

Idaho State University
Social Work Field Practicum

Learning Agreement and Evaluation

Date _____

Student Information

Name _____ Email _____

Telephone _____

Agency Field Instructor Information

Name _____ Email _____

Telephone _____

Agency Name/Street Address _____

Semester: _____ Fall _____ Spring Placement: _____ Block _____ Concurrent

Practicum Work Schedule _____

Total Hours Per Week _____ Weekly Meeting Time with Field Instructor _____

Agency Orientation and Staff Introductions: Date Completed _____ F.I. Initials _____

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Statement of Agreement: I have read and understand my roles and responsibilities as outlined in the ISU Practicum Manual and agree to fulfill my responsibilities as written.

Student/Date

Field Instructor/Date

Field Coordinator/Date

Is the student employed in the agency? Yes _____ No _____

If so, has the employed student contract been completed and approved by the Field Coordinator? Yes _____ No _____ Date _____

Instructions:

The Learning Agreement is the guiding document for students to assist them in integrating social work knowledge, values, skills and ethics. The listed objectives and outcomes tie directly to the Final Evaluation rating. Required assignments which will be graded by the field coordinator in the Seminar Class have been listed as learning activities and are applicable to the practicum placement. Successful completion of these assignments also demonstrates the student's proficiency of achievement for graduation from the Social Work Program. Additional individualized learning activities are designed by the student and field instructor and reflect student learning needs and agency opportunities. Please see the ISU Practicum Manual for further information regarding the Learning Agreement.

The Learning Agreement must be written and turned in by the fourth week of placement with signatures included. Students should indicate a pre-placement rating on the evaluation scale as a measurement of current ability. It is recommended that the Learning Agreement be used regularly in supervision sessions to determine progress, strengths and learning needs. At midterm, students and field instructors will review the Learning Agreement in order to determine if the student is making satisfactory progress. Ideally, field instructors should be prepared in every supervision meeting to offer constructive feedback to support student learning with the student actively participating in this process.

At the end of the semester, the student will begin the final evaluation process by completing the student rating portion of the evaluation and discussing progress with the field instructor. The field instructor then completes his/her portion of the Evaluation and shares this information with the student. Both the student and field instructor rate student performance on a five-point scale which allows for more focused and helpful discussion. In the final meeting with the field coordinator, the Learning Agreement and Evaluation will be reviewed. The student's final grade is assigned by the field coordinator according to syllabus guidelines.

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Explanation of Rating Scale:

- 5** Excellent; highly competent; could model or teach the skill (Letter Grade=A)
- 4** Good; consistently able to perform the skill (Letter Grade=B)
- 3** Adequate; more practice is desirable (Letter Grade=C)
- 2** Marginal; needs practice and assistance (Letter Grade=D)
- 1** Unacceptable; does not meet minimal level of performance (Letter Grade=F)
- 0** No opportunity to observe; no basis for evaluation

Goal Area 1: Professional Growth and Development

Field Practicum Objective	Final Evaluation	
1. Demonstrate professional behavior necessary for successful social work practice within the structure of an organization and the community. (Program Objectives 10 and 12)		
Outcomes: Student is able to...	Self Evaluation	Field Instructor Evaluation
a. Maintain regular, punctual attendance.	1 2 3 4 5 0	1 2 3 4 5 0
b. Manage a schedule with regard to appointments, meetings and deadlines.	1 2 3 4 5 0	1 2 3 4 5 0
c. Demonstrate effective verbal communication skills with clients, colleagues and communities.	1 2 3 4 5 0	1 2 3 4 5 0
d. Demonstrate effective written communication skills with clients, colleagues and communities.	1 2 3 4 5 0	1 2 3 4 5 0
e. Complete and maintain agency required record keeping.	1 2 3 4 5 0	1 2 3 4 5 0
f. Demonstrate interpersonal skills that establish effective working relationships with clients and colleagues throughout assessment, planning and service delivery.	1 2 3 4 5 0	1 2 3 4 5 0
g. Use healthy ways of handling stress.	1 2 3 4 5 0	1 2 3 4 5 0
h. Identify and utilize professional change strategies when organizational change is necessary.	1 2 3 4 5 0	1 2 3 4 5 0

