



**MSW ADVANCED PRACTICE FIELD EDUCATION LEARNING CONTRACT AND EVALUATION**  
**DRAFT OF SELECTED COMPETENCIES**

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

Semester: Spring/Summer \_\_\_\_\_

Fall \_\_\_\_\_

Winter \_\_\_\_\_

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

(Name)

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

(Name)

\_\_\_\_\_

(Signature)

Faculty Field Liaison: \_\_\_\_\_

(Name)

\_\_\_\_\_

(Signature)

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

(Name)

\_\_\_\_\_

(Signature)

**\*All parties sign this page at the beginning of the semester upon reviewing the student's recorded learning activities \***



## **MSW ADVANCED PRACTICE FIELD EDUCATION LEARNING CONTRACT AND EVALUATION**

### **DEVELOPMENTAL MODEL OF FIELD EDUCATION**

Field Education is the signature pedagogy of social work education. Field Education offers students the opportunity to practice skills necessary to demonstrate achievement of social work competencies as observed through associated behaviors. Field Education and the Learning Contract are based on the nine competencies identified by the Council on Social Work Education (CSWE) as the standards for social work education. Each competency has specific behaviors to guide a student's learning activities. The Learning Contract guides the Field Instructor and student in establishing tasks/activities that align with the competencies as observed through the more specific behaviors.

Field Education is intended to be developmental. This implies that during Field Education, students will progress through three (3) phases of learning.

- **PHASE ONE:** In the first phase, learning is foundational. Students are learning about the scope of agency practice, the agency policies and procedures, population(s) served, as well as, learning about the broader network of agencies involved in the field of practice. In this beginning phase, it is critical that students receive consistent supervision and feedback to foster professional growth and development.
- **PHASE TWO:** In the second phase, students continue to build on competencies learned in phase one. Students should function with slowly increasing autonomy and responsibility. Supervision and feedback continues to be crucial for professional growth and development. Activities in this phase could include doing assessments; developing treatment plans; maintaining a small caseload; co-facilitating a group; contributing to the grant writing process; reviewing policies and procedures; exploring the community network of resources; and community engagement.
- **PHASE THREE:** In the third phase, students should continue to build on competencies learned in phases one and two. Students are expected to demonstrate an advanced understanding of the competencies. Students should be able to assess, engage, intervene, and evaluate at a micro, mezzo, and macro level; maintain an appropriate size case load; integrate multiple theories into practice; and use research to inform practice. Students should be able to function autonomously. Supervision and feedback continue to be used as a tool to augment professional growth and development.



## MSW ADVANCED PRACTICE FIELD EDUCATION LEARNING CONTRACT AND EVALUATION

### INSTRUCTIONS FOR COMPLETING LEARNING CONTRACT AND EVALUATION

A new Learning Contract is required for each semester of Field Education. The student (under the guidance of the Field Instructor) is responsible for generating the tasks/activities that the student will complete over the course of the semester. Tasks and activities will assist the student in developing the observable behaviors and the development of the competency as a whole. At the end of the semester, the Learning Contract becomes the basis for evaluating student progress during Field Education. The evaluation requires input from both the Field Instructor and student. The rating scale provided below should be used by the Field Instructor and student in assigning numeric scores to progress for each behavior and assessment of the overall competency. The Field Instructor rates student progress in the column titled "Field Instructor Rating" and the student self-assesses their progress in the column titled "Student Rating." The field instructor rating is the basis for recommending a grade to the Faculty Field Liaison, benchmarks, and assessment. Student rating is used for self-awareness and growth.

### END OF SEMESTER FIELD EDUCATION EVALUATION RATING SCALE

SCORE	DEFINITION
1	<b>Below Baseline Competence:</b> The student has not developed in relation to this behavior/competency despite the availability of opportunity to do so; the student was unable to demonstrate a basic level of understanding and proficiency. Performance Improvement Plan required in collaboration with student's Faculty Field Liaison.
2	<b>Baseline Competence:</b> Student is aware but is having difficulties, demonstrates minimal evidence of competence, growth, and change; unable to demonstrate an adequate level of understanding and proficiency. Performance Improvement Plan required in collaboration with student's Faculty Field Liaison.
3	<b>Progressing Competence:</b> Student meets minimum expectations and is working on improvements. The student is beginning to demonstrate an adequate level of understanding and proficiency.
4	<b>Competence:</b> Student demonstrates consistent growth and development, increased levels of understanding and proficiency, functions in a capable manner.
5	<b>Distinguished Competence:</b> Student demonstrates a high degree of competence, understanding, and proficiency; behavior is well integrated into social work practice.
D	<b>Deferred:</b> Student has little or no opportunity to engage in activities that would develop this behavior. More than 3-4 scores of "D" in an evaluation results in a Performance Improvement Plan. No "deferred" allowed in the final semester of field education.

