



Social Work Department

Field Education Manual

*Cynthia Moniz, Ph.D., MSW
Department Chair
cmoniz@plymouth.edu*

*Scott Meyer, MSW, Ph.D.
Director of Field Education
Email: scottm@plymouth.edu*

*Mary Taylor House
(603)535-2703
FAX (603)535-2854*

Spring 2014

TABLE OF CONTENTS

Plymouth State University (PSU) Social Work Curriculum and Field Education	3-4
Selection of Agencies, Field Instructors and Students.....	4
Selection of Agencies	4
Selection of Field Instructors	4-5
Assignment of Students	6
Employment-based Practicum	6-7
Field Education Responsibilities	7
Suggested Timeline.....	8
Grading	8
Ensuring a Successful Placement.....	8-9
Practicum Planning and Evaluation Instruments	10
Acknowledgement of Risk.....	11-12
Agency Screening Form	13-14
Field Education Agreement	15-18
Guidelines for Student Learning Contract & Mid Semester & Final Evaluations	19-20
Student Learning Contract	21-40
Monthly Field Experience Report.....	41
Monthly Activities Report	42-43
Student Evaluation of Field Practicum	44-46
Incident Report.....	47-48

Additional Reference Material (please go online to access):

- A. The National Association of Social Workers (NASW) Code of Ethics can be accessed online at NASW's Web site: <http://www.socialworkers.org/pubs/code/code.asp>; a hard copy may also be obtained (see Field Education Director or Administrative Assistant).

- B. Plymouth State Academic Year Calendar can be accessed online at:
<http://www.plymouth.edu/office/registrar/academic-calendar/>

- C. Social Work Curriculum can be accessed online at:
<http://www.plymouth.edu/undergraduate/curriculum-planning-guides/2012-2013/social-work-department/>

- D. Curriculum Planning Guides for each Academic Catalog can be accessed online at:
<http://www.plymouth.edu/undergrad/Curr-Guides/> ; be sure to use the proper guide for the catalog you have declared (typically based on the term in which you entered PSU)

Plymouth State University Social Work Curriculum and Field Education

The Plymouth State University Social Work Department offers an undergraduate degree that builds on a liberal arts foundation and prepares students for a variety of social work careers as well as for graduate study in social work. Students are prepared for generalist, entry-level social work practice.

The faculty of the Social Work Department has established educational outcomes (program learning objectives) for students who complete the program.

Students should develop the following knowledge, skills, and professional values:

1. apply critical thinking skills within the context of professional social work practice
2. apply the values and ethics of social work in professional practice
3. practice without discrimination and with respect for human diversity
4. understand forms and mechanisms of oppression and discrimination in the U.S. and other parts of the world and strategies of change that advance social and economic justice
5. understand and interpret the history of social work and contemporary structures and issues of social welfare
6. apply the knowledge and skills of generalist practice with systems of all sizes
7. use theoretical frameworks to understand human development and behavior across the life span and interactions between people and their environments (social systems)
8. analyze the impact of social policies on clients, practitioners, and agencies and influence social policies through professional social work practice
9. evaluate research studies and apply findings to practice and, under supervision, evaluate their own practice interventions
10. communicate and collaborate with clients, colleagues, and members of the community
11. use supervision appropriate to generalist practice
12. function within the structure of organizations and service delivery systems, and, under supervision, seek necessary organizational change

In addition to the required classroom courses, a major component of the program is the block field placement or Practicum which is completed in the spring semester of the student's senior

year. Students are placed in a variety of social service agencies, residential facilities or institutions throughout New Hampshire, though primarily in Grafton and Belknap Counties. (In special cases, students may be placed out of state.)

Each student is required to complete 12 credit hours of Practicum or 450 field hours during the spring semester. Each student is also required to participate in a concurrent field seminar taken with other students placed in the field and taught by the Director of Field Education.

Finally, in addition to the core curriculum and field education, the program offers five Options in Child and Family Services, Aging Services, Health Services, Mental Health Services and Social Services for Spanish Speaking Communities.

SELECTION OF AGENCIES, FIELD INSTRUCTORS AND STUDENTS

A. Selection of Agencies

The Social Work Department at PSU or an individual agency may initiate procedures for the establishment of an agency Practicum. The Director of Field Education at PSU will determine whether the agency meets the criteria for field education and/or if student interest in such a placement exists at the time of inquiry. The agency should complete and submit the "Agency Screening Form." The Field Education Director will contact the agency to speak with the executives and social work staff, and be apprised of the agency's philosophy, program, policies, services and procedures. The following criteria will be used to select field education agencies:

1. The mission of the agency should be consistent with the values and ethics of the social work profession. (see *NASW Code of Ethics*)
2. The agency board, administration and staff should be committed to field education as an important function of the agency.
3. The potential field instructors should be qualified by education, training and experience to undertake the responsibilities of field supervision. Qualified BSW or MSW staff members are preferred.
4. The agency should be in good professional standing in the community. In some cases, this may mean accreditation or licensing by appropriate local or national standard-setting bodies.
5. The agency or program within the agency should be able to offer the student a range of educational experiences appropriate to entry level social work practice.
6. The agency or program staff should be of sufficient size so as not to rely on student field work to maintain the basic program.
7. Physical resources should be available to provide necessary desk space, access to telephones, and other support materials and supplies.
8. The designated field instructor should be available at least one hour per week for student supervision.

B. Selection of Field Instructors

Field instructors are selected by the agency executive or program director in conjunction with the Director of Field Education. However, preference will be given to social work staff with B.S.W. or M.S.W. degrees and who have at least one year of experience working in the designated

agency. If the potential field instructor does not have a social work degree, a bachelor's degree and two years of experience within the designated agency is preferred.

The following efforts will be initiated to provide a social work perspective in field instruction at the field agencies unable to provide instruction/supervision by a staff member with a BSW or MSW:

1. Efforts will be made by the agency and/or PSU to secure supervision by a B.S.W. or M.S.W. once every two weeks, in addition to the weekly and ongoing supervision by the primary field instructor. The use of BSWs and MSWs who are agency board members, other agency staff and collateral community agency staff has proven useful to provide such supervision.
2. Efforts to promote inter-agency group supervision once every two weeks, led by a B.S.W. or M.S.W. will be attempted. Other agencies where PSU students are placed may be viable options for facilitating such collaborative supervision.
3. Students may attend peer supervision sessions that have BSW and MSW members, once every two weeks.
4. Field instructors will be offered field instruction techniques from the social work perspective through lecture, discussion, readings and small group exercises, at training sessions during the semester. The mid-semester evaluation will be reviewed with either an on-site visit or distance technology with the assigned social work faculty liaisons that also provide another vehicle for assistance and support.
5. In those cases where no BSW or MSW perspective is available on an ongoing basis, particular attention will be given during the co-requisite seminar, to the ability of the student to process his/her field experiences from a social work perspective.

The following criteria will be used to select field instructors:

1. A professional commitment to the values and ethics of social work;
2. A personal commitment to professional growth and development in the field of social work;
3. An ability to promote social work values and interest students in social work practice;
4. An ability and willingness to fulfill the role of social work educator, including respect for scientific inquiry, knowledge of the population served and effective communication skills;
5. Willingness to cooperate with PSU's Director of Field Education and students to design a mutually acceptable educational experience;
6. An ability to recognize variable student learning styles and develop individualized educational goals with students;

7. An ability to evaluate the student's field practice.

C. Assignment of Students

At present, due to the size of the program, the Director of Field Education is able to develop individualized student placements. While student preferences are taken into account, the program is responsible for selection of the field agency. Various factors are considered in the discussion and decision to place a student in a particular agency. These include:

1. The student's past volunteer experience and interest in an area of practice;
2. The potential to broaden the student's education and experience;
3. The "fit" between the agency's program and staff, and the student's interest and personality;
4. The student's personal situation, including family responsibilities, financial needs, access to transportation, travel distance to agency or other special circumstances.

