

**JMSW LEARNING CONTRACT/EVALUATION  
ADVANCED (CONCENTRATION) YEAR**

**Instructions for Completing JMSW Field Instruction Learning Agreement and Evaluation**

Student: \_\_\_\_\_ Semester: \_\_\_\_\_ Year: \_\_\_\_\_  
Agency: \_\_\_\_\_ Field Instructor: \_\_\_\_\_  
Faculty Liaison: \_\_\_\_\_ Please Circle: Foundation Year  
Advanced Year

**A. Field Educational Emphasis (Goals)**

Each of the following goals with its subsections should be addressed as you complete your Learning Agreement.

**Goal I. Professional Growth and Development**

- Evaluation of Self
- Commitment to professional values and ethics

**Goal II. Organizational and Community Context of Practice**

- Knowledge of structure and function of agency
- Knowledge of community's structure and resources

**PLEASE NOTE – THE FOLLOWING ADDENDUM APPLIES TO GOALS III AND IV ONLY:**

If student is in an Aging Internship *Goals III and IV* addendum is to be utilized for their Learning Agreement and Evaluation. If student is **not** in an Aging Internship yet is servicing a portion of this population, the addendum maybe utilized.

**Goal III. Direct Service Practice, Knowledge, and Skills**

- Apply core interpersonal communication skills with clients
- Sensitivity to diverse populations
- Problem identification and assessment
- Selection and implementation of an intervention plan
- Selection of appropriate evaluation strategies
- Identification of termination process

**Goal IV. Indirect Service Practice, Knowledge, and Skills**

- Evaluation and comparison of problems, populations, programs, and policies
- Management of complex data and problems
- Transmission of knowledge, skills, and values
- Integration and coordination of tasks
- Support and sustain others
- Transform social policies into social services

**B. Definition of Terms:**

1. Student Learning Objectives: Statement of intended accomplishment written with expected outcome. Select a specific area within the chosen goal. Learning objectives and action steps need to be carefully planned and state because they become the yardstick by which the student's performance is measured.

2. Student/Field Instructor Learning Activities (action steps): Specific, short-term accomplishments which, when completed, will lead to accomplishments of learning objectives. There may be more than one action step to each learning objective.
3. Target Date: The date when student anticipates accomplishing the learning objective.
2. Rating: For the semester evaluation, the field instructor should rate the student's performance for each learning objective, using the following scale.
  1. Needs intensive work
  2. Performance reflects inconsistent integration of knowledge
  3. Performs task with appropriate supervision
  4. Performs tasks well with minimum supervision
  5. Ready for MSW entry level (for Advanced year interns only)

N/A Not addressed
5. Comments: Please be as specific as possible, using brief phrases that best describe the student's strengths, limitations, work, flow, successes, stumbling blocks, etc.
6. Evaluation Summary: Please comment on each of the four areas of Educational Emphasis (Goals).
7. Written Assignment: Please have samples available for each end of semester faculty liaison visit (e.g., organizational narrative, psychosocial/family assessment, treatment plan, process recording, discharge summary, or similar assignment).

## LEARNING AGREEMENT

This Learning Agreement may be amended at any time if both the student and field instructor agree. The faculty liaison **must** be notified of any major changes.

Contract Period: From \_\_\_\_\_ to \_\_\_\_\_ (dates) Semesters: Fall 20\_\_\_\_  
Spring 20\_\_\_\_ Summer 20\_\_\_\_

Signatures: Student \_\_\_\_\_ Date: \_\_\_\_\_  
Field Instructor: \_\_\_\_\_ Date: \_\_\_\_\_  
Faculty Liaison: \_\_\_\_\_ Date: \_\_\_\_\_

**EVALUATION SUMMARY:** Please provide a written evaluation of your student's strengths and limitations that can be used in assessing student performance and readiness for Advanced Practicum or for social work practice. The summary must be consistent with **Evaluation/Comments section**; please comment on **each of the four goals**. Use a separate sheet of paper if desired.

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

My field instructor and I \_\_\_ **have** \_\_\_ **have not** discussed this evaluation. I \_\_\_ **agree** \_\_\_ **do not agree** with it.

