**MASW Field Education Contract/Evaluation**

**Foundation Generalist Placement**

Wright State University

**Contract/Evaluation Period: Spring Semester 20\_\_**

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

The learning contract provides a broad framework for developing an individualized learning plan which is responsive to the needs of the student and the resources of the field agency. It is designed to give direction and learning structure to the field experience and is developed around the core practice competencies that are designated in the 2015 Educational Policy and Accreditation Standards (EPAS) by the Council on Social Work Education (CSWE).

It is the joint responsibility of the student and field supervisor to negotiate the learning contract content within the first weeks of the field placement. The student is responsible for providing a copy of the learning contract to the Seminar Instructor/Field Liaison.

This learning contract outlines the 9 core competencies and 31 practice dimensions that all accredited social work programs are required to measure. All 31 practice dimensions must be completed during this placement. At least task must be addressed, and can be modified to fit the agency setting.

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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 |

**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** | | |
| **Practice Dimensions** | **Suggested/Possible Task(s)** | **Score** |
| Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context | * Discuss with supervisor the application of the NASW Code of Ethics in micro and macro practice * Use case examples in supervision to apply strategies of ethical reasoning in order to make a decision about intervention or problem resolution * Discuss with supervisor potential conflicts between local laws and the NASW code of ethics |  |
| Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations | * Identify at least one personal bias or personal value and discuss with supervisor its potential impact on clients * Discuss an area of discomfort with any client population and identify why this is presents as a discomfort * Demonstrate personal reflection and self-correction in supervision and/or via process recordings |  |
| Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication | * Review and discuss with supervisor agency policies regarding professional conduct * Demonstrate the ability to communicate professionally, both in writing and in speaking * Participate in community meetings, representing the agency and its clients |  |
| Use technology ethically and appropriately to facilitate practice outcomes | * Review agency policy on use of technology regarding communication on client matters * Provide a mini-training for staff on the benefits and challenges associated with use of technology to communicate with/about clients * Use technology to learn one new evidenced-based practice model/intervention and share with supervisor |  |
| Use supervision and consultation to guide professional judgment and behavior | * Provide an agenda/list of discussion points and questions for weekly supervision * Attend a professional conference or seminar and discuss new knowledge with supervisor * Discuss professional and career goals with supervisor |  |

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| **Comments:** |  | | |
| **Competency #2: Engage diversity and difference in practice** | | | |
| **Practice Dimensions** | | **Suggested/Possible Task(s)** | **Score** |
| Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels | | * Reflect upon own race, culture and general background and their potential effect on relationships with clients * Conduct research on special populations served by the agency and discuss implications for practice at the micro, mezzo and macro levels * Identify 2 existing clients or groups within the agency and discuss their culture, values and personal history, demonstrating an understanding of how these lead to different life experiences |  |
| Present themselves as learners and engage clients and constituencies as experts of their own experiences | | * Interview at least 2 individual clients or one client group (e.g. addicts) and compare their reports of their experiences with information found in agency documentation * Demonstrate the ability to facilitate client self-determination in situations where differences exist between client and agency goals * Discuss with supervisor the difference between a directive vs. non-directive approach in working with clients |  |
| Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies | | * Discuss with supervisor specific areas of personal growth to be addressed in working with diverse clients * Discuss steps to be taken to manage personal bias when working with diverse clients * Use process recordings to review cultural competence in interactions with clients |  |

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| **Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice** | | |
| **Practice Dimensions** | **Suggested/Possible Task(s)** | **Score** |
| Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels | * Identify specific examples of how agency clients have been impacted by inequality and injustice * Discuss community standards/values or state/federal regulations that may limit client rights * Find relevant literature on human rights and social, economic and environmental justice and discuss new knowledge in supervision |  |
| Engage in practices that advance social, economic, and environmental justice | * Demonstrate an ability to advocate for a client to ensure that an identified need is met * Write a letter to a public official regarding client injustice and rights violation * Discuss with supervisor and implement strategies to empower clients regarding rights and justice |  |

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| **Competency #4:** **Engage In Practice-informed Research and Research-informed Practice** | | |
| **Practice Dimensions** | **Suggested/Possible Task(s)** | **Score** |
| Use practice experience and theory to inform scientific inquiry and research | * Identify practice issue within the agency for which the student worker needs information/data and propose a small-scale quantitative or qualitative research project * Develop a questionnaire or observation sheet to be used to gather client data on a specific issue * Complete at least one reflective journal entry each month, describing a research-informed intervention used/observed |  |
| Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings | * Attend training/workshop on new research or policy and discuss the applicability and implications of the findings * Read one qualitative and one quantitative research study on a client-related issue and discuss with supervisor * Meet with agency research/outcome measurement staff and discuss how they measure outcomes as well as interpret and report findings |  |
| Use and translate research evidence to inform and improve practice, policy, and service delivery | * Do a literature review of empirical research related to the field of practice and present findings to supervisor/staff * Identify an area of practice with new research made available. Compare agency practice against research findings * Discuss with supervisor how research findings that you have become aware of can improve agency practice |  |