The procedural steps for assignment to the Practicum begin one year prior to the placement, as follows:

1. Students meet with the Director of Field Education to discuss interests and potential field agencies and to review the requirements for agency approval.
2. Students approach the agency. If the agency expresses interest, the student arranges to visit the agency to meet with the potential field instructor.
3. If the student and agency are both interested in the placement, the Director of Field Education contacts the potential field instructor to discuss expectations and responsibilities of the program, agency and student.
4. Placement is approved or disapproved by the Director of Field Education.
5. If a student does not secure a placement of choice by the given deadline (usually in September prior to entering the Field Practicum), the Director of Field Education will make the field assignment.

D. Employment-Based Practicum

Students may not do a field practicum in their regular employment setting unless an alternate and new assignment within the organization can be arranged for the field practicum hours that differs from the student's regular assignments and tasks. This new assignment must meet the student's learning needs and all of the Program's requirements. The Director of Field Education will determine the suitability of any proposed Employment-Based Field Practicum Plan.

The student is asked to develop a plan including the following components:

1. General information
 - a. Student's name and contact information
 - b. Agency name and contact information
 - c. Task Supervisor (immediate supervisor) and contact information
 - d. Social Work supervisor (MSW or BSW) and contact information
 - e. Practicum semester proposed for placement

2. Agency/Program information
 - a. Brief description of agency mission, client population, & services provided
 - b. Description of student's current employed role (include title) and duties
 - c. Description of student's proposed experience within the setting. Highlight how the experience must also provide the student with a generalist experience (see criteria) including varying client systems and interventions.
 - d. Describe how student's workload will be adjusted to accommodate the practicum hours (450 total).

3. Field Instructor
 - a. The student's employment supervisor cannot be the field instructor.
 - b. Approved field instructors must have a BSW, MSW or bachelor's degree and two year of experience within the agency.
 - c. The field instructor must agree to provide one hour per week of direct supervision.

4. Practicum Agency/Program
 - a. The agency must agree to reassignment of the student for the 450 hours of field experience and the newly defined proposed task.

5. Acknowledgement of Plan
 - a. The student will obtain the signatures of his/her current employment supervisor, agency representative, and field instructor. The student must also sign the plan.
 - b. The student will turn the plan in to the Director of Field Education for review and approval.

FIELD EDUCATION RESPONSIBILITIES

The PSU Social Work Department appreciates the time and effort taken by social service agencies in the community to contribute to social work education. A summary and outline of the responsibilities of the student, agency, and University has been prepared. This document is signed by all of the parties involved. The field instructor is responsible for submission of the student learning contract, mid-semester and final evaluations, and any other reports, as necessary.

During the practicum, the faculty field liaisons assigned to the students will have periodic contact with the field instructor. Contacts will be arranged mid-semester by the faculty field liaisons. The Student Learning Contract and Evaluation forms are used to document the student's progress (Mid-semester) and overall performance (Final). Questions often arise about field education; field instructors should feel free to raise any concerns or issues with the Director of Field Education.

A copy of the forms used by the agency, student and field instructor during the practicum are included in our manual. They should be reviewed by the field instructor prior to the start of the practicum.

A. Suggested Timelines:

One Year Prior – Spring Semester	Mandatory Meeting for all Students Planning to enter the Social Work Field Practicum the following spring
3 rd Week of October	Completion of Field Training Agreement, Agency Screening Form and submission of Supervisor(s) resume(s)
2 nd Week of December	Agency Completion of Department of Labor Certification
3 rd Week of January	First Field Instructor on-campus Meeting & Training Session (usually carries 3 C.E.U.s through NH – NASW)
3 rd Seminar Class (spring semester of placement)	Student Learning Contract DUE (final version); Field Faculty Liaisons meet w/students 2 nd Sem. class to review drafts
4 th Seminar Class	FINAL Version of Student Learning Contract DUE
6 th week of Semester	Mid-Semester Evaluation completed by Field Instructor
Weeks 6-8 of Semester	Mid-Semester Agency Site Visit conducted by Faculty Liaison (should schedule during weeks 4-6)
Mid-April	Second/Final Field Instructor on-campus Meeting and Training Session (typically carries 3 C.E.U.s through NH – NASW)
1 st Week of May	Final Student Performance Evaluation by Field Instructor

B. Grading

The Director of Field Education reviews the Final Student Performance Evaluation. Following this review, a determination for PASS or FAIL is made in consideration of the following criteria:

- Attainment of any needed improvement listed from the mid-semester evaluation
- Ratings in Competency/Practice Behavior Categories
- Any concerns raised regarding student performance that reflects unprofessional and/or unethical/illegal behaviors.

It is important to note that the Social Work Department may terminate students from the major at any time for non-academic reasons (see policy).

C. Ensuring Successful Practicum Outcomes*

Agency representatives have communicated that they have the following expectations of students:

1. *Adherence to the NASW Code of Ethics which sets forth values, principles, and standards to guide social workers’ conduct. The code is relevant to all social workers and social work students, regardless of their professional functions, the settings in*

which they work, or the populations they serve. Students are urged to pay particular attention to the confidentiality provision.

2. Regular and on-time attendance; skipping is seen as evidence of the lack of professionalism (time missed for any reason must be made up).
3. Willingness to learn and to take initiative.
4. Asking questions – especially when in doubt about policies and procedures.
5. Appropriate professional dress (Check with the field instructor and/or the Director of Field Education if in doubt about appropriate dress).
6. Sobriety and good judgment are expected from all students (do not go to the agency under the influence of or impaired by mood altering or intoxicating substances).
7. Obey all agency policies and government laws.

Finally, remember that you are representing Plymouth State University's Social Work Department – not just yourself. We count on you to help maintain good relations between the agency and PSU.

If Problems Occur:

Make it a practice to deal with concerns and problems before they become overwhelming. When you have a concern, you are advised to take the following steps in sequence:

1. Talk to you field instructor and attempt to resolve the issue. If you do not reach a satisfactory resolution:
2. Speak with the Director of Field Education. If there is no resolution with the Director of Field Education:
3. Speak to the Chair of the Social Work Department. If you cannot resolve the issue:
4. Speak with the Associate Vice President for Academic Affairs for PSU.

*Adapted from University of Kentucky, College of Social Work Field Education Manual

PRACTICUM PLANNING AND EVALUATION INSTRUMENTS

are included in following section.

Some forms may be available in “tab-thru/type-in” format.

**FIELD PRACTICUM: ISSUES OF RISK
INFORMATION AND ACKNOWLEDGEMENT STATEMENT**

**PLYMOUTH STATE UNIVERSITY
SOCIAL WORK DEPARTMENT**

In the practice of social work, as in many other human services, there is a degree of risk that stems from interaction and involvement with individuals and families as clients. Examples of risk include clients who may become angry or physically aggressive. While we do not anticipate that you will encounter problems or sustain any injuries, all risks cannot be prevented. We want you to be aware of the possibility of risk and engage in behavior that promotes safety and minimizes risk.

Role of the agency

Your field instructor (or her/his designee or other personnel) will be asked to orient you to the safety and risk management policies and procedures of the agency. This should occur early in the practicum, preferably at the onset of your placement. Your field instructor will make every effort to avoid assigning tasks or activities that could make you uncomfortable or create the potential for risk. On the other hand, the agency has the right to take corrective action if a student's behavior endangers a client. This occurrence would be reported to the faculty field liaison who would work with the Director of Field Education to resolve the concern.

