



Field Learning Contract and Evaluation Form

Student: _____

Field Instructor: _____

Field Practicum Agency:

Name	Address	City	State	Zip
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Phone: _____ **Email:** _____

1. Learning Contract: _____ Date of Meeting: _____

2. Midterm Evaluation: _____ Date of Meeting: _____

3. Final Evaluation: _____ Date of Meeting: _____

4. Total number of field hours completed: _____ Mid-semester: _____

End-of-semester: _____

Student Name:

Signatures Section:

Student/Beginning-of-Semester Meeting Date

Student /Midterm Evaluation Date

Student /End-of-Semester Evaluation Date

Field Instructor/ Beginning-of-Semester Meeting Date

Field Instructor/Midterm Evaluation Date

Field Instructor/End-of-Semester Evaluation Date

Director of Field Education/ Beginning-of-Semester Meeting Date

Director of Field Education/ Midterm Meeting Date

Director of Field Education/End-of-Semester Evaluation Date

Introduction

This form is both a learning contract and evaluation tool. This agreement sets forth the context of the field experience; it sets parameters and performance expectations of both the student and the field instructor. The terms of this learning contract will begin at the onset of hours and continue until all hours have been completed for placement. Initial contracting meetings will take place within the first two weeks of the semester; the midterm evaluation at approximately half of the required hours' completion; and the final evaluation at the end of the placement hours.

The competencies specified on this form are those established by the Council on Social Work Education (CSWE). These competencies guide our program and students have been assessed on

Student Name:

particular knowledge, values, skills, and cognitive and affective processes relating to each competency. The field placement provides an opportunity for students to complete real or simulated practice experience with each competency below.

Learning Contract

At the beginning of the semester, the student and field instructor develop the learning contract together. The content of the learning agreement must be thoroughly discussed by the student and field instructor prior to the individual sections being completed. The learning contract blends the competency with actual (real/simulated) practice opportunities in the field placement. It is a live document and can be modified as needed throughout the semester to assure practice opportunities for each competency.

The tasks and activities expected of the student must be reflective of the nine competencies set forth in this contract. The student and field instructor will choose activities associated with their field placement that fulfill the competencies of the CSWE and the MacMurray College Social Work Program. Tasks and activities should be specific to the agency placement and be measurable. It is intended that the field instructor will observe the student doing the assignments, tasks, and activities in real or simulated practice situations.

A completed agreement must be turned in to the Director of Field Education by the third week of the semester.

Evaluation: Mid-term and Final Evaluation

Prior to the mid-semester and end-of-semester meetings, please complete the evaluation portion of this form. The mid-term and final evaluation is intended to give the student feedback about his or her performance of the competencies. The field instructor’s rating of these items and overall grade contributes to calculation of the final grade given to the student at both the mid-term and final evaluation. The Director of Field Education has the responsibility of assigning the grade for field practicum. The grade that is assigned will be based on: the Field Director’s overall evaluation of the student’s performance in the field placement in conjunction with the field instructor’s evaluation and other submitted materials such as practicum paperwork, seminar participation, and assignments that integrate field with classroom instruction.

The mid-term and final evaluation is based on a 5-point Likert Rating Scale. The mid-term section is denoted light gray and the final section is denoted dark gray.

The criteria for the Likert Scale 1-5 rating is as follows:

5	The student has excelled in this area.
4	The student is functioning above expectations for students in this area.
3	The student has met the expectations for students in this area.
2	The student has not as yet met the expectations in this area, but gives the indication s/he will do so in the near future.
1	The student has not met the expectations in this area, and does not give indication s/he will do so in the near future.

Student Name:

Additionally, the student and the field instructor may add comments under any competency statement if desired. Please be sure to indicate those areas in which you think the student is particularly strong and those areas in which the student needs improvement. And finally, the field instructor will provide an overall assessment and grade at the mid-term evaluation and final evaluation that will be factored into the Field Director's overall grade for the field practicum.

