculum for the group that was not based upon sound theoretical foundations. Mental health services delivered in this community are very dependent upon Medicaid funding, which is currently in jeopardy. Beyond this incident, the student demonstrates good critical thinking skills by way of the questions she asks in supervision and her approach to her field placement. She seeks out information and is willing to challenge convention in some of our policies and practices. While I value her tenacity in learning, I have had to caution her enthusiasm to insure she does not alienate long standing staff members who subscribe to conventional therapeutic methods.

ABILITY OVERALL RATING (AVERAGE OF FIELD INSTRUCTOR TASK RATINGS)

THINK CRITICALLY ABOUT THEORY AND RESEARCH KNOWLEDGE

<table>
<thead>
<tr>
<th>Field Instructor Task Ratings</th>
<th>Rating Total</th>
<th>Rating Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td>3.00</td>
</tr>
<tr>
<td>TASKS:</td>
<td>RELEVANT ASSIGNMENT(S)</td>
<td>IMPLEMENTATION PLAN (COMPLETE BEFORE 651 A/B FIELD CONFERENCE)</td>
</tr>
<tr>
<td>--------</td>
<td>------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>1. Recognize and begin to demonstrate the components of professional writing, speaking, and presentation skills.</td>
<td>2,3</td>
<td>My case notes will demonstrate professional writing skills, and I will seek feedback from staff during the revision process to improve my written communication.</td>
</tr>
<tr>
<td>2. Demonstrate basic computer and audio visual technology skills.</td>
<td>1</td>
<td>As I develop the resource manual for clients, I will also develop a database of community-based organizations and make it available to all staff members.</td>
</tr>
<tr>
<td>3. Develop skills necessary to meet the organization’s mandates for documentation in a timely and proficient manner.</td>
<td></td>
<td><strong>ALL TASKS MUST BE COMPLETED, REFER TO THIS AS A SAMPLE ONLY.</strong></td>
</tr>
<tr>
<td>4. Understand the meaning and importance of non-verbal communication.</td>
<td></td>
<td><strong>ALL TASKS MUST BE COMPLETED, REFER TO THIS AS A SAMPLE ONLY.</strong></td>
</tr>
</tbody>
</table>

**RATING SCALE**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Demonstrates high levels of competence</td>
</tr>
<tr>
<td>3</td>
<td>Demonstrates competence</td>
</tr>
<tr>
<td>2</td>
<td>Developing competence</td>
</tr>
<tr>
<td>1</td>
<td>Demonstrates inconsistent competence</td>
</tr>
<tr>
<td>0</td>
<td>Does not demonstrate competence</td>
</tr>
</tbody>
</table>

**Student Field Instructor**
**COMMUNICATE EFFECTIVELY – SASS 651 A/B (Please type text in the box below)**

(Student)

- Describe your understanding of this ability and demonstrate its application to your practice.

<table>
<thead>
<tr>
<th>TO BE COMPLETED BY STUDENT AT END OF THE FIELD PERIOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>This ability relates to my ability to engage in good verbal and written communication skills. I have always been a confident writer but have discovered that writing a therapy note has to include specific elements and accurately reflect the services delivered. The agency has very strict guidelines, which sometime interferes with the flow of my ideas. However, it is in this process that I realize the case note is not about what I want to convey about the client, but should objectively reflect the interaction between the worker and client. Next semester I will get the opportunity to write diagnostic assessments and treatment plans with individual clients.</td>
</tr>
</tbody>
</table>

**ABILITY OVERALL RATING (AVERAGE OF STUDENT TASK RATINGS)**

<table>
<thead>
<tr>
<th>COMMUNICATE EFFECTIVELY</th>
<th>Rating Total</th>
<th>Rating Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>4.00</td>
</tr>
</tbody>
</table>

(Field Instructor)

- Assess the student’s performance with respect to this ability.

<table>
<thead>
<tr>
<th>TO BE COMPLETED BY FIELD INSTRUCTOR AT END OF THE FIELD PERIOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student has been able to evidence good written communication skills. She has not yet done much clinical documentation but will do so next semester. Her verbal communication skills are adequate but will be further assessed during her therapy groups.</td>
</tr>
</tbody>
</table>

**ABILITY OVERALL RATING (AVERAGE OF FIELD INSTRUCTOR TASK RATINGS)**

<table>
<thead>
<tr>
<th>COMMUNICATE EFFECTIVELY</th>
<th>Rating Total</th>
<th>Rating Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>3.00</td>
</tr>
</tbody>
</table>
### Develop as a Social Work Leader – SASS 651 A/B