Role of the student

It is your responsibility to understand and follow the agency's safety procedures and guidelines to minimize risks and enhance your safety during the practicum. It is your responsibility to report any incidents in which you feel physically threatened or unsafe to your field instructor, or to your faculty field liaison. If an emergency should occur, you should try to react calmly and effectively. The ability to do this is enhanced by establishing and maintaining positive working relationships with your clients, the agency staff, and your faculty field liaison.

If you have a physical, mental, or sensory condition that could affect your ability to participate fully in a field practicum experience, or to perform the essential duties and responsibilities associated with a field practicum, you should address these concerns, particularly if they might increase your potential for risk. The university's Academic Support Services (PASS) Office (535-2270) and/or the Counseling Center (535-2461) may be of assistance. You should also discuss these concerns with your field instructor and the Director of Field Education so that reasonable accommodations or modifications can be made, if necessary.

Role of the Social Work Program:

As outlined in the Field Training Agreement, the program has asked both the agency and student to acknowledge that there are potentials for risk by "holding harmless" the university and the provider (agency):

Plymouth State University agrees to indemnify and hold harmless the provider from and against any and all claims and suits relating to personal injury or property damage to the extent such personal injury or property damage rises out of the negligent acts or omissions of

the University's students, faculty, staff or agents while in the course of their duties under this agreement. Notwithstanding the foregoing, neither party shall be liable hereunder with respect to any settlement of a claim or suit entered into without the other party's written consent.

The agency agrees to indemnify and hold harmless Plymouth State University, its Trustees, officers, employees, students and agents from and against any and all claims and suits relating to personal injury or property damage to the extent such personal injury or property damage arises out of the negligent acts or omissions of the provider staff, the agency staff, employees or agents while in the course of their duties under this agreement. Notwithstanding the foregoing, neither party shall be liable hereunder with respect to any settlement of a claim or suit entered into without the other party's written consent.

Please remember that you remain a student during your practicum; you are *not* an employee of the agency. Thus, if an injury were to occur, or if you were to become sick during the practicum, you would not be eligible for workers' compensation insurance or benefits. Also, as outlined in the Field Training Agreement, your field agency may require that you have health and/or automobile insurance to participate in the practicum. The Social Work program also requires that you purchase (for a nominal fee) the (group) professional liability insurance coverage made available through the University System of New Hampshire.

Please indicate that you have read this statement and are aware of the role and responsibility of the parties involved, as described herein.

Name of Student (print): _____

Student Signature: _____ Date: _____

Name of Practicum Instructor: _____

Name of Practicum Site: _____

**PLYMOUTH STATE UNIVERSITY
SOCIAL WORK DEPARTMENT**

Field Work Placement Screening Form

Date: _____

Name of Agency: _____

Address: _____

Email/Website: _____

Phone/Fax: _____ Agency Director: _____

Has the agency had PSU social work students before? Yes _____ No _____

Has the agency had social work students from another college or university before? Yes _____ No _____

Function/Structure Auspices of Agency: _____

Field Instructor: _____

Has this person ever supervised students before? Yes _____ No _____

From where? _____

What is his/her background in supervision? _____

Professional training of supervisor? _____
(B.S.W., M.S.W., M.Ed., In-Service, etc.)

Number of years experience post highest degree earned _____

Is this person given release time for supervision? Yes _____ No _____

Is this person willing to commit to at least one hour of formal supervision per week?
Yes _____ No _____

Field Work Placement Screening Form (continued)

Number of student placements being considered? _____

For each student, please list the specific activities and assignments in placements: _____

Is agency agreeable to the student working 32-34 hours per week (4 – 4 ½ days)? Yes___ No___

Is an agency stipend available? Yes___ No___

What physical facilities are available to students (own desk, room, chair, etc.)? _____

Does student need a car? Yes___ No___

Reimbursement for travel? Yes___ No___

Is agency on a bus line? Yes___ No___

Can your agency offer a paid placement? Yes___ No___

Typical daily hours? _____

What is agency policy regarding student vacation time? _____

In what way is permission granted to do research in the agency (human studies committee, permission of supervisor, permission of agency, etc.)? _____

Any special consideration/requests/demands made by the agency (include information the agency wishes the school to elicit from students before matching, e.g. commitment to agency philosophy)? _____

**PLYMOUTH STATE UNIVERSITY
SOCIAL WORK DEPARTMENT**

Field Education Agreement

This agreement is made by and between the Social Work Department of Plymouth State University (Plymouth State University), _____ of _____, New Hampshire, the agency serving as a facility for the student practicum (The Agency), and _____, the PSU student enrolled in the practicum. Plymouth State University currently offers a Bachelor of Science in Social Work. Social Work majors are required to complete a block placement (one semester/450 hours) at a social service agency. This agreement outlines the mutual responsibilities of the Social Work Program at Plymouth State University, the Agency, and the student. This agreement shall commence on _____ and terminate on _____. It is important to assure the completion of 450 hours of work by the student. In unique instances where a student must work past June 1, this agreement shall extend until September 1 of the year it is dated, unless terminated sooner. Either party may terminate this agreement with thirty (3) days written notice to the other party provided; however, any such termination or notification shall not prevent a student who is in the program from completing the major.

Responsibilities of the Plymouth State University Social Work Department

- 1) Provision of a faculty liaison;
- 2) Consultation with the agency prior to placement of any student in order to review the objectives and responsibilities involved in the practicum (detailed in Field Education Manual);
- 3) Monitoring the field learning experiences of the student (telephone discussions and agency visits, as needed);
- 4) Withdrawal of a student from the agency placement when circumstances indicate that the student or agency is unable to meet the conditions of the practicum; this will be done only after consultation with the student and field supervisor;
- 5) Arrangement for library privileges for field supervisors, if desired;
- 6) Adherence to the NASW Code of Ethics. (See Appendix A);
- 7) Provisions, through the University System of New Hampshire, for professional liability insurance coverage for each student to the limits of \$1,000,000 per occurrence and \$3,000,000 aggregate;
- 8) Non-discrimination in selection and/or placement of students and/or field supervisors. In accordance with federal and state laws and/or University policy, Plymouth State University does not discriminate on the basis of race, color, religion, national origin, sex, age, veteran's status, handicap or sexual preference.

- 9) Plymouth State University agrees to indemnify and hold harmless the agency from and against any and all claims and suits relating to personal injury or property damage to the extent such personal injury or property damage rises out of the negligent acts or omissions of the University's students, faculty, staff or agents while in the course of their duties under this agreement. Notwithstanding the foregoing, neither party shall be liable hereunder with respect to any settlement of a claim or suit entered into without the other party's written consent.

Responsibilities of the Agency

- 1) Designation of one primary field supervisor for the student to be supervised and to coordinate the learning experience and be responsible for the final evaluation report and grade;
- 2) Provision of adequate release time for the field supervisor to offer supervision (individual conference) for at least **one hour** per week and for group conferences as needed;
- 3) Provision of office supplies, telephone facilities, and office arrangements and space to enable the student to function effectively;
- 4) Provision of orientation to the agency, case and group assignments, and field learning experiences;
- 5) Provision of worker safety training including policies, procedures, and protocol to the student immediately when they begin the practicum;
- 6) Requirement of student recordings and summaries (in compliance with agency record keeping policies);
- 7) Reimbursement for students' travel expenses, whenever possible, incurred in fulfilling duties at the agency;
- 8) Immediate communication with Plymouth State University faculty liaison and/or Director of Field Education regarding any concerns with the practicum;
- 9) Submission of contracts, reports, evaluations in proper form and content;
- 10) Final decision regarding the number of students it can accommodate for the practicum;
- 11) Participation in orientation and training opportunities for field supervision offered by the Social Work Department;
- 12) Adherence to the NASW Code of Ethics (see Appendix A);
- 13) Non-discrimination in selection and/or placement of students and/or field supervisors.
- 14) The agency agrees to indemnify and hold harmless Plymouth State University, its Trustees, officers, employees, students and agents from and against any and all claims and suits relating to personal injury or property damage to the extent such personal injury or property

damage arises out of the negligent acts or omissions of the agency staff, employees or agents while in the course of their duties under this agreement. Notwithstanding the foregoing, neither party shall be liable hereunder with respect to any settlement of a claim or suit entered into without the other party's written consent.

