**TENNESSEE STATE UNIVERSITY BACCALAUREATE SOCIAL WORK PROGRAM**

**BACCALAUREATE FIELD EDUCATION LEARNING CONTRACT & EVALUATION**

Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Field Instructor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Faculty Liaison\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Agency\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Agency Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone of Agency/Field Instructor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Email of Agency/Field Instructor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This document will serve as the Educational Contract and the Evaluation for BSW students who are enrolled in Field Practicum. The objectives shown are the objectives that are to be met by all students completing the BSW foundation curriculum. The student, with consultation from the Field Instructor, will complete the educational contract by listing learning tasks that are to be accomplished by her or him at the practicum site during the placement. For each practice behavior, a task should be identified that will provide the student with learning opportunities at the micro, mezzo, and macro practice levels. The particular tasks identified are dependent on the setting and the population. The Faculty Field Liaison must approve the educational contract.

The Field Instructor should ensure that the tasks on the educational contract are appropriate for BSW students working under supervision. The educational contract can be modified based on the student’s mastery of the learning tasks, with new tasks being added and completed tasks being removed. Evaluation of student activity is based on task. Please inform the Faculty Field Liaison of modifications made to the educational contract.

The Field Instructor will evaluate the student at midterm and at the end of the placement. A rating scale is provided for this evaluation.

**The Council on Social Work Education created the nine Core Competencies for all social work students in accredited programs.** As described in the 2015 Educational Policy and Accreditation Standards:

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

As a result of this, the MTC-MSW uses these Competencies and Practice Behaviors to guide both the activities completed in practicum and to evaluate the social work student’s progress in practicum. This supplement is meant to provide you with some additional information to assist with the Learning Contract and the Evaluation.

**LEARNING CONTRACT:**

**Spring: Learning Contract.........“To be Announced”**

**Learning Contract.........“To be Announced”**

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

Guide to Completing the Learning Contract in Spring:

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

2. During supervision meetings during your first 4-5 weeks of practicum, discuss the Competencies and Practice Behaviors with your Field Instructor. Document specific activities that connect with the Competencies and Practice Behaviors identified in the contract.

a. Please see the Sample Learning Contracts for examples of activities.

3. Complete your Learning Contract.

a. **You do need to document at least one activity per Practice Behavior**. Please remember that your Field Instructor will have to evaluate you on each behavior based on the activities you complete.

b. We recommend completing the contract a week before it is due so you’re Field Instructor can review it.

c. Since your Evaluation will be completed on the same form, we recommend completing the contract electronically so your Field Instructor can add to it later.

4. Send your Learning Contract to your Field Liaison by the due date of “To be Announced”.

5. Your Liaison will provide you with feedback and may request that you revise and re-submit the Learning Contract.

**EVALUATION: FOR FIELD INSTRUCTORS**

**DUE March 5th for Mid-year evaluation**

**DUE April 27th for Final evaluation**

1. Please use the rating scale below to evaluate the student’s level of accomplishment for each Practice Behavior, considering the activities listed in the box next to the Practice Behaviors.

**5 = Consistently excels in implementing** the practice behavior

**4 = Above average performance** of the practice behavior

**3= Dependably implements** the basic elements of the practice behavior

**2 = Inconsistently performs** the basic elements of the practice behavior

**1= Fails to perform** the basic elements of the practice behavior

**N/A= No Assignment/activity** to assess practice behavior (Mid-year evaluation only)

\*\*\*Ratings of N/A at the Mid-Year Evaluation indicate a need for planned assignments to provide experience with the particular practice behavior. It is important to write a brief narrative about next steps for creating opportunities for completing assignments.

• It is expected that over the course of the academic year the student will have multiple opportunities to implement all of the practice behaviors included in this evaluation.

• When completing the Mid-Year evaluation, please remember that often students will rate relatively low in some Practice Behaviors. This is expected, as the student is still learning and should be continually improving throughout the year.

• You are welcome to consult with any Preceptor and the Field Liaison when completing the Evaluation.

2. It is important to write a brief narrative about the student’s performance.

3. Ensure that the cover page is completed with the assistance of the student. The evaluation should be turned into the Field Liaison by the due date .