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<p>Learning Activities/Tasks Student/Agency Identified:</p> <ol style="list-style-type: none"> 1. 2. 3. <p>Portfolio/Seminar Requirements</p> <ol style="list-style-type: none"> 1. Weekly Logs 2. Personal Introspection Paper 3. Bio-Psycho-Social History/Case Presentation 4. Sample of Case Notes 	<p>Field Instructor Final Evaluative Comment:</p>
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Field Practicum Objective	Final Evaluation	
2. Understand and practice according to social work values, purpose, principles, and ethical standards. (Program Objective 1 and 2)		
Outcomes: The student demonstrates...	Self Evaluation	Field Instructor Evaluation
a. An understanding of the historical purpose of social work to enhance the well-being and social functioning of client systems as well as strives to alleviate social injustice.	1 2 3 4 5 0	1 2 3 4 5 0
b. Understanding and application of the ethical standards in the Code of Ethics regarding work with clients (i.e. self-determination, informed consent, competence, conflicts of interest, privacy & confidentiality, conflicts of interest and boundaries).	1 2 3 4 5 0	1 2 3 4 5 0
c. Understanding and application of the ethical standards in the Code of Ethics as it relates to colleagues and the practice setting (i.e. respect, collaboration, consultation, sexual harassment).	1 2 3 4 5 0	1 2 3 4 5 0
d. The ability to analyze ethical dilemmas and personal value conflicts encountered in the field practicum setting.	1 2 3 4 5 0	1 2 3 4 5 0
e. The ability to adhere to social work values and ethical standards.	1 2 3 4 5 0	1 2 3 4 5 0

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<p>Learning Activities/Tasks Student/Agency Identified:</p> <ol style="list-style-type: none"> 1. 2. 3. <p>Portfolio/Seminar Requirements</p> <ol style="list-style-type: none"> 1. Weekly Logs 2. Personal Introspection Paper 	<p>Field Instructor Final Evaluative Comment:</p>
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Field Practicum Objective	Final Evaluation	
3. Utilize supervision, self-assessment, and opportunities for professional development to enhance practice and continue development of professional social work identity. (Program Objective 11)		
Outcomes: The student is able to...	Self Evaluation	Field Instructor Evaluation
a. Develop and monitor the Learning Agreement plan.	1 2 3 4 5 0	1 2 3 4 5 0
b. Assertively utilize supervision (i.e. on time, presents issues, completes assigned tasks).	1 2 3 4 5 0	1 2 3 4 5 0
c. Demonstrate openness and receptivity to feedback.	1 2 3 4 5 0	1 2 3 4 5 0
d. Utilize feedback to improve practice.	1 2 3 4 5 0	1 2 3 4 5 0
e. Utilize self-assessment to gain further insight and improve practice.	1 2 3 4 5 0	1 2 3 4 5 0
f. Examine personal life experiences, values, beliefs, and biases that may affect professional use of self with clients.	1 2 3 4 5 0	1 2 3 4 5 0
g. Demonstrate ability to further professional development through agency opportunities and professional trainings (i.e. agency meetings, in-services, shadowing, NASW meetings, etc.)	1 2 3 4 5 0	1 2 3 4 5 0
h. Demonstrate knowledge of various social work roles within and outside of organization.	1 2 3 4 5 0	1 2 3 4 5 0

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<p>Learning Activities/Tasks Student/Agency Identified:</p> <ol style="list-style-type: none"> 1. 2. 3. <p>Portfolio/Seminar Requirements</p> <ol style="list-style-type: none"> 1. Weekly Logs 2. Personal Introspection Paper 	<p>Field Instructor Final Evaluative Comment:</p>
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Goal Area II: Organizational and Community Context of Practice