**COMPETENCY 1: DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR**

Advanced Generalist social workers demonstrate ethical and professional interactions based upon training in multiple evidence-based and best-practice perspectives at all levels of practice. They use current and emerging technology as appropriate to engage with others to effect social change. Advanced Generalists engage in self-reflection and seek collegial critique of their professional skills and integrate this feedback regularly into autonomous practice. They analyze complex, multi-dimensional situations and utilize ethical frameworks to guide their interactions with constituents. The Advanced Generalist embraces holistic and collaborative inter-professional relationships in which the contributions of each profession are combined to optimize outcomes. They are committed to lifelong learning and critical thinking, and understand the social environment is constantly evolving and they must evolve as well.

1=Below Baseline Competence 2=Baseline Competence 3 =Progressing Competence 4=Competence 5=Distinguished Competence D=Deferred

<b>ADVANCED OBSERVABLE BEHAVIOR</b>	<b>END OF SEMESTER EVALUATION OF BEHAVIORS</b>	
	<b>FIELD INSTRUCTOR RATING</b> This Rating is used for explicit curriculum Assessment	<b>STUDENT RATING</b> NOT used for external Assessment
Critically evaluate professional supervision from colleagues regarding practice effectiveness to develop a professional identity and optimize professional use of self.		
Engage in self-reflection that deepens their understanding and implementation of professional values, ethics and boundaries.		
Resolve ethical dilemmas encountered in practice situations by applying a multi-systemic understanding of social work values.		
Critically evaluate the use of technology to engage with others and make their practice more efficient and effective.		
<b>LEARNING ACTIVITIES/TASKS WITH TIME FRAME AND MEASUREMENT</b>		

**COMPETENCY 2: ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE**

Advanced Generalists consistently examine the consequences of systemic oppression and their impacts of implicit bias on all populations served and their social environments. They assess the strengths of all cultures from an empowerment perspective to effectively advocate with and on behalf of all client populations. Advanced Generalists structure interventions to increase the choices and opportunities of all populations, especially those who are vulnerable, oppressed, or disadvantaged. They translate their knowledge of ecological systems into culturally responsive services and service delivery systems, utilizing well-developed self-awareness to recognize the influences of their own cultural backgrounds and manage the influences of their personal biases and values Advanced Generalists understand and respect their constituents’ points of view. They understand diversity as comprising multiple perspectives, and strive to achieve inclusiveness and respect for differences of all types.

1=Below Baseline Competence 2=Baseline Competence 3=Progressing Competence 4=Competence 5=Distinguished Competence D=Deferred

<b>ADVANCED OBSERVABLE BEHAVIOR</b>	<b>END OF SEMESTER EVALUATION OF BEHAVIORS</b>	
	FIELD INSTRUCTOR RATING This Rating is used for explicit curriculum Assessment	STUDENT RATING NOT used for external Assessment
Develop and implement interventions that incorporate different perceptions of social problems and issues across diverse cultures and initiate proactive strategies to address discrimination.		
Recognize the roles of language and communication style in promoting and sustaining oppression at all levels; consistently use non-oppressive, empowering language.		
Identify and challenge systemic forms and mechanisms of oppression and discrimination. Provide leadership that affirmatively contributes to the development and growth of culturally responsive practices.		
Recognize and effectively manage or eliminate personal biases and oppressive behavior in personal practices and spheres of influence.		
<b>LEARNING ACTIVITIES/TASKS WITH TIME FRAME AND MEASUREMENT</b>		

## **END OF SEMESTER FIELD EDUCATION EVALUATION SUMMARY**

### **Instructions:**

The End of Semester Field Education Evaluation is an important tool for assessing student performance during Field Education. Field Instructors are strongly recommended to give accurate and candid feedback. The End of Semester Field Education Evaluation should be reviewed and signed by the student and Field Instructor, before being passed on to the Faculty Field Liaison for their review and assigning a final grade. The student's signature does not imply agreement with the Evaluation, it is an indication that the student has had the opportunity to read it.

### **Field Instructor Narrative:**

**Field Instructor Recommendation for the future** (please provide feedback on areas of growth for the student):

**Please check the appropriate recommendation:**

\_\_\_\_\_ Meets expectations for semester

\_\_\_\_\_ Performance Improvement Plan required

\_\_\_\_\_ Recommend repeat semester (See Field Education Manual for details)

**Student Narrative** (students reflect on their professional development during Field Education):

This evaluation has been reviewed by Student, Field Instructor, and Faculty Field Liaison:

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Field Instructor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Faculty Field Liaison Signature

\_\_\_\_\_  
Date