- 15) The agency will make every reasonable effort to assure that no conflict of interest exists by screening students out of work with persons who are or are related to PSU faculty, staff and students.

Responsibilities of the Student

- 1) Following the agency calendar unless other arrangements are planned in advance with the field supervisor and faculty liaison. Changes in the beginning and ending dates made only with the consensus of the agency and school. Spring vacation week taken only with agreement of the agency supervisor;
- 2) Completion of all recording, documentation and reports required for Plymouth State University and the field supervisor;
- 3) Preparation for and participation in regular supervisory conferences with field supervisor;
- 4) Professional and ethical conduct, maintenance of confidentiality and adherence to NASW Code of Ethics (see Appendix A);
- 5) Insurance:
 - a. Maintenance of health insurance coverage applicable to participation in the practicum is strongly recommended;
 - b. If use of an automobile is required to complete client-related duties for the practicum (including transportation of clients), automobile insurance is required;
- 6) Physical examination, submission of health/immunization records, criminal background check, etc., if required by the agency;
- 7) Financial compensation during the placement is not provided unless otherwise arranged with the agency and Plymouth State University Social Work Department;
- 8) Travel to and from the practicum.
- 9) Students are required to make up time missed due to illness or unavoidable absence in excess of two days. These arrangements are made between the student, field supervisor and the Plymouth State University Field Director.
- 10) Students will inform their supervisor immediately if work is assigned which involves persons who are or are related to PSU faculty, staff and students in order to be removed from such work.

The Social Work Department at Plymouth State University considers field education to be an integral, vital part of the social work curriculum and recognizes the contributions of the agencies and field supervisors. In entering into this significant affiliation, the parties agree to the responsibilities and functions outlined above.

PSU Director of Field Education

Date

Agency Representative

Date

Student

Date

Vice President for Academic Affairs

Date

Vice President for Financial Affairs

Date

**PLYMOUTH STATE UNIVERSITY
SOCIAL WORK DEPARTMENT**

Guidelines for Student Learning Contracts

Read this page along with the short answer questions to guide the development of your contract. When you have thought about these items, please proceed to draft your Student Learning Contract, which will be due in draft form by the second meeting of the co-requisite Social Work Seminar class.

The general objectives for the field experience may be the development of either knowledge or skills. In order to take into account the unique learning needs of each student and the unique experiences offered by each placement, we ask that students and field supervisors develop written learning contracts during the early weeks of the placement. The purpose of the contract is to provide a working agreement between the student and field instructor, and a tool to evaluate the student's progress during the semester.

In preparing your contract, please keep the following things in mind:

1. All activities and tasks should be realistic. That is, they should include only those things that are possible to accomplish during a semester, not everything you might wish you could accomplish.
2. The contract should be a collaborative effort between the student and field instructor, but students should assume responsibility for actually writing the final document.
3. The contract should be completed no later than the third week of the placement, developed by both student and field instructor, and emailed to the faculty field liaison for editing and/or approval. Once any edits are made and approved by the faculty field liaison, the student will send a copy to the field instructor and to the Director of Field Education. Contracts can be amended at any time, but mid-semester is suggested as a good time for a careful review and making any amendments necessary.

Use the following to guide your development of the Student Learning Contract:
(To be prepared by student, with assistance from the Field Instructor as necessary)

Objectives (Goals which may be the development of either knowledge, values or skills)

Be as specific as you can and use your own words.

1. During my placement, I want to learn the following things about the agency, the services it offers, and the client system it serves:

2. I want to gain the following **knowledge** about working with clients served by the agency:

3. I want to learn the following **values** regarding my work with clients (including learning about human diversity):

4. I want to learn the following **skills** for working with and on behalf of client systems:

Use the following to guide the Field Instructor in developing Student Learning Contract:
(To be prepared by the Field Supervisor)

Tasks (Activities)

1. The following is a list of activities in my agency in which the student can be involved:

Immediately:

Later in the semester:

2. The following are some things I think the student should learn in the areas of self-understanding and professional accountability:

3. The following are some operating procedures I think we need to work out:

NOTE: Actual contracts and evaluations MUST BE completed in the Excel file which will be sent electronically to all students and field instructors.

Learning Contract and Evaluation - Contract											
Student Name:											
Field Agency Name:											
Location:											
Dates of Placement: From: _____ To: _____											
Directions:											
<p>STUDENTS: Items 1&2 should be marked yes at time of submission of your initial learning contract at beginning of the semester. Items 3, 4 & 5 should be marked yes at the time of submission of your Final Evaluation. By selecting the “Yes” dropdown box, STUDENTS are confirming adherence to the following statements:</p>											Yes/No
1. I understand that my Learning Contract is a fluid document that may require edits as my Field Experience progresses and from Mid-Semester Evaluation to Final Evaluation.											
2. I certify that this Learning Contract was developed together with and approved by my Primary Field Instructor.											
3. I certify that ALL edits, if any, from my Faculty Field Liaison and my Primary Field Instructor have been incorporated into my Learning Contract throughout my Field Experience.											
4. I certify that I have reviewed the Mid-Semester Evaluation and Final Evaluation with my Primary Field Instructor and I have been afforded the opportunity to add my own comments.											
5. I witnessed my Primary Field Instructor electronically submit my Mid-Semester Evaluation and Final Evaluation to PSU via email to the PSU Field Education Director.											

Learning Contract and Evaluation - Instructions

This document will be used for the development of Learning Contracts, and for conducting both Mid-Semester and Final Field Evaluations. This working document outlines practice competencies and their related learning objectives for the Social Work Practicum.

It is organized into ten categories of professional competence. Students' tasks should be designed to enable the achievement of these competencies. During the semester, all of these competencies must be incorporated in the practicum and accomplished to meet this goal.

Should one encounter difficulty designing appropriate assignments in your setting, please contact the Field Education Director, Social Work Seminar Instructor, or the Faculty Field Liaison for consultation.

In each area, students and Field Instructors are asked to:

1. Indicate tasks related to the 10 competency areas and 41 practice behaviors that you will complete;
2. Identify what will be used as evidence of the student's achievement of these learning objective (the criteria or basis that will be used for evaluation of the student's performance).
3. The Primary Field Instructor and student should both be in agreement about how the student's progress will be monitored during the semester (e.g. discussions during field instruction; evaluation of process recordings, case records and presentations; activity reports, etc.).
4. The student and supervisor should work together to develop this contract. It is important that students know in advance how they will be evaluated and how their performance will be monitored.

Ratings: In each of the following worksheets, there is an area for rating each task/activity at both Mid-Semester and Final Evaluation. Field Instructors may simply click inside of the Rating Box for each task/activity and choose a rating type from the drop down menu. These results from each competency will be automatically entered into the in the "Mid-Semester Results" and "Final Results" worksheets, found at the end of the workbook. However, Field Instructors will need to manually enter the **Number of Completed Hours** and **Grade Recommendation** as appropriate in both the "Mid-Semester Results" and "Final Results" worksheets.

Competency #1: Student identifies as a professional social worker and conducts oneself accordingly.

Student Name:	
----------------------	--

Directions: Students please edit the table below to reflect your learning tasks that will demonstrate this competency through the following practice behaviors:

- 1a. Advocate for client access to the services of social work.
- 1b. Practice personal reflection and self-correction to assure continual professional development.
- 1c. Attend to professional roles and boundaries.
- 1d. Demonstrate professional demeanor in behavior, appearance, and communication.
- 1e. Engage in career-long learning.
- 1f. Use supervision and consultation.