| Final Rating Scale:  **5** = professional level activity, equivalent to employee **2** = beginning level activity only  **4** = competent level activity, with indirect supervision **1** = attempted but failed to engage in this task  **3** = meets expectations, with direct supervision **N/A** = listed task deferred at this time. Please provide explanation for deferral of task. | | | |  |
| --- | --- | --- | --- | --- |
| **OBJECTIVES** | **Foundation Level Practice Behaviors** | **MID-TERM / FINAL RATING** | | |
| 1. Demonstrate Ethical and Professional Behavior.  2. Engage Diversity and Difference in Practice  3. Advance Human Rights and Social and Economic Justice  4. Engage in Practice-Informed Research and Research-Informed Practice  5. Engage in Policy Practice  6. Engage with Individuals, Families, Groups, Organizations, and Communities  7. Assess with Individuals, Families, Groups, and Organizations, and Communities  8. Intervene with Individuals, Families, Groups, Organizations, and Communities  9. Evaluate practice with Individuals, Families, Groups, Organizations, and Communities | 1. Make ethical decisions by applying the standards of the NASW Code of Ethics. 2. Use reflection and self-regulation to manage personal values and maintain professionalism. 3. Demonstrate professional demeanor in behavior, appearance, oral, written, & electronic communication. 4. Use technology ethically and appropriately to facilitate practice outcomes. 5. Use supervision and consultation to guide professional judgment and behavior.   Competency Overall Score   1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice. 2. Present themselves as learners and engage client & constituencies as experts of their own experiences. 3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse client systems   Competency Overall Score   1. Apply their understanding of social, economic, & environmental justice to advocate for human rights. 2. Engage in practice that advocates social, economic, & environmental justice.   Competency Overall Score   1. Use practice experience and theory to inform scientific inquiry and research.   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. Engage in critical analysis of quantitative and qualitative research methods and research findings.   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. Use and translate research findings to inform and improve practice, policy, and service delivery.   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Competency Overall Score   1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. Assess how social welfare and economic policies impact the delivery of and access to social services.   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Competency Overall Score   1. Apply knowledge of human behavior and the social environment and practice context to engage with client & constituencies.   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. Use empathy, reflection, self-regulation, and interpersonal skills to effectively engage diverse client & constituencies.   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Competency Overall Score   1. Collect, organize, and critically analyze and interpret information from client & constituencies.   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the assessment of data from client & constituencies.   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. Development mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within client & constituencies.   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of client & constituencies.   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Competency Overall Score   1. Implement interventions to achieve practice goals & to enhance capacities of client & constituencies.   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with client & constituencies.   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. Negotiate, mediate, and advocate on behalf of client & constituencies.   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. Facilitate effective transitions and endings that advance mutually agreed-on goals   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Competency Overall Score  9a) Select and use appropriate methods for evaluations of outcomes.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  9b) Apply evaluation findings to improve practice effectiveness at the micro & macro levels.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  9c) Critically analyze, monitor, and evaluate intervention and program processes and outcomes.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  9d) Apply evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Competency Overall Score | 1.  2.  3.  4.  5.  Overall rating of this objective:  ------------  1.  2.  3.  Overall rating of this objective:  ------------  1.  2.  Overall rating of this objective:  ------------  1.  2.  3.  Overall rating of this objective:  ------------  1.  2.  3.  Overall rating of this objective:  ------------    1.  2.  Overall rating of this objective:  ------------  1.  2.  3.  4.  Overall rating of this objective:  ------------  1.  2.  3.  4.  5.  Overall rating of this objective:  ------------  1.  2.  3.  4.  Overall rating of this objective:  ------------ | 1.  2.  3.  4.  5.  Overall rating of this objective:  ------------  1.  2.  3.  Overall rating of this objective:  ------------  1.  2.  Overall rating of this objective:  ------------  1.  2.  3.  Overall rating of this objective:  ------------  1.  2.  3.  Overall rating of this objective:  ------------  1.  2.  Overall rating of this objective:  ------------  1.  2.  3.  4.  Overall rating of this objective:  ------------  1.  2.  3.  4.  5.  Overall rating of this objective:  ------------  1.  2.  3.  4.  Overall rating of this objective:  ------------ | |

**Final Overall Assessment**

Please evaluate the student by choosing the one response that clearly reflects your assessment of her or his performance. Also attach any additional written comments.

5. Strongly agree 4. Agree 3.Disagree 2. Strongly disagree 1. Did not have time to adequately assess student

\_\_\_\_\_ This student exhibited an eagerness to learn new things and accept responsibility for additional tasks.

\_\_\_\_\_ This student was well organized.

\_\_\_\_\_ This student completed agency paperwork in an accurate and timely fashion.

\_\_\_\_\_ This student demonstrated respect for clients, coworkers, and others with whom she/he interacted.

\_\_\_\_\_ This student demonstrated respect for issues of diversity.

\_\_\_\_\_ This student acted in a professional manner.

\_\_\_\_\_ This student displayed the knowledge and skills of a bachelor’s-level advanced generalist social work practitioner.

\_\_\_\_\_ This student displayed values consistent with bachelor’s-level advanced generalist social work practice.

\_\_\_\_\_ This student practiced in a manner consistent with the ethical standards of the social work profession.

\_\_\_\_\_ This student showed a commitment to lifelong learning and continued professional development.

\_\_\_\_\_ This student exhibited an awareness of how issues of social justice relate to advanced generalist social work practice.

\_\_\_\_\_ This student displayed an understanding of advanced generalist social work practice in public social services.

\_\_\_\_\_ This student used evidence from the literature as well as the student’s own evaluations to inform her or his practice interventions.

\_\_\_\_\_ If given the opportunity, I would recommend this student for employment in this agency. (NA=employment-based placement)

\_\_\_\_\_ If given the opportunity, I would recommend this student for employment in the field of social services.

**WRITTEN COMMENTS ON OVERALL PERFORMANCE OF STUDENT: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**SIGNATURES**

Learning Contract Completed and Approved

Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Field Instructor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty Liaison \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluation Completed and Approved

Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Field Instructor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty Liaison \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Field Coordinator\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_