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| **Competency #5: Engage in Policy Practice** | | | |
| **Practice Dimensions** | | **Suggested/Possible Task(s)** | **Score** |
| Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services | | * Identify at least one local or state policy that has some bearing on the agency’s clientele * Identify one federal policy that has some bearing on the agency’s clientele * Discuss one local, state or federal policy that has undergone recent changes and identify the rationale and implication for changes |  |
| Assess how social welfare and economic policies impact the delivery of and access to social services | | * Discuss the degree of alignment between agency mission and administrative/treatment policies, and external policy * Attend a local government hearing which allocates funds for the agency and discuss experience with supervisor * Discuss with supervisor any potential gap in services or policy and propose possible resolutions |  |
| Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice | | * Interview staff within the agency responsible for policy development and implementation * Participate in a meeting with legislators or policymakers and advocate for client-specific issues * Learn the process of writing a policy brief and present a draft for supervisor |  |

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| **Competency #6: Engage with Individuals, Families, Groups, Organizations, and Communities** | | |
| **Practice Dimensions** | **Suggested/Possible Task(s)** | **Score** |
| Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies | * Demonstrate the ability to effectively engage different clients * Discuss at least one social work theory, perspective, or concept and its relevance to understanding or working with the client population * Discuss a concrete example with supervisor how knowledge of HBSE or theoretical frameworks can be used in the engagement process |  |
| Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies | * Develop a list of strategies or areas for consideration in order to effectively engage the client population * Identify at least one interpersonal skill that the student worker will improve to be more effective at client engagement * Complete process/summary recording after a client interaction and identify examples of active listening, attending, reflective listening, use of empathy etc. |  |

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| **Competency #7: Assess Individuals, Families, Groups, Organizations, and Communities** | | |
| **Practice Dimensions** | **Suggested Task(s)** | **Score** |
| Collect and organize data, and apply critical thinking to interpret information from clients and constituencies | * Complete agency documentation according to professional standards * Complete a client assessment/interview and summarize personal and professional impressions * Use/design an interview protocol to collect data from a number of clients and summarize the data |  |
| Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies | * Observe at least three client assessments and process how needs are determined * Demonstrate the ability to use at least two different client assessment tools and identify the strengths and limitations of each * Demonstrate familiarity with at least two theoretical approaches and identify how they are helpful in understanding client development |  |
| Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies | * Review a previously completed client assessment and discuss your suggestions for alternate intervention goals and objectives (other than those already chosen) * Develop a client care/treatment plan and discuss the rationale for the selection of goals * Demonstrate an ability to work collaboratively with clients to develop goals |  |
| Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies | * Identify the difference between evidenced-based intervention strategies and those based on practice wisdom * Demonstrate an ability to incorporate client values and preferences into selection of intervention strategies * Learn one innovative intervention strategy and discuss with supervisor its relevance to the client population |  |

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| **Comments:** |  | | |
| **Competency #8: Intervene with Individuals, Families, Groups, Organizations, and Communities** | | | |
| **Practice Dimensions** | | **Suggested Task(s)** | **Score** |
| Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies | | * Discuss with supervisor what prevention strategies may be applicable to work with clients to achieve goals and enhance capacities * Develop short and long term goals for clients and provide justification for selected goals and interventions * Review a previously completed intervention plan and discuss suggestions for alternate interventions |  |
| Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies | | * Demonstrate familiarity with at least two theoretical approaches and identify one specific intervention for each approach * Identify an intervention that is suggested for a specific type of client and critically discuss its appropriateness for clients served by the agency * Demonstrate an ability to understand the difference between interventions that target individual change versus environmental change |  |
| Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes | | * Participate in an inter-disciplinary team meeting and discuss observations with supervisor * Interview at least one non-social work agency colleague and learn how their role relates to the social worker’s in facilitating client outcomes * Conduct research on inter-disciplinary teams and discuss the relevance of findings to the agency |  |
| Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies | | * Describe concrete examples of advocacy, negotiation or mediation with or for clients * Write a letter or place a phone call on a client’s behalf to secure access to services/support * Discuss with supervisor your observations of how diverse clients may have unmet needs and suggest possible solutions |  |
| Facilitate effective transitions and endings that advance mutually agreed-on goals | | * Demonstrate an understanding of how to initiate and end client interactions appropriately * Plan and prepare clients for termination as intervention ends or as the student worker ends placement * Document student worker’s emotional responses to transitions and termination and discuss potential impact on clients |  |

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| **Competency #9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities** | | | |
| **Practice Dimensions** | | **Suggested Task(s)** | **Score** |
| Select and use appropriate methods for evaluation of outcomes | | * Design/select and use a basic pre- and post-test for clients * Discuss with supervisor tools the agency uses to evaluate client outcomes * Discuss with supervisor tools the agency uses to evaluate agency effectiveness and impact |  |
| Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes | | * Learn about two types of evaluation * Use classroom acquired knowledge on evaluation to design a brief questionnaire to assess an agency program/service * Develop a logic model for a program/the agency |  |
| Critically analyze, monitor, and evaluate intervention and program processes and outcomes | | * Discuss with supervisor the effectiveness of interventions/services provided on at least two cases * Analyze the results from a client satisfaction interview/survey * Demonstrate the ability to monitor and adjust intervention plans due to implementation challenges |  |
| Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels | | * Interview a relevant staff member about evaluation procedures used by the agency and how data from evaluations are used to improve practice/services * Demonstrate an understanding of how positive individual client outcomes are impactful beyond the micro level * Assist in gathering and analyzing data and/or writing the agency’s monthly/annual report |  |

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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**