	Tasks/Activities	Monitoring/Evaluation	Target Date
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Directions: Field Instructors please rate the student's level of competence in their ability to **identify as a professional social worker and conduct themselves accordingly** based on their learning tasks listed above and the practice behaviors listed below. Use the following scale to assess.

IC	Incomplete (Mid-Semester only rating) Student has not yet had the opportunity to evidence ability to understand assignment and demonstrate tasks/ skills required
F	Unsatisfactory Student has evidenced little or no ability to understand assignment and demonstrate tasks/skills required
D	Below Average Student has evidenced rudimentary ability to understand assignment and demonstrate tasks/skills required
C	Average Student has evidenced adequate ability to understand assignment and demonstrate tasks/skills required
B	Above Average Student has evidenced competent ability to understand assignment and demonstrate tasks/skills required
A	Excellent Student has evidenced superior ability to understand assignment and perform tasks/skills required

								Ratings	
								Mid-Sem.	Final
1a.	Advocate for client access to the services of social work.								
1b.	Practice personal reflection and self-correction to assure continual professional development.								
1c.	Attend to professional roles and boundaries.								
1d.	Demonstrate professional demeanor in behavior, appearance, and communication.								
1e.	Engage in career-long learning.								
1f.	Use supervision and consultation.								

Field Instructor Comments:

Mid-Semester: Place text here

Final: Place text here

Student Comments (optional):

Mid-Semester: Place text here

Final: Place text here

Competency #2: Student applies social work ethical principles to guide professional practice.

Student Name: _____

Directions: Students please edit the table below to reflect your learning tasks that will demonstrate this competency through the following practice behaviors:

- 2a. Recognize and manage personal values in a way that allows professional values to guide practice.
- 2b. Make ethical decisions by applying standards of NASW Code of Ethics.
- 2c. Tolerate ambiguity in resolving ethical conflicts.
- 2d. Apply strategies of ethical reasoning to arrive at principled decisions.

	Tasks/Activities	Monitoring/Evaluation	Target Date
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Directions: Field Instructors please rate the student's level of competence in their ability to **apply social work ethical principles to guide professional practice** based on their learning tasks listed above and the practice behaviors listed below. Use the following scale to assess.

IC	Incomplete (Mid-Semester only rating) Student has not yet had the opportunity to evidence ability to understand assignment and demonstrate tasks/ skills required
F	Unsatisfactory Student has evidenced little or no ability to understand assignment and demonstrate tasks/skills required
D	Below Average Student has evidenced rudimentary ability to understand assignment and demonstrate tasks/skills required
C	Average Student has evidenced adequate ability to understand assignment and demonstrate tasks/skills required
B	Above Average Student has evidenced competent ability to understand assignment and demonstrate tasks/skills required
A	Excellent Student has evidenced superior ability to understand assignment and perform tasks/skills required

	Ratings	
	Mid-Sem.	Final
2a. Recognize and manage personal values in a way that allows professional values to guide practice.		
2b. Make ethical decisions by applying standards of NASW Code of Ethics.		
2c. Tolerate ambiguity in resolving ethical conflicts.		
2d. Apply strategies of ethical reasoning to arrive at principled decisions.		

Field Instructor Comments:

Mid-Semester: Place text here

Final: Place text here

Student Comments (optional):

Mid-Semester: Place text here

Final: Place text here

Competency #3: Student applies critical thinking to inform and communicate professional judgments.

Student Name: _____

Directions: Students please edit the table below to reflect your learning tasks that will demonstrate this competency through the following practice behaviors:

- 3a. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.
- 3b. Analyze models of assessment, prevention, intervention, and evaluation.
- 3c. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

	Tasks/Activities	Monitoring/Evaluation	Target Date
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Directions: Field Instructors please rate the student's level of competence in their ability to **apply critical thinking to inform and communicate professional judgments** based on their learning tasks listed above and the practice behaviors listed below. Use the following scale to assess.

IC	Incomplete (Mid-Semester only rating) Student has not yet had the opportunity to evidence ability to understand assignment and demonstrate tasks/ skills required
F	Unsatisfactory Student has evidenced little or no ability to understand assignment and demonstrate tasks/skills required
D	Below Average Student has evidenced rudimentary ability to understand assignment and demonstrate tasks/skills required
C	Average Student has evidenced adequate ability to understand assignment and demonstrate tasks/skills required
B	Above Average Student has evidenced competent ability to understand assignment and demonstrate tasks/skills required
A	Excellent Student has evidenced superior ability to understand assignment and perform tasks/skills required

		Ratings	
		Mid-Sem.	Final
3a.	Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.		
3b.	Analyze models of assessment, prevention, intervention, and evaluation.		
3c.	Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.		

Field Instructor Comments:

Mid-Semester: Place text here

Final: Place text here

Student Comments (optional):

Mid-Semester: Place text here

Final: Place text here

Competency #4: Student engages diversity and difference in practice.

Student Name:	
----------------------	--

Directions: Students please edit the table below to reflect your learning tasks that will demonstrate this competency through the following practice behaviors:

- 4a. Recognize the extent to which a culture’s structures and values may oppose, marginalize, alienate, or create or enhance privilege or power.
- 4b. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
- 4c. Recognize and communicate their understanding of the importance of difference in shaping life experiences.
- 4d. View themselves as learners and engage those with whom they work.

	Tasks/Activities	Monitoring/Evaluation	Target Date
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Directions: Field Instructors please rate the student's level of competence in their ability to **engage in diversity and difference in practice** based on their learning tasks listed above and the practice behaviors listed below. Use the following scale to assess.

IC	Incomplete (Mid-Semester only rating) Student has not yet had the opportunity to evidence ability to understand assignment and demonstrate tasks/ skills required
F	Unsatisfactory Student has evidenced little or no ability to understand assignment and demonstrate tasks/skills required
D	Below Average Student has evidenced rudimentary ability to understand assignment and demonstrate tasks/skills required
C	Average Student has evidenced adequate ability to understand assignment and demonstrate tasks/skills required
B	Above Average Student has evidenced competent ability to understand assignment and demonstrate tasks/skills required
A	Excellent Student has evidenced superior ability to understand assignment and perform tasks/skills required

		Ratings	
		Mid-Sem.	Final
4a.	Recognize the extent to which a culture’s structures and values may oppose, marginalize, alienate, or create or enhance privilege or power.		
4b.	Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.		
4c.	Recognize and communicate their understanding of the importance of difference in shaping life experiences.		
4d.	View themselves as learners and engage those with whom they work.		

Field Instructor Comments:

Mid-Semester: Place text here

Final: Place text here

Student Comments (optional):

Mid-Semester: Place text here

Final: Place text here

Competency #5: Student advances for human rights and social and economic justice.

Student Name:

Directions: Students please edit the table below to reflect your learning tasks that will demonstrate this competency through the following practice behaviors:

- 5a. Understand the forms and mechanisms of oppression and discrimination.
- 5b. Advocate for human rights and social and economic justice.
- 5c. Engage in practices that advance social and economic justice.

	Tasks/Activities	Monitoring/Evaluation	Target Date
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Directions: Field Instructors please rate the student's level of competence in their ability to **advance human rights and social and economic justice** based on their learning tasks listed above and the practice behaviors listed below. Use the following scale to assess.

