**MASW Field Education Contract/Evaluation**

**Advanced Generalist/Second Year**

Wright State University

Department of Social Work

**Contract/Evaluation Period: Fall/Spring Semester 20**

**Updated: Spring 2019**

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| **Name of Student** |  |
| **Name of Supervisor** |  |
| **Agency** |  |
| **Address** |  |
| **Phone & Email** |  |
| **Student Email** |  |
| **Hours completed****(at evaluation)** |  |

**Directions:** A meaningful performance evaluation must give an accurate description of the student’s performance in carrying out assignments. Nine competencies and 18 practice dimensions guide the expected learning experiences. Please rate the student on the practice dimensions based on the tasks and performance criteria outlined in the Student Field Practicum Contract. You may add tasks as appropriate to your setting that are not listed if the student will be performing those in association with a competency and practice dimension. Students will receive a Pass for field education if they have been rated as Competent (scores a 2) in at least 80 percent of all practice dimensions at the end of the spring semester, including the specific practice dimensions marked with an asterisk.

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| 2-Competent | Student demonstrates entry level social work skills |
| 1-Below Competent | Student demonstrates some difficulty but is capable of improving social work skills; at this time, the skills are below expectation for a Master’s level social worker |
| 0-Not Competent | Student demonstrates no ability to practice social work skill; meeting with faculty needed immediately |
| N/A-Did not observe | Behavior was not observed or worked on during this semester (Fall semester only – All PDs must be completed by the end of spring) |

**Please conclude with a statement summarizing strengths and areas for attention or need for further development.**

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| **Competency #1: Demonstrate ethical and professional behavior** |
| **Behaviors** |  **Suggested/Possible Task(s)** | **Score** |
| Practice self-reflection and continue to address personal biases and dispel myths regarding clients and their communities in order to advance human needs\* | * Maintain personal journal/complete logs that address personal biases and/or myths regarding clients and client experiences
* Process difficult client experiences and any resulting emotional responses with supervisor, discussing the role of personal values and biases in the process
* Discuss with supervisor any perceived biases observed in other workers regarding the client population, processing how these may compare with own values and biases
* Other:
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| Use clinical supervision to negotiate ethical dilemmas and ensure professional boundaries are maintained with clients\* | * Reflect on, and discuss with supervisor potential or real ethical dilemma faced with client and steps taken for resolution
* Discuss with supervisor a time the student was able to uphold professional boundaries with a client that was inappropriate
* Discuss with supervisor considerations to be made for ethical conduct across micro, mezzo and macro environments
* Other:
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| **Comments:** |  |  |

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| **Competency #2: Engage diversity and difference in practice.** |
| **Behaviors** |  **Suggested/Possible Task(s)** | **Score** |
| Analyze the extent to which a culture’s structures and values may oppress, or enhance privilege and power with respect to clients | * Identify a marginalized group within society and conduct an agency-based study on clients within this group
* Discuss with supervisor the effectiveness of the agency’s response to oppressed and marginalized client groups
* Identify agency policies that enhance power to oppressed groups
* Other:
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| Identify culturally competent, evidence-based practices or policies within the context of client settings\* | * Evaluate and discuss agency’s diversity policy and practices
* Interview selected staff and/or clients and compile a list of diverse culturally-specific ideas and practices that may impact client intervention
* Conduct agency training or provide education on culturally competent evidence-based practice
* Other:
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| **Comments:** |  |

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| **Competency #3: Advance human rights, social, economic and environmental justice.** |
| **Behaviors** |  **Suggested/Possible Task(s)** | **Score** |
| Engage in interdisciplinary advocacy to promote social and economic justice | * Advocate for clients faced with social and economic disadvantage
* Discuss in a team meeting results of customer surveys detailing the most common complaints
* Other:
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| Teach skills to promote self-sufficiency, self-advocacy, and empowerment within the context of practice and clients’ culture | * Design and implement client empowerment training
* Assess clients for experiences of oppression, discrimination and historical trauma and discuss professional judgments on the impact on self-sufficiency, -advocacy, and empowerment
* Implement individual intervention techniques to target client empowerment
* Other:

