

APPENDICES H-1 & H-2

Instructions for Completing JMSW Field Instruction Learning Agreement and Evaluation

NOTE: Pages 74-76 should be attached to Foundation or Advanced (Concentration) Practica Learning Agreements/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

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.
4. 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

NOTE: This page should be attached to Foundation or Advanced (Concentration) Year Learning Agreement/Evaluation

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: _____

JMSW Field Instruction Learning Agreement and Evaluation

Agency: _____
 Semester: _____ Year: _____

Student Learning Objectives	Student Learning Activities (Action Steps)	Target Date	Evaluation	
			Rating	Comments

Duplicate and use as many sheets as necessary.

**APPENDIX H-1
FOUNDATION YEAR**

Student: _____
 Agency: _____
 Semester: _____
 Year: _____

JMSW Field Instruction Learning Agreement and Evaluation

Goal 1: Professional Growth and Development

Student Learning Objectives	Student Learning Activities (Action Steps)	Target Date	Evaluation	
			Rating	Comments
1. Understanding and apply social work knowledge and theory to practice in the field.	a. Supervision, case presentations			
2. Conducts self in a professional and appropriate manner, including behavioral and verbal interactions (including written communication)	a. Case presentations b. Reflective logs c. Interactions with staff and clients d. Agency recording and documentation			
3. Understand and apply NASW Code of Ethics and commitment to professional values and principles to interactions with staff and clients.	a. Supervision/review of cases			
4. Understand and apply social worker roles and functions within the field agency.	a. Supervision/review of cases b. Case presentations c. Process recordings			

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

Student Learning Objectives	Student Learning Activities (Action Steps)	Target Date	Evaluation	
			Rating	Comments
5. Demonstrate multicultural competence in practice with diverse populations of individuals, families, groups, organizations, and communities.	<ul style="list-style-type: none"> a. Supervision b. Work with clients, and interactions with field instructor and other staff members. 			
6. Develop the ability to engage in critical thinking in relation to social work practice.	<ul style="list-style-type: none"> a. Supervision b. Reflective logs c. Case presentations d. Process recordings 			
7. Develop the ability to engage in self-reflective evaluation of one's practice.	<ul style="list-style-type: none"> a. Supervision b. Reflective logs c. Process recordings 			
8. Seeks out and constructively uses supervision.	<ul style="list-style-type: none"> a. Supervision b. Reflective logs 			

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

Student Learning Objectives	Student Learning Activities (Action Steps)	Target Date	Evaluation	
			Rating	Comments
9. Develop an understanding of one's individual skill level and learning needs.	<ul style="list-style-type: none"> a. Supervision b. Reflective logs c. Process recording d. Field seminar 			
10. Assume primary responsibility for one's own learning in the field.	<ul style="list-style-type: none"> a. Supervision b. Reflective logs 			
11. Demonstrate willingness to uphold the standards and ethics of the profession.	<ul style="list-style-type: none"> a. Review of cases with supervisor b. Field seminar discussions 			

Goal II: Organizational and Community Context of Practice

Student Learning Objectives	Student Learning Activities (Action Steps)	Target Date	Evaluation	
			Rating	Comments
<p>1. Understand and orientation to agency setting, procedures, policies and services and learn to implement the process with clients</p>	<p>a. Agency orientation, training on forms and procedures b. Agency Profile presentation in field seminar</p>			
<p>2. Knowledge and utilization of community resources to address client needs.</p>	<p>a. Agency visits a. Appropriate use of community resources in field assignment c. Case management and referral</p>			
<p>3. Develop skills in intra-and interagency collaboration and teamwork.</p>	<p>a. Participate actively in agency team meetings, peer supervision, and other agency task groups as appropriate</p>			

Goal III: Direct Service Practice, Knowledge and Skills

Student Learning Objectives	Student Learning Activities (Action Steps)	Target Date	Evaluation	
			Rating	Comments
<p>1. Develop an understanding of the generalist social work problem-solving process and learn to implement the process with clients</p> <ul style="list-style-type: none"> a. Engagement and interviewing b. Strengths based assessment c. Planning and contracting based on client abilities, resources, and the problem. 	<p><i>Note: All of these subobjectives will involve constructive use of supervision in addition to other specific tasks as noted below.</i></p> <ul style="list-style-type: none"> a. Conduct initial interviews and/or intake interviews a. Conduct and write up assessments that identify strengths as well as problems to be addressed a. Carry an ongoing caseload of at least 5 - 10 clients b. Develop treatment plans 			

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

Student Learning Objectives	Student Learning Activities (Action Steps)	Target Date	Evaluation	
			Rating	Comments
<p>d. Implement social work interventions 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>2. Develop skills in documentation and professional record keeping.</p>	<p>a. Carry an ongoing caseload of at least 5 - 10 clients</p> <p>b. Document interventions in progress notes</p> <p>c. Reflective logs</p> <p>d. Case presentations</p> <p>a. Review of cases with supervisor</p> <p>b. Case presentations</p> <p>a. Review of cases with supervisor</p> <p>b. Case presentations</p> <p>a. TBA</p> <p>a. Accurately and thoroughly complete required paperwork and documentation (forms, progress notes, etc.)</p> <p>b. Supervisor and/or peer review of documentation</p>			

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

Student Learning Objectives	Student Learning Activities (Action Steps)	Target Date	Evaluation	
			Rating	Comments
<p>3. Develop skills in planning, maintaining, and facilitating small groups. (include only if relevant)</p>	<p>a. Plan and lead (or co-lead) a group. b. Reflective logs</p>			
<p>4. Demonstrate ability to involve clients, extended family, and other formal and informal supports in treatment planning and implementation.</p>	<p>a. Inquire about formal and informal resources in assessment b. Actively engage clients in how to use resources and supports in problem-solving c. Facilitate meetings with clients and their formal and informal supports for treatment planning and implementation.</p>			

Goal IV: Indirect Service Practice, Knowledge, and Skills

Student Learning Objectives	Student Learning Activities (Action Steps)	Target Date	Evaluation	
			Rating	Comments
<p>1. Understand agency and program funding streams and their implications for service delivery.</p> <p>2. Analyze a social policy relevant to the field setting and develop an understanding of how the policy is translated into program.</p> <p>3. Understand processes of intra- and inter-organizational policy formulation, planning, administration, and management.</p>	<p>a. Agency Profile presentation in field seminar</p> <p>a. Present in agency or field seminar</p> <p>a. Participate in agency policy formulation, program planning, administration, and management as negotiated with agency staff (e.g., author or co-author a grant; serve as a member of a task force)</p>			
<p>4. Demonstrate the ability to organize and present professional information related to professional development to others. (if possible)</p>	<p>a. Conduct an in-service training session</p> <p>b. Conduct a community education session</p>			