Competencies for Social Work Practice

Competency 1 – Demonstrate ethical and professional behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Observable Behaviors:	Learning Contract Activities:	Midterm Evaluation of Competency of Real/Simulated Practice Situation				
		Final Evaluation of Competency of Real/Simulated Practice Situation				
1. Make ethical decisions by applying 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.	1. 2.	1	2	3	4	5
		1	2	3	4	5
2. Use self-reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	1. 2.	1	2	3	4	5
		1	2	3	4	5
3. Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication.	1. 2.	1	2	3	4	5
		1	2	3	4	5
4. Use technology ethically and appropriately to facilitate practice outcomes.	1. 2.	1	2	3	4	5
		1	2	3	4	5
5. Use supervision and consultation to guide professional judgment and behavior.	1. 2.	1	2	3	4	5
		1	2	3	4	5

Student Name:

Evaluation Comments

<i>Mid-term</i>	<i>End-of-semester</i>

Student Name:

Competency 2 – Engage diversity and difference in practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Observable Behaviors:	Learning Contract Activities:	Midterm Evaluation of Competency of Real/Simulated Practice Situation				
		Final Evaluation of Competency of Real/Simulated Practice Situation				
6. Apply and communicate understanding of the importance of diversity and difference shaping life experiences in practice at the micro, mezzo, and macro levels.	1.	1	2	3	4	5
	2.	1	2	3	4	5
7. Present themselves as learners and engage client and constituencies as experts of their own experiences.	1.	1	2	3	4	5
	2.	1	2	3	4	5
8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse client and constituencies.	1.	1	2	3	4	5
	2.	1	2	3	4	5

Evaluation Comments

<i>Mid-term</i>	<i>End-of-semester</i>

Student Name:

Competency 3 – Advance human rights and social, economic, and environmental justice.

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Observable Behaviors:	Learning Contract Activities:	Midterm Evaluation of Competency of Real/Simulated Practice Situation				
		Final Evaluation of Competency of Real/Simulated Practice Situation				
9. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems levels.	1. 2.	1	2	3	4	5
		1	2	3	4	5
10. Engage in practices that advance social, economic, and environmental justice.	1. 2.	1	2	3	4	5
		1	2	3	4	5

Evaluation Comments

<i>Mid-term</i>	<i>End-of-semester</i>

Student Name:

Competency 4 – Engage in practice-informed research and research-informed practice.

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Observable Behaviors:	Learning Contract Activities:	Midterm Evaluation of Competency of Real/Simulated Practice Situation				
		Final Evaluation of Competency of Real/Simulated Practice Situation				
11. Use practice experience and theory to inform scientific research.	1. 2.	1	2	3	4	5
		1	2	3	4	5
12. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	1. 2.	1	2	3	4	5
		1	2	3	4	5
13. Use and translate research evidence to inform and improve practice, policy, and service delivery.	1. 2.	1	2	3	4	5
		1	2	3	4	5

Evaluation Comments

<i>Mid-term</i>	<i>End-of-semester</i>

Student Name:

Competency 5 – Engage in policy practice.

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Observable Behaviors:	Learning Contract Activities:	Midterm Evaluation of Competency of Real/Simulated Practice Situation				
		Final Evaluation of Competency of Real/Simulated Practice Situation				
14. Identify social policy and the local, state, and federal level that impacts well-being, service delivery, and access to social services.	1. 2.	1	2	3	4	5
		1	2	3	4	5
15. Assess how social welfare and economic policies impact the delivery of and access to social services.	1. 2.	1	2	3	4	5
		1	2	3	4	5
16. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	1. 2.	1	2	3	4	5
		1	2	3	4	5

Evaluation Comments

<i>Mid-term</i>	<i>End-of-semester</i>

Student Name:

Competency 6 – Engage with individuals, families, groups, organizations, and communities.

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Observable Behaviors:	Learning Contract Activities:	Midterm Evaluation of Competency of Real/Simulated Practice Situation				
		Final Evaluation of Competency of Real/Simulated Practice Situation				
17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multi-disciplinary theoretical frameworks to engage with clients and constituencies.	1. 2.	1	2	3	4	5
		1	2	3	4	5
18. Use empathy, reflection, and interpersonal skills to engage diverse clients and constituencies.	1. 2.	1	2	3	4	5
		1	2	3	4	5

Evaluation Comments

<i>Mid-term</i>	<i>End-of-semester</i>

Student Name:

Competency 7 – Assess individuals, families, groups, organizations, and communities.

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Observable Behaviors:	Learning Contract Activities:	Midterm Evaluation of Competency of Real/Simulated Practice Situation				
		Final Evaluation of Competency of Real/Simulated Practice Situation				
19. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.	1. 2.	1	2	3	4	5
		1	2	3	4	5
20. Apply knowledge of human behavior and the social environment, person-in-environment, and other multi-disciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	1. 2.	1	2	3	4	5
		1	2	3	4	5
21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges with clients and constituencies.	1. 2.	1	2	3	4	5
		1	2	3	4	5
22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	1. 2.	1	2	3	4	5
		1	2	3	4	5

Evaluation Comments

<i>Mid-term</i>	<i>End-of-semester</i>

Student Name:

Competency 8 – Intervene with individuals, families, groups, organizations, and communities.

