



Social Work Program

SWK 490: Field Education Learning Contract & Evaluation

Revised Summer 2020

**MINOT STATE UNIVERSITY SOCIAL WORK
PROGRAM FIELD EDUCATION LEARNING CONTRACT**

Student:		Semester/Year:	
Field Liaison:		Field Instructor:	
Agency:		Field Instructor Phone:	
Address:		Field Instructor Email:	

This Field Education Learning Contract assists students and field instructors with developing field assignments which help students further develop the skills dimension of the nine CSWE practice competencies and associated behaviors.

The Field Instructor and student must identify a plan for completion of specific activities to address each behavior. This Learning Contract is due by the end of week three in spring semester. Please avoid entering N/A for not applicable. The Field Instructor will help the student identify tasks, activities, and timelines related to each behavior. Multiple behaviors may be addressed through the same activity or task (e.g. Journaling/reflecting on more than one behavior). **The Field Instructor and student should also identify theories, models, or practice perspectives which the student may use to inform the tasks and activities. See list of theories at the end of this document.**

The Learning Contract will be discussed with the Field Liaison during the midterm visit. The Learning Contract should also be discussed each week in supervision and updated as necessary.

The student will be formally assessed by the Field Instructor at the end of the semester using the evaluation provided at the end of this document. Remember, this is an opportunity for feedback and for students to learn a great deal about their professional skill development as social workers. Students are strongly encouraged to take full advantage of evaluation discussions. Although the field evaluations will not be given a formal letter grade, the student's Field Education Pass/Fail status will be partially determined by the formal final evaluation results.

The Field Evaluation becomes part of the student's permanent file.

FIELD EDUCATION LEARNING CONTRACT

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 1 Behaviors	Tasks/Activities to be used to develop behaviors	Field Instructor initials once tasks are completed
Behavior 1: Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research and additional codes of ethics as appropriate to context.		
Behavior 2: Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.		
Behavior 3: Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication.		
Behavior 4: Use technology ethically and appropriately to facilitate practice outcomes.		
Behavior 5: Use supervision and consultation to guide professional judgment and behavior.		

Theories impacting behaviors:

Competency 2: Engage Diversity and Difference in Practice

Competency 2 Behaviors	Tasks/Activities to be used to develop behaviors	Field Instructor initials once tasks are completed
Behavior 6: Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.		
Behavior 7: Presents themselves as learner and engage clients and constituencies as experts of their own experiences.		
Behavior 8: Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.		

Theories impacting behaviors:

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Competency 3 Behaviors	Tasks/Activities to be used to develop behaviors	Field Instructor initials once tasks are completed
Behavior 9: Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.		
Behavior 10: Engage in practices that advance social, economic, and environmental justice.		

Theories impacting behaviors:

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Competency 4 Behaviors	Tasks/Activities to be used to develop behaviors	Field Instructor initials once tasks are completed
Behavior 11: Use practice experience and theory to inform scientific inquiry and research.		
Behavior 12: Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.		
Behavior 13: Use and translate research evidence to inform and improve practice, policy, and service delivery.		
Theories impacting behaviors:		

Competency 5: Engage in Policy Practice

Competency 5 Behaviors	Tasks/Activities to be used to develop behaviors	Field Instructor initials once tasks are completed
Behavior 14: Identify social policy at the local, state, and federal level that impacts the well-being, service delivery of and access to social services.		
Behavior 15: Assess how social welfare and economic policies impact the delivery of and access to social services.		

Behavior 16: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.		
Theories impacting behaviors:		

Competency 6: Engage with Individuals, Families, Groups, Organizations and Communities

Competency 6 Behaviors	Tasks/Activities to be used to develop behaviors	Field Instructor initials once tasks are completed
Behavior 17: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.		
Behavior 18: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.		
Theories impacting behaviors:		

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 7 Behaviors	Tasks/Activities to be used to develop behaviors	Field Instructor initials once tasks are completed
Behavior 19: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.		
Behavior 20: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.		

Behavior 21: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and		
Behavior 22: Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.		
Theories impacting behaviors:		

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 8 Behaviors	Tasks/Activities to be used to develop behaviors	Field Instructor initials once tasks are completed
Behavior 23: Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.		
Behavior 24: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.		
Behavior 25: Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.		
Behavior 26: Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.		
Behavior 27: Facilitate effective transitions and endings that advance mutually agreed-on goals.		
Theories impacting behaviors:		

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Competency 9 Behaviors	Tasks/Activities to be used to develop behaviors	Field Instructor initials once tasks are completed
Behavior 28: Select and use appropriate methods for evaluation of outcomes.		
Behavior 29: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.		
Behavior 30: Critically analyze, monitor, and evaluate intervention and program processes and outcomes.		
Behavior 31: Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.		

FIELD EDUCATION LEARNING CONTRACT

Signatures

Student: _____ Date: _____

Field Instructor: _____ Date: _____

LEARNING CONTRACT EVALUATION

At the end of the semester, the Field Instructor will score the student on each practice behavior using the Behavior Assessment Scale below. Add up the total score in each competency and divide by the number of practice behaviors in the competency to get a ‘Competency Average Score.’ The student is expected to receive a minimum benchmark score of 2 across all competencies.

Behavior Assessment Scale
0 (equivalent to F grade) = Student is unable to perform this practice behavior.
1 (D)=Student cannot perform this practice behavior without considerable supervision/consultation
2 (C)=Student is making progress in performing this practice behavior and shows promise but still needs routine supervision/consultation
3 (B)=Student is able to perform this practice behavior with occasional supervision and consultation
4 (A)=Student can independently perform this practice behavior, knowing when to request supervision.