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| **Comments:** |  |

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| **Competency #4: Engage in practice-informed research and research-informed practice.** |
| **Behaviors** |  **Suggested/Possible Task(s)** | **Score** |
| Evaluate practice with client populations and their communities | * Follow up with clients to ascertain the effectiveness of interventions
* Review formal evaluation survey conducted within agency
* Conduct an evaluation of a specific area of practice within the agency
* Other:
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| Distinguish and translate evidence based research and media reporting of social science findings | * Discuss limitations of a study reported by media
* Discuss how studies are biased to influence consumers
* Discuss with supervisor the results of an evidence-based practice
* Other:
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| **Comments:** |  |

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| **Competency #5: Engage in policy practice** |
| **Behaviors** |  **Suggested Task(s)** | **Score** |
| Use social policy analysis as a basis for action and advocacy within the context of service provisions  | * Attend policy meetings/training and discuss experiences and observations with supervisor
* Identify area of client need and provide referral/link with services based on provisions in social policy
* Critically review existing policy relevant to field of practice and discuss with supervisor the impact of client population
* Other:
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| Apply knowledge of policies effecting and advancing the overall well-being of clients  | * Discuss with supervisor the connection between practice and policy, demonstrating an understanding of how an identified policy is intended to positively impact clients
* Identify how political ideologies and social values influence policies relevant to the field of practice
* Discuss with supervisor the role of the agency in policy development
* Other:
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| **Comments:** |  |

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| **Competency #6: Engage with individuals, families, groups, organizations and communities** |
| **Behaviors** |  **Suggested Task(s)** | **Score** |
| Explain the nature, limits, rights and responsibilities of the client who seeks services | * Complete a brief summary of ‘typical’ client served by the agency
* Conduct an introductory meeting with a new client, providing explanations of agency purpose, services and client rights and expectations
* Demonstrate appropriate skills in establishing an effective helping relationship with clients
* Other:
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| Recognize the unique issues and culture presented by clients | * Identify and discuss with supervisor the unique issues faced by selected clients
* Demonstrate an ability to use empathy to engage client
* Other:
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| **Comments:** |  |

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| **Competency #7: Assess individuals, families, groups, organizations and communities** |
| **Behaviors** |  **Suggested Task(s)** | **Score** |
| Recognize and assess social support systems and socioeconomic resources specific to client populations and their communities | * Compile a directory of relevant support groups and service providers in the community for client population
* Conduct a needs assessment or focus group to determine clients’ felt needs
* Discuss with supervisor recommendations for support systems not yet provided by agency
* Other:
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| Assess coping strategies to reinforce and improve life situations and transitions with clients  | * Complete a formal /informal assessment of client coping skills and discuss finding with supervisor
* Develop a list of effective and ineffective coping strategies with clients
* Demonstrate ability to help clients make a link between existing coping strategies and current functioning
* Other:
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| **Comments:** |  |

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| **Competency #8: Intervene with individuals, families, groups, organizations and communities** |
| **Behaviors** |  **Suggested Task(s)** | **Score** |
| Use innovative practice models with clients | * Evaluate the strengths and weaknesses of at least 2 practice models, examining how they would be differentially applied to the client population
* Teach agency staff a new practice model that has not yet been adopted by the agency, explaining any potential risks and benefits for the client population
* Other:

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|  Work on multidisciplinary teams to enhance client outcomes\* | * Participate in a treatment team meeting to advocate for your client
* Integrate knowledge to inform the intervention process, and share relevant, new knowledge with appropriate agency personnel
* Other:
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| **Comments:** |  |

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| **Competency #9: Evaluate with individuals, families, groups, organizations and communities** |
| **Behaviors** |  **Suggested Task(s)** | **Score** |
| Use evaluation of processes and/or outcomes to develop best practice interventions for clients | * Critically analyze, monitor and develop a research design to evaluate interventions
* Review existing data on best practices related to the field of practice and discuss implications for agency with supervisor
* Other:
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| Use program evaluation data to recommend system change | * Use agency SWOT analysis to make recommendations for programmatic and/or organizational change
* Use outcome measures to recommend change to existing interventions
* Other:
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| **Comments:** |  |

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| **Overall summary statement of student’s strengths and areas needed for further development.** |
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**Overall Rating (0-2): \_\_\_\_\_\_\_\_\_ (based on rating scale on page 1)**

**Signatures Upon Completion of Contract Signatures Upon Completion of Evaluation**

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**Student Date Student Date**

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**Supervisor Date Supervisor Date**

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**Field Education Instructor Date Field Education Instructor Date**