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Observable Behaviors:	Learning Contract Activities:	Midterm Evaluation of Competency of Real/Simulated Practice Situation				
		Final Evaluation of Competency of Real/Simulated Practice Situation				
23. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	1. 2.	1	2	3	4	5
		1	2	3	4	5
24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multi-disciplinary frameworks in interventions with clients and constituencies.	1. 2.	1	2	3	4	5
		1	2	3	4	5
25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	1. 2.	1	2	3	4	5
		1	2	3	4	5
26. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	1. 2.	1	2	3	4	5
		1	2	3	4	5
27. Facilitate effective transitions and endings that advance mutually agreed-on goals.	1. 2.	1	2	3	4	5
		1	2	3	4	5

Student Name:

Evaluation Comments

<i>Mid-term</i>	<i>End-of-semester</i>

Student Name:

Competency 9 – Evaluate practice with individuals, families, groups, organizations, and communities.

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Observable Behaviors:	Learning Contract Activities:	Midterm Evaluation of Competency of Real/Simulated Practice Situation				
		Final Evaluation of Competency of Real/Simulated Practice Situation				
28. Select and use appropriate methods of evaluation of outcomes.	1. 2.	1	2	3	4	5
		1	2	3	4	5
29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multi-disciplinary theoretical frameworks in the evaluation of outcomes.	1. 2.	1	2	3	4	5
		1	2	3	4	5
30. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.	1. 2.	1	2	3	4	5
		1	2	3	4	5
31. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	1. 2.	1	2	3	4	5
		1	2	3	4	5

Evaluation Comments

<i>Mid-term</i>	<i>End-of-semester</i>

Student Name:

Midterm Evaluation

Overall Midterm Evaluation

Please check one of the following at the midterm evaluation.

- This student is excelling in field placement by performing above expectations for students.
- This student is meeting the expectations of a field placement student.
- This student is functioning somewhat below the expectations of a field placement student.
- There is a question whether this student will be ready for beginning level social work practice by the end of placement.
- This student is functioning below the expectations of a field placement student. There is considerable concern that this student will not be ready for beginning level social work practice by the end of placement. This student should perhaps be encouraged to pursue another major.

Midterm Grade

If you were to assign the student a letter grade at this point, what grade would it be:

A	The student does excellent work. The student is hard working, enthusiastic, understands the instruction received, contributes significantly to the agency, and is very dependable. The student can complete tasks with minimal supervision.
B	The student is making satisfactory progress toward most practice behaviors and may be displaying some professional levels of performance, with occasional inconsistencies.
C	The student is making satisfactory progress toward many practice behaviors, and may be displaying some professional levels of performance, but with frequent inconsistencies.
D	The student is making satisfactory progress toward less than half of the practice behaviors and if the student is displaying some professional levels of performance in any areas of the practice behaviors, it is with frequent inconsistencies.
F	The student is making satisfactory progress toward few of the practice behaviors and not exhibiting any professional levels of performance in any areas of the practice behaviors.

Student Name:

Final Evaluation

Overall Final Evaluation

Please check one of the following at the final evaluation.

- This student is excelling in field placement by performing above expectations for students.
- This student is meeting the expectations of a field placement student.
- This student is functioning somewhat below the expectations of a field placement student.
- There is a question whether this student will be ready for beginning level social work practice by the end of placement.
- This student is functioning below the expectations of a field placement student. There is considerable concern that this student will not be ready for beginning level social work practice by the end of placement. This student should perhaps be encouraged to pursue another major.

Final Grade

If you were to assign the student a letter grade at this point, what grade would it be:

A	The student does excellent work. The student is hard working, enthusiastic, understands the instruction received, contributes significantly to the agency, and is very dependable. The student can complete tasks with minimal supervision.
B	The student is making satisfactory progress toward most practice behaviors and may be displaying some professional levels of performance, with occasional inconsistencies.
C	The student is making satisfactory progress toward many practice behaviors, and may be displaying some professional levels of performance, but with frequent inconsistencies.
D	The student is making satisfactory progress toward less than half of the practice behaviors and if the student is displaying some professional levels of performance in any areas of the practice behaviors, it is with frequent inconsistencies.
F	The student is making satisfactory progress toward few of the practice behaviors and not exhibiting any professional levels of performance in any areas of the practice behaviors.

Student Name:

General Evaluation Comments:

Student:

<i>Mid-term</i>	<i>End-of-semester</i>

Field Instructor:

<i>Mid-term</i>	<i>End-of-semester</i>

Student Name:

Faculty Field Liaison:

<i>Mid-term</i>	<i>End-of-semester</i>