IC	Incomplete (Mid-Semester only rating) Student has not yet had the opportunity to evidence ability to understand assignment and demonstrate tasks/ skills required
F	Unsatisfactory Student has evidenced little or no ability to understand assignment and demonstrate tasks/skills required
D	Below Average Student has evidenced rudimentary ability to understand assignment and demonstrate tasks/skills required
C	Average Student has evidenced adequate ability to understand assignment and demonstrate tasks/skills required
B	Above Average Student has evidenced competent ability to understand assignment and demonstrate tasks/skills required
A	Excellent Student has evidenced superior ability to understand assignment and perform tasks/skills required

Ratings	
Mid-Sem.	Final

5a. Understand the forms and mechanisms of oppression and discrimination.		
5b. Advocate for human rights and social and economic justice.		
5c. Engage in practices that advance social and economic justice.		

Field Instructor Comments:

Mid-Semester: Place text here

Final: Place text here

Student Comments (optional):

Mid-Semester: Place text here

Final: Place text here

Competency #6: Student engages in research-informed practice and practice-informed research.

Student Name: _____

Directions: Students please edit the table below to reflect your learning tasks that will demonstrate this competency through the following practice behaviors:

- 6a. Use practice experiences to inform scientific inquiry.
- 6b. Use research evidence to inform practice.

	Tasks/Activities	Monitoring/Evaluation	Target Date
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Directions: Field Instructors please rate the student's level of competence in their ability to **engage in research- informed practice and practice- informed research** based on their learning tasks listed above and the practice behaviors listed below. Use the following scale to assess.

IC	Incomplete (Mid-Semester only rating) Student has not yet had the opportunity to evidence ability to understand assignment and demonstrate tasks/ skills required
F	Unsatisfactory Student has evidenced little or no ability to understand assignment and demonstrate tasks/skills required
D	Below Average Student has evidenced rudimentary ability to understand assignment and demonstrate tasks/skills required
C	Average Student has evidenced adequate ability to understand assignment and demonstrate tasks/skills required
B	Above Average Student has evidenced competent ability to understand assignment and demonstrate tasks/skills required
A	Excellent Student has evidenced superior ability to understand assignment and perform tasks/skills required

			Ratings	
			Mid-Sem.	Final
6a.	Use practice experiences to inform scientific inquiry.			
6b.	Use research evidence to inform practice.			

Field Instructor Comments:

Mid-Semester: Place text here
Final: Place text here

Student Comments (optional):

Mid-Semester: Place text here
Final: Place text here

Competency #7: Student applies knowledge of human behavior and the social environment.

Student Name:	
----------------------	--

Directions: Students please edit the table below to reflect your learning tasks that will demonstrate this competency through the following practice behaviors:

- 7a. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
- 7b. Critique and apply knowledge to understand person and environment.

	Tasks/Activities	Monitoring/Evaluation	Target Date
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Directions: Field Instructors please rate the student's level of competence in their ability to **apply knowledge of human behavior and the social environment** based on their learning tasks listed above and the practice behaviors listed below. Use the following scale to assess.

IC	Incomplete (Mid-Semester only rating) Student has not yet had the opportunity to evidence ability to understand assignment and demonstrate tasks/ skills required
F	Unsatisfactory Student has evidenced little or no ability to understand assignment and demonstrate tasks/skills required
D	Below Average Student has evidenced rudimentary ability to understand assignment and demonstrate tasks/skills required
C	Average Student has evidenced adequate ability to understand assignment and demonstrate tasks/skills required
B	Above Average Student has evidenced competent ability to understand assignment and demonstrate tasks/skills required
A	Excellent Student has evidenced superior ability to understand assignment and perform tasks/skills required

		Ratings	
		Mid-Sem.	Final
7a.	Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.		
7b.	Critique and apply knowledge to understand person and environment.		

Field Instructor Comments:

Mid-Semester: Place text here

Final: Place text here

Student Comments (optional):

Mid-Semester: Place text here

Final: Place text here

Competency #8: Student engages in policy practice to advance social and economic well-being and to deliver effective social work services.

Student Name:						
----------------------	--	--	--	--	--	--

Directions: Students please edit the table below to reflect your learning tasks that will demonstrate this competency through the following practice behaviors:

- 8a. Analyze, formulate, and advocate for policies that advance social well-being.
- 8b. Collaborate with colleagues and clients for effective policy action.

	Tasks/Activities	Monitoring/Evaluation	Target Date
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Directions: Field Instructors please rate the student's level of competence in their ability to **engage in policy practice to advance social and economic well- being and to deliver effective social work services** based on their learning tasks listed above and the practice behaviors listed below. Use the following scale to assess.

IC		Incomplete (Mid-Semester only rating) Student has not yet had the opportunity to evidence ability to understand assignment and demonstrate tasks/ skills required
F		Unsatisfactory Student has evidenced little or no ability to understand assignment and demonstrate tasks/skills required
D		Below Average Student has evidenced rudimentary ability to understand assignment and demonstrate tasks/skills required
C		Average Student has evidenced adequate ability to understand assignment and demonstrate tasks/skills required
B		Above Average Student has evidenced competent ability to understand assignment and demonstrate tasks/skills required
A		Excellent Student has evidenced superior ability to understand assignment and perform tasks/skills required

		Ratings	
		Mid-Sem.	Final
	8a. Analyze, formulate, and advocate for policies that advance social well-being.		
	8b. Collaborate with colleagues and clients for effective policy action.		

Field Instructor Comments:

Mid-Semester: Place text here

Final: Place text here

Student Comments (optional):

Mid-Semester: Place text here

Final: Place text here

Competency #9: Student responds to contexts that shape practice.

Student Name:

Directions: Students please edit the table below to reflect your learning tasks that will demonstrate this competency through the following practice behaviors:

- 9a. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
- 9b. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

	Tasks/Activities	Monitoring/Evaluation	Target Date
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Directions: Field Instructors please rate the student's level of competence in their ability to **respond to contexts that shape practice** based on their learning tasks listed above and the practice behaviors listed below. Use the following scale to assess.

IC	Incomplete (Mid-Semester only rating) Student has not yet had the opportunity to evidence ability to understand assignment and demonstrate tasks/ skills required
F	Unsatisfactory Student has evidenced little or no ability to understand assignment and demonstrate tasks/skills required
D	Below Average Student has evidenced rudimentary ability to understand assignment and demonstrate tasks/skills required
C	Average Student has evidenced adequate ability to understand assignment and demonstrate tasks/skills required
B	Above Average Student has evidenced competent ability to understand assignment and demonstrate tasks/skills required
A	Excellent Student has evidenced superior ability to understand assignment and perform tasks/skills required

		Ratings	
		Mid-Sem.	Final
9a.	Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.		
9b.	Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.		

Field Instructor Comments:

Mid-Semester: Place text here

Final: Place text here

Student Comments (optional):

Mid-Semester: Place text here

Final: Place text here

Competency #10: Student engages, assesses, intervenes, and evaluates with individuals, families, groups, organizations, and communities.

Student Name:							
----------------------	--	--	--	--	--	--	--

Directions: Students please edit the table below to reflect your learning tasks that will demonstrate this competency through the following practice behaviors:

A. Engagement

- 10a.1. Substantively & affectively prepare for action with individuals, families, groups, organizations, and communities.
- 10a.2. Use empathy and other interpersonal skills.
- 10a.3. Develop mutually agreed-upon focus of work & desired outcomes.

B. Assessment

- 10b.1. Collect, organize, and interpret client data.
- 10b.2. Assess client strengths and limitations.
- 10b.3. Develop mutually agreed on intervention goals and objectives.
- 10b.4. Select appropriate intervention strategies.

C. Intervention

- 10c.1. Initiate action to achieve organizational goals.
- 10c.2. Implement prevention interventions that enhance client capacities.
- 10c.3. Help clients resolve problems.
- 10c.4. Negotiate, mediate, and advocate for clients.
- 10c.5. Facilitate transitions and endings.

D. Evaluation

- 10d.1. Critically analyze, monitor, and evaluate interventions.