Competency 1 Evaluation: Demonstrate Ethical and Professional Behavior			
Competency 1 Behaviors		Final rating	Competency Average Score
1	Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.		____/4
2	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.		____/4
3	Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.		____/4
4	Use technology ethically and appropriately to facilitate practice outcomes.		____/4
5	Uses supervision and consultation to guide professional judgment & behavior.		____/4

Instructor's Comments:

Competency 2 Evaluation: Engage Diversity and Difference in Practice

Competency 2 Behaviors

Final rating

**Competency
Average Score**

Competency 2 Behaviors		Final rating	Competency Average Score
6	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.		___/4
7	Present themselves as learners and engage clients and constituencies as experts of their own experiences.		___/4
8	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.		___/4

Instructor's Comments:

Competency 3 Evaluation: Advance Human Rights and Social, Economic, and Environmental Justice

Competency 3 Behaviors

Final rating

**Competency
Average Score**

Competency 3 Behaviors		Final rating	Competency Average Score
9	Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.		___/4
10	Engage in practices that advance social, economic, and environmental justice.		___/4

Instructor's Comments:

Competency 4 Evaluation: Engage in Practice-Informed Research and Research-Informed Practice			
Competency 4 Behaviors		Final rating	Competency Average Score _____
11	Use practice experience and theory to inform scientific inquiry and research.		____/4
12	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.		____/4
13	Use and translate research evidence to inform and improve practice, policy, and service delivery.		____/4
Instructor's Comments:			

Competency 5 Evaluation: Engage in Policy Practice			
Competency 5 Behaviors		Final rating	Competency Average Score _____
14	Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.		____/4
15	Assess how social welfare and economic policies impact the delivery of and access to social services.		____/4
16	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.		____/4
Instructor's Comments:			

Competency 6 Evaluation: Engage with Individuals, Families, Groups, Organizations and Communities			
Competency 6 Behaviors		Final rating	Competency Average Score

17	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.		____/4
18	Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.		____/4
Instructor's Comments:			

Competency 7 Evaluation: Assess Individuals, Families, Groups, Organizations, and Communities			
Competency 7 Behaviors		Final rating	Competency Average Score

19	Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.		____/4
20	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.		____/4
21	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.		____/4
22	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.		____/4

Instructor's Comments:

Competency 8 Evaluation: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 8 Behaviors		Final rating	Competency Average Score

23	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.		____/4
24	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.		____/4
25	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.		____/4
26	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.		____/4
27	Facilitate effective transitions and endings that advance mutually agreed-on goals.		

Instructor's Comments:

Competency 9 Evaluation: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Competency 9 Behaviors		Final rating	Competency Average Score

28	Select and use appropriate methods for evaluation of outcomes.		____/4

29	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.		____/4
30	Critically analyze, monitor, and evaluate intervention and program processes and outcomes.		____/4
31	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.		____/4
Instructor's Comments:			

Final Evaluation Signatures

Student: _____ Date: _____

Field Instructor: _____ Date: _____

The list of theories/models below is not an exhaustive list. Also reference the Social Work Dictionary at http://health.umt.edu/socialwork/Master%20of%20Social%20Work/Curriculum/SocialWorkDictionary_booklet_updated_2012_Oct23.pdf

Human Behavior & Development

Social System	Theories/Perspectives/Models	Level
Individual	Activity theory (e.g. Papalia)	Micro
	Choice theory (Glasser)	
	Cognitive development theories (e.g. Piaget; Vygotsky)	
	theory (e.g., Caplan, Horowitz)	
	Disengagement theory (Cummings & Henry)	
	Ecosystems theory (e.g. Germain)	
	Empowerment theory (e.g. Gutierrez)	
	Faith development theory (e.g. Fowler)	
	Feminist theories (e.g. Dominelli)	
	Hierarchy of Needs theory (Maslow)	
	Interactional model of emotional disorders (e.g. Szasz)	
	Interactionist perspective (Cartwright; Coleman/Cressey)	
	Labeling theory (e.g. Scheff)	
	Learning theory (e.g. Bandura)	
	Moral development theory (e.g. Kohlberg; Gilligan)	
Psychodynamic/Analytic psychology theories (e.g., Freud; Horney; Jung)		
Psychological development theories (e.g. Peck; Jean Miller)		
Psychosocial development theories (e.g. Erikson)		
Rational Emotive Behavior theory (e.g. Ellis)		
Self theories of personality (e.g. Carl Rogers)		
Stages of grief models (Kubler-Ross; Westberg)		
Family	Ecosystems theory	Micro/Mezzo
	Family Systems theory (e.g. Murray)	
	Role theory (e.g. Mead)	
	Social Exchange theory (e.g. Homans)	
Groups	Group development models (e.g. Tuckman; Schiller)	Mezzo
	Social Exchange theory (e.g. Homans)	
	Structural/Functional theory (e.g. Spencer; Merton)	
	Symbolic Interactionism (e.g. Mead; Snow)	
Organizations/Community	Anti-oppressive theory (e.g. Dominelli)	Macro
	Conflict theory (e.g. Marx; Sears)	
	Critical theories/feminist theories	
	Ecosystems theory	
	Functionalist perspective (e.g. Durkheim; Parsons)	
	Human Relations model (e.g. Mayo/Roethlisberger)	
	Interactionist perspective (Cartwright; Coleman/Cressey)	
Social Change theories		