<table>
<thead>
<tr>
<th>Rating Scale</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Demonstrates high levels of competence</td>
</tr>
<tr>
<td>3</td>
<td>Demonstrates competence</td>
</tr>
<tr>
<td>2</td>
<td>Developing competence</td>
</tr>
<tr>
<td>0</td>
<td>Does not demonstrate competence</td>
</tr>
</tbody>
</table>

#### Tasks:

<table>
<thead>
<tr>
<th>Relevant Assignment(s)</th>
<th>Implementation Plan (Complete before 651 A/B field conference)</th>
<th>Describe what you learned from this task (Complete at the end of the field period)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All tasks must be completed, refer to this as a Sample only.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All tasks must be completed, refer to this as a Sample only.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Demonstrate knowledge of your organization's culture, history and goals.</td>
<td>I will actively participate in the monthly all staff meetings.</td>
<td>I have been actively participating in staff meetings. I find them very informative and inspirational. The Executive Director typically provides a positive message and shares client success stories at every meeting.</td>
</tr>
<tr>
<td>2. Take the initiative to meet your educational goals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Demonstrate the ability to work as a successful member of a team.</td>
<td>I will keep a balanced calendar and prioritize tasks in the field setting.</td>
<td>This semester has been extremely busy and demanding of my time. I found it very difficult to manage my courses, my field responsibilities and my home life. I found it very useful to maintain a calendar and designate limits on what additional assignments I could take on.</td>
</tr>
<tr>
<td>4. Develop skills of effective time management and identify, recognizes and implements self-care strategies.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Page 19
TO BE COMPLETED BY STUDENT AT END OF THE FIELD PERIOD

This ability has to do with my developing professional identity as a social worker and being able to competently practice as a social worker. All of the tasks performed this semester have provided me with a broad range of experiences. I especially enjoy being involved with the Residential Group although we have only met a few times. I am able to listen to seasoned social workers and leaders of the organization brainstorm ideas about a new service. While there is a commitment from the participants to continue with the project, the current budget climate may halt our efforts.

ABILITY OVERALL RATING (AVERAGE OF STUDENT TASK RATINGS)

| DEVELOP AS A SOCIAL WORK LEADER | Rating Total | 2 | Rating Average | 3.50 |

(Student)

- Describe your understanding of this ability and demonstrate its application to your practice.

(Field Instructor)

- Assess the student’s performance with respect to this ability.

TO BE COMPLETED BY FIELD INSTRUCTOR AT END OF THE FIELD PERIOD

While it is only the first semester of the foundation year, the student demonstrates a compassion and patience for the profession. She is always professional in her demeanor and attitude and exhibits appropriate behavior within the culture of the organization. Her awareness of others and respect for clients is perhaps her strongest asset. I look forward to working with her next semester as she transitions into activities related to carrying a caseload and facilitating groups.

ABILITY OVERALL RATING (AVERAGE OF FIELD INSTRUCTOR TASK RATINGS)

<p>| DEVELOP AS A SOCIAL WORK LEADER | Rating Total | 2 | Rating Average | 3.50 |</p>
<table>
<thead>
<tr>
<th>Abilities</th>
<th>ST</th>
<th>FI</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identify as a Reflective Professional Social Worker</strong></td>
<td>4.00</td>
<td>3.66</td>
</tr>
<tr>
<td><strong>Advocate for Social, Economic and Environmental Justice</strong></td>
<td>3.66</td>
<td>3.66</td>
</tr>
<tr>
<td><strong>Apply Social Work Methods</strong></td>
<td>3.33</td>
<td>3.66</td>
</tr>
<tr>
<td><strong>Uphold Social Work Values and Ethics</strong></td>
<td>3.33</td>
<td>3.00</td>
</tr>
<tr>
<td><strong>Integrate Cultural, Economic, and Global Diversity</strong></td>
<td>3.00</td>
<td>2.66</td>
</tr>
<tr>
<td><strong>Think Critically about Theory and Research Knowledge</strong></td>
<td>3.00</td>
<td>3.00</td>
</tr>
<tr>
<td><strong>Communicate Effectively</strong></td>
<td>4.00</td>
<td>3.00</td>
</tr>
<tr>
<td><strong>Develop as a Social Work Leader</strong></td>
<td>3.50</td>
<td>3.50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>3.47</td>
<td>3.26</td>
</tr>
</tbody>
</table>

Additional Student Comments:

Additional Field Instructor's Comments:

Signature of Field Instructor  
Date

Signature of Student  
Date

Signature of Task Supervisor (if applicable)  
Date

Signature of Field Faculty Advisor  
Date