	Tasks/Activities	Monitoring/Evaluation	Target Date
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Directions: Field Instructors please rate the student's level of competence in their ability to **engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities** based on their learning tasks listed above and the practice behaviors listed below. Use the following scale to assess.

IC	Incomplete (Mid-Semester only rating)	Student has not yet had the opportunity to evidence ability to understand assignment and demonstrate tasks/ skills required
F	Unsatisfactory	Student has evidenced little or no ability to understand assignment and demonstrate tasks/skills required
D	Below Average	Student has evidenced rudimentary ability to understand assignment and demonstrate tasks/skills required
C	Average	Student has evidenced adequate ability to understand assignment and demonstrate tasks/skills required
B	Above Average	Student has evidenced competent ability to understand assignment and demonstrate tasks/skills required
A	Excellent	Student has evidenced superior ability to understand assignment and perform tasks/skills required

								Ratings	
								Mid-Sem.	Final
10a.1.	Substantively & affectively prepare for action with individuals, families, groups, organizations, and communities.								
10a.2.	Use empathy and other interpersonal skills.								
10a.3.	Develop mutually agreed-upon focus of work & desired outcomes.								
10b.1.	Collect, organize, and interpret client data.								
10b.2.	Assess client strengths and limitations.								
10b.3.	Develop mutually agreed on intervention goals and objectives.								
10b.4.	Select appropriate intervention strategies.								
10c.1.	Initiate action to achieve organizational goals.								
10c.2.	Implement prevention interventions that enhance client capacities.								
10c.3.	Help clients resolve problems.								
10c.4.	Negotiate, mediate, and advocate for clients.								
10c.5.	Facilitate transitions and endings.								
10d.1.	Critically analyze, monitor, and evaluate interventions.								
<p><u>Field Instructor Comments:</u></p> <p>Mid-Semester: Place text here</p> <p>Final: Place text here</p>									
<p><u>Student Comments (optional):</u></p> <p>Mid-Semester: Place text here</p> <p>Final: Place text here</p>									

Learning Contract and Evaluation - Mid-Semester Results

Student Name:						
Field Instructor Name:						
Date of Evaluation:						
Mid-Semester Evaluation Practicum Hours Completed:						
Grade Recommendation:						
<p><u>Mid-Semester Field Instructor Summary Statement</u> (based on assessments made for Competencies 1-10):</p> 						
<p><u>Mid-Semester Student Comments (optional):</u></p> 						

Competency #1: Student identifies as a professional social worker and conducts oneself accordingly.						Mid-Semester Ratings
1a.	Advocate for client access to the services of social work.					
1b.	Practice personal reflection and self-correction to assure continual professional development.					
1c.	Attend to professional roles and boundaries.					
1d.	Demonstrate professional demeanor in behavior, appearance, and communication.					
1e.	Engage in career-long learning.					
1f.	Use supervision and consultation.					
Competency #2: Student applies social work ethical principles to guide professional practice.						Mid-Semester Ratings
2a.	Recognize and manage personal values in a way that allows professional values to guide practice.					
2b.	Make ethical decisions by applying standards of NASW Code of Ethics.					
2c.	Tolerate ambiguity in resolving ethical conflicts.					
2d.	Apply strategies of ethical reasoning to arrive at principled decisions.					
Competency #3: Student applies critical thinking to inform and communicate professional judgments						Mid-Semester Ratings
3a.	Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.					
3b.	Analyze models of assessment, prevention, intervention, and evaluation.					
3c.	Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.					
Competency #4: Student engages diversity and difference in practice.						Mid-Semester Ratings
4a.	Recognize the extent to which a culture's structures and values may oppose, marginalize, alienate, or create or enhance privilege or power.					
4b.	Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.					
4c.	Recognize and communicate their understanding of the importance of difference in shaping life experiences.					
4d.	View themselves as learners and engage those with whom they work.					
Competency #5: Student advances for human rights and social and economic justice.						Mid-Semester Ratings
5a.	Understand the forms and mechanisms of oppression and discrimination.					
5b.	Advocate for human rights and social and economic justice.					
5c.	Engage in practices that advance social and economic justice.					

Competency #6: Student engages in research-informed practice and practice-informed research.					Mid-Semester Ratings
6a.	Use practice experiences to inform scientific inquiry.				
6b.	Use research evidence to inform practice.				
Competency #7: Student applies knowledge of human behavior and the social environment.					Mid-Semester Ratings
7a.	Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.				
7b.	Critique and apply knowledge to understand person and environment.				
Competency #8: Student engages in policy practice to advance social and economic well-being and to deliver effective social work services.					Mid-Semester Ratings
8a.	Analyze, formulate, and advocate for policies that advance social well-being.				
8b.	Collaborate with colleagues and clients for effective policy action.				
Competency #9: Student responds to contexts that shape practice.					Mid-Semester Ratings
9a.	Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.				
9b.	Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.				
Competency #10: Student engages, assesses, intervenes, and evaluates with individuals, families, groups, organizations, and communities.					Mid-Semester Ratings
10a.1.	Substantively & affectively prepare for action with individuals, families, groups, organizations, and communities.				
10a.2.	Use empathy and other interpersonal skills.				
10a.3.	Develop mutually agreed-upon focus of work & desired outcomes.				
10b.1.	Collect, organize, and interpret client data.				
10b.2.	Assess client strengths and limitations.				
10b.3.	Develop mutually agreed on intervention goals and objectives.				
10b.4.	Select appropriate intervention strategies.				
10c.1.	Initiate action to achieve organizational goals.				
10c.2.	Implement prevention interventions that enhance client capacities.				
10c.3.	Help clients resolve problems.				
10c.4.	Negotiate, mediate, and advocate for clients.				
10c.5.	Facilitate transitions and endings.				

Learning Contract and Evaluation - Final Results

Student Name:						
Field Instructor Name:						
Date of Evaluation:						
Final Evaluation Practicum Hours Completed:						
Grade Recommendation:						

Final Field Instructor Summary Statement (based on assessments made for Competencies 1-10):

--	--	--	--	--	--	--

Final Student Comments:

Competency #1: Student identifies as a professional social worker and conducts oneself accordingly.					
1a.	Advocate for client access to the services of social work.				
1b.	Practice personal reflection and self-correction to assure continual professional development.				
1c.	Attend to professional roles and boundaries.				
1d.	Demonstrate professional demeanor in behavior, appearance, and communication.				
1e.	Engage in career-long learning.				
1f.	Use supervision and consultation.				
Competency #2: Student applies social work ethical principles to guide professional practice.					
2a.	Recognize and manage personal values in a way that allows professional values to guide practice.				
2b.	Make ethical decisions by applying standards of NASW Code of Ethics.				
2c.	Tolerate ambiguity in resolving ethical conflicts.				
2d.	Apply strategies of ethical reasoning to arrive at principled decisions.				
Competency #3: Student applies critical thinking to inform and communicate professional judgments					
3a.	Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.				
3b.	Analyze models of assessment, prevention, intervention, and evaluation.				
3c.	Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.				
Competency #4: Student engages diversity and difference in practice.					
4a.	Recognize the extent to which a culture's structures and values may oppose, marginalize, alienate, or create or enhance privilege or power.				
4b.	Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.				
4c.	Recognize and communicate their understanding of the importance of difference in shaping life experiences.				
4d.	View themselves as learners and engage those with whom they work.				
Competency #5: Student advances for human rights and social and economic justice.					
5a.	Understand the forms and mechanisms of oppression and discrimination.				
5b.	Advocate for human rights and social and economic justice.				
5c.	Engage in practices that advance social and economic justice.				
Competency #6: Student engages in research-informed practice and practice-informed research.					
6a.	Use practice experiences to inform scientific inquiry.				
6b.	Use research evidence to inform practice.				