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

Agency: \_\_\_\_\_

Semester/Year : \_\_\_\_\_

**Goal 1: Professional Growth and Development**

Student Learning Objectives	Student Learning Activities (Action Steps)	Target Date	Evaluation	
			Rating	Comments
1. Apply social work theory to practice in the field.	<ul style="list-style-type: none"> <li>a. Supervision</li> <li>b. Case presentations</li> </ul>			
2. Conduct self in a professional and appropriate manner, including behavioral, verbal, and written forms of communication.	<ul style="list-style-type: none"> <li>a. Supervision</li> <li>b. Review of cases</li> </ul>			
3. Apply NASW Code of Ethics and Commitment to professional values and principles to complex practice situations.	<ul style="list-style-type: none"> <li>a. Case presentations</li> <li>b. Supervision</li> </ul>			
4. Demonstrate multicultural competence in practice with diverse populations of individuals, families, groups communities, and organizations.	<ul style="list-style-type: none"> <li>a. Supervision</li> <li>b. Interactions with clients and staff</li> <li>c. Case presentations</li> <li>d. Discussion in staff meetings</li> </ul>			

**Goal 1: Professional Growth and Development (cont'd)**

Student Learning Objectives	Student Learning Activities (Action Steps)	Target Date	Rating	Evaluation Comments
5. Enhance ability to engage in critical thinking related to complex practice situations.	<ul style="list-style-type: none"> <li>a. Supervision</li> <li>b. Review of cases</li> </ul>			
6. Enhance ability to engage in self-reflective evaluation of one's practice.	<ul style="list-style-type: none"> <li>a. Supervision</li> <li>b. Review of cases</li> </ul>			
7. Appropriately seeks out and constructively uses supervision.	<ul style="list-style-type: none"> <li>a. Supervision</li> <li>b. Review of cases</li> </ul>			
8. Assume primary responsibility for own learning in the field.	<ul style="list-style-type: none"> <li>e. Supervision</li> <li>f. Handling of assignments in field setting</li> </ul>			
9. Demonstrate willingness to uphold the standards and ethics of the profession.	<ul style="list-style-type: none"> <li>a. Supervision</li> <li>b. Interaction with clients and staff</li> </ul>			

***Goal II: Organizational and Community Context of Practice***

Student Learning Objectives	Student Learning Activities (Action Steps)	Target Date	Rating	Evaluation
<p>1. Understand and become oriented to agency setting, policy, procedures, and services.</p> <p>2. Develop knowledge of and ability to use community resources.</p> <p>3. Demonstrate skill in intra- and interagency collaboration and teamwork.</p>	<p>a. Participation in orientation activities and carrying out assignments with such knowledge</p> <p>a. Supervision b. Case planning and review</p> <p>a. Supervision b. Handling of cases c. Case planning</p>			

**Goal III: Direct Service Practice, Knowledge, and Skills**

Student Learning Objectives	Student Learning Activities (Action Steps)	Target Date	Rating	Evaluation Comments
<p>1. Apply principles of advanced generalist direct practice to the helping process as outlined below.</p> <p><i>NOTE: AG direct practice is defined as practice with individuals and families whose problems are chronic, serious, and relatively intractable and which often require more complex worker-initiated interventions due to limitations of the client system.</i></p> <ul style="list-style-type: none"> <li>a. Engagement and interviewing</li> <li>b. Strengths based assessment</li> <li>c. Planning and contracting based on client abilities, resources, and the complexity of the problem.</li> </ul>	<ul style="list-style-type: none"> <li>a. Supervision</li> <li>b. Review of cases</li> </ul> <ul style="list-style-type: none"> <li>a. Supervision</li> <li>b. Review of cases</li> </ul> <ul style="list-style-type: none"> <li>a. Supervision</li> <li>b. Review of cases</li> <li>c. Assessment reports</li> </ul> <ul style="list-style-type: none"> <li>a. Supervision</li> <li>b. Review of cases</li> <li>c. Progress notes</li> </ul>			

**Goal III: Direct Service Practice, Knowledge, and Skills (cont'd)**

Student Learning Objectives	Student Learning Activities (Action Steps)	Target Date	Rating	Evaluation Comments
<p>d. Utilizing an eclectic approach to social work practice based on presenting problems and strengths, appropriate theory, and/or empirical evidence</p> <p>e. Monitoring and evaluation of client outcomes</p> <p>f. Termination, including planning for relapse prevention</p> <p>g. Follow up</p>	<p>a. Supervision b. Case presentations c. Progress notes</p> <p>a. Evaluation of services rendered to clients</p> <p>a. Supervision b. Progress notes c. Relapse prevention planning with clients</p> <p>a. Contact at follow-up with clients as needed</p>			