Field Practicum Objective	Final Evaluation	
4. Demonstrate an understanding of the elements of oppression and discrimination for at-risk groups and use advocacy skills and strategies of social change to achieve social and economic justice. (Program Objective 4 and 5)		
Outcomes: The student is able to...	Self Evaluation	Field Instructor Evaluation
a. Demonstrate knowledge gained from course work and research on oppressed and at-risk populations.	1 2 3 4 5 0	1 2 3 4 5 0
b. Analyze the forms and consequences of oppression that adversely affect client systems within student's sphere of practice.	1 2 3 4 5 0	1 2 3 4 5 0
c. Demonstrate skills which result in equitable access and delivery of services or advocacy for those services.	1 2 3 4 5 0	1 2 3 4 5 0

<p>Learning Activities/Tasks Student/Agency Identified:</p> <ol style="list-style-type: none"> 1. 2. 3. <p>Portfolio/Seminar Requirements</p> <ol style="list-style-type: none"> 1. Weekly Logs 	<p>Field Instructor Final Evaluative Comment:</p>
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2. Personal Introspection Paper 3. Agency Presentation with Community Networking List	
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Field Practicum Objective	Final Evaluation	
5. Assess and evaluate social policy, community context, and the local social service delivery system and its effects on the agency and its clients. (Program Objectives 5, 8, and 12)		
Outcomes: The student is able to...	Self Evaluation	Field Instructor Evaluation
a. Demonstrate an understanding of the organization's history, mission, funding sources, policies and role within the continuum of local social services.	1 2 3 4 5 0	1 2 3 4 5 0
b. Demonstrate an understanding of current public policy and legislative issues that are relevant and impact the agency and its ability to service client systems.	1 2 3 4 5 0	1 2 3 4 5 0
c. Demonstrate knowledge and understanding of the community or population served by the organization.	1 2 3 4 5 0	1 2 3 4 5 0
d. Demonstrate knowledge and familiarity of the local, informal and formal networks of social services and resources available to client systems.	1 2 3 4 5 0	1 2 3 4 5 0
e. Describe how policy and procedures in the field agency affect service delivery.	1 2 3 4 5 0	1 2 3 4 5 0
Learning Activities/Tasks Student/Agency Identified: 1. 2. 3. Portfolio/Seminar Requirements 1. Weekly Logs 2. Agency Presentation with Community Networking List	Field Instructor Final Evaluative Comment:	

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Field Practicum Objective	Final Evaluation	
6. Demonstrate the use of theoretical frameworks supported by empirical evidence to understand human development and behavior across the life span and the interactions between individuals and families, groups, organizations and communities. (Program Objective 7)		
Outcomes: The student is able to...	Self Evaluation	Field Instructor Evaluation
a. Demonstrate knowledge and skill utilizing the ecological perspective to understand interactions between various client systems.	1 2 3 4 5 0	1 2 3 4 5 0
b. Demonstrate knowledge and skill assessing the impact of bio-psycho-social history variables on human development across the life span.	1 2 3 4 5 0	1 2 3 4 5 0
c. Demonstrate the ability to identify client system strengths and barriers within the client system's environment.	1 2 3 4 5 0	1 2 3 4 5 0
d. Apply theoretical frameworks in specific practice settings in assessment and intervention planning.	1 2 3 4 5 0	1 2 3 4 5 0
Learning Activities/Tasks Student/Agency Identified: 1. 2. 3. Portfolio/Seminar Requirements 1. Weekly Logs 2. Practice Frameworks/Interventions Paper 3. Bio-Psycho-Social History/Case Presentation	Field Instructor Final Evaluative Comment:	

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

Field Practicum Objective	Final Evaluation
7. Practice without discrimination and with respect, knowledge, and skills with diverse client systems (i.e. age, gender, culture, race, ethnicity, sexual orientation, faith tradition, or physical and cognitive abilities.) (Program Objective 3)	