Competency #7: Student applies knowledge of human behavior and the social environment.						Final Ratings
7a.	Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.					
7b.	Critique and apply knowledge to understand person and environment.					
Competency #8: Student engages in policy practice to advance social and economic well-being and to deliver effective social work services.						Final Ratings
8a.	Analyze, formulate, and advocate for policies that advance social well-being.					
8b.	Collaborate with colleagues and clients for effective policy action.					
Competency #9: Student responds to contexts that shape practice.						Final Ratings
9a.	Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.					
9b.	Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.					
Competency #10: Student engages, assesses, intervenes, and evaluates with individuals, families, groups, organizations, and communities.						Final Ratings
10a.1.	Substantively & affectively prepare for action with individuals, families, groups, organizations, and communities.					
10a.2.	Use empathy and other interpersonal skills.					
10a.3.	Develop mutually agreed-upon focus of work & desired outcomes.					
10b.1.	Collect, organize, and interpret client data.					
10b.2.	Assess client strengths and limitations.					
10b.3.	Develop mutually agreed on intervention goals and objectives.					
10b.4.	Select appropriate intervention strategies.					
10c.1.	Initiate action to achieve organizational goals.					
10c.2.	Implement prevention interventions that enhance client capacities.					
10c.3.	Help clients resolve problems.					
10c.4.	Negotiate, mediate, and advocate for clients.					
10c.5.	Facilitate transitions and endings.					
10d.1.	Critically analyze, monitor, and evaluate interventions.					

PLYMOUTH STATE UNIVERSITY
Social Work Department
MONTHLY FIELD EXPERIENCE REPORT

Student: _____

Agency: _____

Period Covered: _____ to _____

Total hours carried from last report: _____

Week Ending	Day/Hours	Day/Hours	Day/Hours	Day/Hours	Day/Hours	Week Total	Total to Date ¹	Day & Time of weekly Supervision ²

Total hours to carry to next report: _____

Please note any major changes in learning objectives and/or assignments:

Student Signature: _____

Date: _____

Field Instructor Signature: _____

Date: _____

NOTE: This form should be completed and given to the Director of Social Work Field Education monthly or as requested. **It must be signed** by the Field Instructor. Agency and school holidays may be observed. However, BSW students must complete 450 hours in the field.

¹ Be sure to carry total from previous reporting period.

² Enter day & time of session(s) held this week with field instructor.

PLYMOUTH STATE UNIVERSITY
Social Work Department

Social Work Practicum
Monthly Activities Report

Name: _____ **Agency:** _____

Month: _____ **Field Supervisor:** _____

1. Please provide a list of your major activities and what Learning Contract Competencies they relate to during the past month and the approximate number of hours devoted to each. (Activities listed should be based on your Student Learning Contract.)

Activities	Competency #	Approx. # of hours
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. Which of the activities listed above contributed most to your learning? For what reason(s)?

3. What were your major strengths this month? What areas do you think needed improvement?

NOTE: Do not use this form on pages 32-34. Use the document posted on the Social Work Seminar Moodle page.

PLYMOUTH STATE UNIVERSITY
Department of Social Work

Student Evaluation of the Field Practicum*

Student: _____

Agency/Program: _____

Field Instructor: _____

Secondary BSW/MSW Supervisor, if assigned: _____

Faculty Field Liaison: _____

All social work students are asked to evaluate their Field Practicum Experience, including the agencies' ability to provide a quality learning experience for students and the Field Instructor's ability to supervise. Please return this evaluation to the Director of Field Education.

Field Practicum Setting

1. The agency was open and welcoming to me as a student.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly Agree

2. I had the opportunity to develop generalist practice skills with systems of various sizes.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly Agree

I had experience with (please check all that apply):

Individuals Families Groups Communities Organizations Public Policy

3. The experience I had at the agency provided me with experiences with diverse client populations.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly Agree

I had experience with (please check):

People of varying ethnicities, culture and race People with socioeconomic hardships
 Gay men and lesbians Other oppressed or disadvantaged populations (list):
 People with Disabilities

4. I had adequate space to complete my Field Practicum work.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly Agree

Check if you had a(n):

office phone desk computer access

* adapted from Seattle University, Social Work Program Evaluation instrument.

5. Overall, the agency demonstrated a commitment to student learning and provided the necessary support and instruction.

Strongly disagree Disagree Agree somewhat Agree Strongly Agree

6. Overall, I would recommend this agency as a Field Practicum site.

Strongly disagree Disagree Agree somewhat Agree Strongly Agree

Summary Comments about the Field Practicum Site (You may attach additional sheets if you need additional space.):

Field Practicum Instructor

1. I received an orientation to the agency that was helpful to my overall understanding of the agency mission and services provided.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly Agree

2. I received information about the agency's policies and procedures regarding personal safety and risk management with clients.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly Agree

3. I met regularly for 1 hour per week for supervision with my Field Instructor.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly Agree

4. Did you have a secondary BSW/MSW Field Instructor? Yes No

If no, proceed to next question.

If yes: I met regularly (at least 4-5 times during the semester) with my secondary supervisor:

Strongly disagree Disagree Neither agree nor disagree Agree Strongly Agree

5. I had the opportunity to discuss social work values and ethics during the course of my field experience during supervision.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly Agree

6. I had the opportunity to discuss the dynamics and consequences of inequality, oppression, and injustice with regards to client systems and the role of advocacy.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly Agree

7. The Field Instructor facilitated my opportunity to develop critical thinking skills in the assessing, selecting and evaluating interventions.

Strongly disagree **Disagree** **Neither agree nor disagree** **Agree** **Strongly Agree**

8. The Field Instructor had sound knowledge about his/her areas of social work practice.

Strongly disagree **Disagree** **Neither agree nor disagree** **Agree** **Strongly Agree**

9. The Field Instructor was clear and well organized in his/her assigning of my responsibilities and supervision.

Strongly disagree **Disagree** **Neither agree nor disagree** **Agree** **Strongly Agree**

10. The Field Instructor was readily available and accessible.

Strongly disagree **Disagree** **Neither agree nor disagree** **Agree** **Strongly Agree**

11. The Field Instructor was an effective teacher.

Strongly disagree **Disagree** **Neither agree nor disagree** **Agree** **Strongly Agree**

12. The Field Instructor clearly communicated his/her expectations and regularly gave constructive feedback.

Strongly disagree **Disagree** **Neither agree nor disagree** **Agree** **Strongly Agree**

13. Overall, I would recommend this Field Instructor.

Strongly disagree **Disagree** **Neither agree nor disagree** **Agree** **Strongly Agree**

Summary comments regarding Field Instructor (You may attach additional sheets if you need additional space.):

PLYMOUTH STATE UNIVERSITY
Department of Social Work

Incident Report

(adapted from Seattle University Social Work Program: Field Manual)

The Student and Field Instructor will complete the incident report as soon as reasonably possible following an event that causes harm to the student. The form must be submitted to the student's Field Faculty Liaison and Director of Field Education for review and any follow-up action, as appropriate or required.

Name of Student: _____ ID #: _____

Date of Incident: _____ Time of Incident: _____

Field Instructor's Name: _____

Agency Staff involved or present: _____

Other Agency Staff having knowledge of circumstances: _____

Place of incident's occurrence: _____

To be completed by Student:

Student's description of the incident: (Please be as detailed as possible.)

Was medical care sought? If so, where and describe injury. Have you been released by the attending physician?

Were you able to debrief the incident with your Field Instructor and Field Faculty Liaison?

To be completed by Field Instructor:

What recommendations, if any, do you have to enhance student safety?

To be completed by Field Liaison and/or Field Education Director:

Summary of follow-up examination of the incident with any recommendations for safety education, training or change in policy:

Student signature date

Field Instructor signature date

Field Faculty Liaison signature date

Director of Field Education signature date