**Goal III: Direct Service Practice, Knowledge, and Skills (cont'd)**

Student Learning Objectives	Student Learning Activities (Action Steps)	Target Date	Evaluation	
			Rating	Comments
2. Demonstrate skills in developing, maintaining, and facilitating small groups.	<ul style="list-style-type: none"> <li>a. Co-facilitating of a group, processing with primary facilitator, and supervision.</li> </ul>			
3. Demonstrate skill in involving clients, family members, and formal and informal support systems in treatment planning and implementation.	<ul style="list-style-type: none"> <li>a. Supervision</li> <li>b. Conducting sessions for treatment planning of clients with formal and informal support systems.</li> </ul>			

**Goal IV: Indirect Service Practice, Knowledge and Skills**

Student Learning Objectives	Student Learning Activities (Action Steps)	Target Date	Rating	Evaluation Comments
<p>1. Assess and utilize both agency and social policy to make programs and services more sensitive and responsive to client systems.</p>	<p>a. Review relevant agency and social policies to determine impact on clients b. Utilize supervision for assessment of such policies</p>			
<p>2. Demonstrate the ability to gather, analyze and interpret program or administrative data.</p>	<p>a. Conduct one evaluation project of client, family, or group treatment.</p>			
<p>3. Understand processes of intra- and inter-organizational planning</p>	<p>a. Attend agency meetings b. Attend inter-agency meetings c. Discuss meetings in supervision</p>			
<p>4. Understand agency and program funding streams and their implications for service delivery</p>	<p>a. Meet with agency personnel to acquire such information, discuss in supervision.</p>			

**Goal IV: Indirect Service Practice, Knowledge and Skills**

Student Learning Objectives	Student Learning Activities (Action Steps)	Target Date	Rating	Evaluation Comments
<p>5. Demonstrate the ability to organize and present professional information related to professional development to others.</p>	<p>a. Conduct at least one professional training event or presentation to staff b.</p>			
<p>6. Provide task supervision to an undergraduate or first year study or agency volunteers.</p>	<p>a. Supervision of such individuals as the opportunity arises. b.</p>			
<p>7. Participate actively in agency team meetings, peer supervision, and other agency task groups as appropriate.</p>	<p>a. Meeting attendance and participation. b. Supervision</p>			
<p>8. Analyze a social policy relevant to the field setting and develop an understanding of how the policy is translated into program.</p>	<p>a. Paper for policy class and review of such analysis in supervision. b.</p>			

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**AGING FIELD INTERNSHIP ADDENDUM**

**Field Educational Emphasis (Goals)**

**If student is in an Aging Internship Goal III and Goal IV, pages 91-95, are to be utilized. These pages supersede pages 87-89 when completing the Learning Contract.**

**If student is not in an Aging Internship yet serving a portion of this population the Addendum may be utilized.**

**It is important to the field Learning Evaluation Process to focus on Aging Specific Student Learning, Objectives and Activities.**

**Goal III: Direct Service Practice, Knowledge, and Skills – Aging Specific**

Student Learning Objectives	Student Learning Activities (Action Steps)	Target Date	Evaluation	
			Rating	Comments
<p>1. Apply principles to the helping process as outlined below.</p> <ul style="list-style-type: none"> <li>a. Assess and address values and biases regarding Aging, engagement and interviewing.</li> <li>b. Respect and promote older adult clients' right to dignity and self-determination.</li> <li>c. Apply ethical principles to decisions on behalf of older clients with special attention to those with limited decisional capacity.</li> </ul>	<ul style="list-style-type: none"> <li>a. Supervision</li> <li>b. Review of cases</li> <li>c. Process Recording</li> <li>d. Progress notes</li> <li>e. Case Presentation</li> <li>f. Service plans</li> <li>g. Evaluation of services</li> </ul> <ul style="list-style-type: none"> <li>a. Supervision</li> <li>b. Review of cases</li> <li>c. Process Recording</li> <li>d. Progress notes</li> </ul> <ul style="list-style-type: none"> <li>a. Supervision</li> <li>b. Review of cases</li> <li>c. Process Recording</li> <li>d. Progress notes</li> <li>e. NASW Code of Ethics</li> </ul>			