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Outcomes: The student is able to...	Self Evaluation	Field Instructor Evaluation
a. Demonstrate knowledge gained from course work on diverse populations including beliefs, customs, help seeking behaviors, and effective interventions.	1 2 3 4 5 0	1 2 3 4 5 0
b. Establish working relationships with clients different from student's own age, gender, culture, race, ethnicity, sexual orientation, faith tradition, physical or cognitive abilities, and economic status.	1 2 3 4 5 0	1 2 3 4 5 0
c. Practice respectfully with diverse client systems.	1 2 3 4 5 0	1 2 3 4 5 0
d. Demonstrate cultural competency in practice situations in designing and implementing effective intervention strategies.	1 2 3 4 5 0	1 2 3 4 5 0
Learning Activities/Tasks Student/Agency Identified: 1. 2. 3. Portfolio/Seminar Requirements 1. Weekly Logs 2. Personal Introspection Paper	Field Instructor Final Evaluative Comment:	

Field Practicum Objective 8. Apply knowledge and demonstrate skills of generalist social work practice with systems of all sizes (micro, mezzo, and macro). (Program Objectives 1, 6, and 7) 9. Demonstrate the use of critical thinking skills for the selection, use, and evaluations of interventions for practice. (Program Objectives 1, 6, and 7)	Final Evaluation	
Outcomes: The student is able to...	Self Evaluation	Field Instructor Evaluation
a. Integrate and apply knowledge from core course content as it relates to the assessment and intervention planning with client systems.	1 2 3 4 5 0	1 2 3 4 5 0
b. Utilize interviewing skills effectively (i.e. reflection of feelings, paraphrasing, clarifying, summarizing, reflective listening, etc.).	1 2 3 4 5 0	1 2 3 4 5 0

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c. Demonstrate the ability to gather and analyze information, according to agency protocol, to formulate an assessment from a person-in-environment perspective including client systems strengths.	1 2 3 4 5 0	1 2 3 4 5 0
d. Develop an intervention plan or plan of action that is based on the assessment and demonstrates critical thinking skills regarding the selection of interventions.	1 2 3 4 5 0	1 2 3 4 5 0
e. Implement an intervention plan utilizing appropriate social work skills (i.e. contracting, empowerment, advocacy, resource linkage, support, etc.).	1 2 3 4 5 0	1 2 3 4 5 0
f. Evaluate effectiveness of interventions with client systems.	1 2 3 4 5 0	1 2 3 4 5 0
g. Develop skills in terminating with client systems.	1 2 3 4 5 0	1 2 3 4 5 0
Learning Activities/Tasks Student/Agency Identified: 1. 2. 3. Portfolio/Seminar Requirements 1. Weekly Logs 2. Practice Frameworks/Interventions Paper 3. Bio-Psycho-Social History/Case Presentation 4. Group Outline 5. Practice Evaluation Project	Field Instructor Final Evaluative Comment:	

Field Practicum Objective 10. Demonstrate ability to apply research findings to practice and evaluate own practice. (Program Objective 9)	Final Evaluation	
Outcomes: The student is able to...	Self Evaluation	Field Instructor Evaluation
a. Utilize scholarly, peer-reviewed research for evidence to guide and support practice.	1 2 3 4 5 0	1 2 3 4 5 0

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b. Demonstrate an understanding of agency's evaluation efforts (grant applications, needs assessments, client progress, etc.).	1 2 3 4 5 0	1 2 3 4 5 0
c. Evaluate own practice and modify interventions as needed based on data.	1 2 3 4 5 0	1 2 3 4 5 0
Learning Activities/Tasks Student/Agency Identified: 1. 2. 3. Portfolio/Seminar Requirements 1. Weekly Logs 2. Practice Evaluation Project	Field Instructor Final Evaluative Comment:	

Overall Summary Comments and Rating at Final Evaluation:	Self-Evaluation	Field Instructor Evaluation
	1 2 3 4 5	1 2 3 4 5

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Sign and return this portion after writing the proposed learning agreement activities/tasks (Due: 4th week of semester)

Student Signature

Date

Agency Field Instructor Signature

Date

Faculty Field Coordinator Signature

Date

Sign this portion after completing the Learning Agreement Activities/Tasks and the Final Evaluation (Due: Final week of semester)

Student Signature

Date

Agency Field Instructor Signature

Date

Faculty Field Coordinator Signature

Date