<p>d. Respect diversity among older adult clients, families and professionals.</p>	<ul style="list-style-type: none"> <li>a. Supervision</li> <li>b. Review of cases</li> <li>c. Process Recording</li> <li>d. Progress notes</li> <li>e. Evaluation of services</li> </ul>		
<p>e. Address cultural, spiritual and ethnic values and beliefs.</p>	<ul style="list-style-type: none"> <li>a. Supervision</li> <li>b. Review of cases</li> <li>c. Process Recording</li> <li>d. Progress notes</li> <li>e. Interviewing Techniques</li> <li>f. Service plans</li> </ul>		
<p>f. Understand and relate concepts and theories of aging to practice. Relate social work perspectives and related theories to practice with older adults and their caregivers. Strength based assessment.</p>	<ul style="list-style-type: none"> <li>a. Supervision</li> <li>b. Review of cases</li> <li>c. Process Recording</li> <li>d. Progress notes</li> <li>e. Case Presentation</li> </ul>		
<p>g. Conduct a comprehensive geriatric assessment. Assess caregiver level of stress.</p>	<ul style="list-style-type: none"> <li>a. Supervision</li> <li>b. Review of cases</li> <li>c. Process Recording</li> <li>d. Progress notes/Documentation</li> <li>e. Research pertaining to caregiver issues</li> </ul>		

**Goal III: Direct Service Practice, Knowledge, and Skills – Aging Specific (con't)**

Student Learning Objectives	Student Learning Activities (Action Steps)	Target Date	Rating	Evaluation Comments
<p>h. Monitoring and evaluation of client outcomes.</p> <p>i. Apply learned skills in termination with older clients and families.</p> <p>2. Demonstrate skills in developing, maintaining, and facilitating small groups in relation to the older adult and/or caregiver.</p> <p>a. Utilize educational strategies to provide information and training pertaining to wellness and health/disease management.</p> <p>3. Demonstrate skill by involving older adults, families and formal/informal support systems in treatment planning and implementation.</p>	<p>a. Evaluation of services</p> <p>b. Supervision</p> <p>c. Documentation</p> <p>a. Supervision</p> <p>b. Review of cases</p> <p>c. Progress notes</p> <p>a. Co-facilitating of a group, processing with primary facilitator and supervisor.</p> <p>b. Supervision</p> <p>c. Agency format or student developed with supervision</p> <p>d. Research of appropriate group techniques</p> <p>a. Supervision</p> <p>b. Conduct treatment plan meetings with agency and community professionals.</p> <p>c. Evaluation of services</p>			

**Goal IV: Indirect Service Practice, Knowledge, and Skills – Aging Specific (con't)**

Student Learning Objectives	Student Learning Activities (Action Steps)	Target Date	Rating	Evaluation Comments
<p>1. Assess and utilize both agency and social policy to make programs and services more sensitive and responsive to client systems.</p>	<p>a. Review relevant agency and social policies to determine impact on clients</p> <p>b. Utilize supervision for assessment of such policies</p>			
<p>2. Demonstrate the ability to gather, analyze, and interpret program or administrative data.</p>	<p>a. Conduct one evaluation project of client, family, or group treatment</p>			
<p>3. Understand processes of intra- and inter-organizational planning</p>	<p>a. Attend agency meetings</p> <p>b. Attend inter-agency meetings</p> <p>c. Discuss meetings in supervision</p>			
<p>4. Understand agency and program funding streams and their implications for service delivery.</p>	<p>a. Supervision</p> <p>b. Utilize classroom content</p> <p>c. Become familiar with agency policies and procedures to enhance knowledge of older adult needs in the agency's area of service.</p> <p>d. Meet with agency personnel to acquire information.</p>			

**Goal IV: Indirect Service Practice, Knowledge, and Skills - Aging Specific**

Student Learning Objectives	Student Learning Activities (Action Steps)	Target Date	Evaluation	
			Rating	Comments
<p>5. Demonstrate the ability to organize and present aging information related to professional development of others.</p>	<p>a. Conduct one professional training to aging community or to field agency staff. b. Supervision c. Research</p>			
<p>6. Provide task supervision to an undergraduate or first year JMSW student or agency volunteer.</p>	<p>a. Supervision of such individuals as opportunity arises b. Educate to the needs of the aging population</p>			
<p>7. Participate actively in agency team meetings, peer supervision, and other agency task groups to infuse information pertaining to the aging population.</p>	<p>a. Meeting attendance b. Actively participate in discussion especially to enhance group pertaining to aging. c. Supervision</p>			
<p>8. Analyze an aging social policy and develop an understanding of how the policy is translated and infused into the program.</p>	<p>a. Paper for policy class b. Review of analysis in supervision c. Research</p>			