**INTEGRATED PRACTICUM LEARNING CONTRACT AND EVALUATION:**

**SWK 498.01- Generalist Practicum**

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| **Student Name:** |  | **E-mail:** |  |
| **Home Phone:** |  | **Cell Phone:** |  | **Work Phone:** |  |
| **Agency/School:** |  | **Fax:** |  |
| **Agency Field Instructor: (SW)** |  | **E-mail:** |  | **Phone:** |  |
| **Off-Site Field Instructor: (SW)** |  | **E-mail:** |  | **Phone:** |  |
| **Task Supervisor: (Non SW)** |  | **E-mail:** |  | **Phone:** |  |
| **ISU Faculty Liaison:** |  | **E-mail:** |  | **Phone:** |  |
| **Date:** |  |  |  |  |  |

**Narrative Summary:** Briefly state the nature of the tasks the student will engage in this semester.

**Practicum Learning Contract: Social Work curricula are developed according to the standards from the Council on Social Work Education and students must demonstrate competency in 9 competency standards and 31 behaviors (B). The Learning Contracts contain the required 9 competency standards in the most left column and the 31 required behaviors are identified in the second column.** For each of the nine competencies/goals, please specify the activities that will facilitate achievement of the competency/behavior below the required behavior in the second column. We suggest a minimum of three activities should be identified for each competency/behavior for evaluation purposes. We have pre-populated each competency/behavior with suggested activities, but we encourage you to add activities that are unique to your agency setting and work.

**Practicum Performance Evaluation:** To assess the student’s level of achievement in the practicum, both the student and field instructor should evaluate the student’s performance on each **behavior** (comprised of the activities identified in the learning contract) using the scale given below and discuss their ratings as part of the evaluation process.

**Performance Rating:** The student is to be rated on a five-point scale using the following criteria. It is expected that student learning will increase over the course of the practicum so that mid-practicum evaluations are expected to show lower ratings than final evaluations.

The student’s performance on each learning activity is rated using the following scale:

5 – Consistently High Level of Performance

4 – Acceptable With Evidence of High Level of Performance At Times

3 - Acceptable

2 – Acceptable With Evidence of Inadequate Performance At Times

1 – Inadequate

N/A - Opportunities for assessment of performance have not existed or have been so limited as to

 give no basis for assessment at this time.

**Practicum Grading (CR/NC): To pass the educationally directed practicum and receive a grade of credit (CR) for the course, students must achieve an acceptable (3) or better level of performance on each learning objective *by the end of the practicum course*. An acceptable level means that the field instructor considers the student eligible for employment in the agency as a probationary hire or eligible for a good reference for a comparable position.**

**Data Used to Rate Performance:** Identify the sources of information and the observable evidence used for evaluation.

Examples of Potential Sources of Information

Team Meetings Feedback from Collateral Disciplines (e.g., nursing, administration)

Live Observation of Client Contact Documentation

Observation by Staff Members (e.g., group facilitator, trainer) Material Presented in Process Recordings and Supervision

Supervision

**The table will expand as you type in information. Please add cells for learning assignments as needed, add objectives (in the blank cells) for specialized knowledge or skills as needed, and use additional pages as necessary.**

| **What the student will learn:** **Competency/Goal** | **Behaviors/Objectives****The items listed below the bolded objective are examples of behaviors/experiences that should guide the students and field instructors. Please add behaviors specific to the student and placement below the ones identified.** | **Performance****Rating 1-5 or N/A*****How well each assignment has been performed*** | **Ways to determine** **Achievement of objective. Select from listing below:**1. Observation2. Supervision discussion3. Collateral observation4. Team Meetings5. Documentation review6. Process recording7. Other |
| --- | --- | --- | --- |
| **1. Articulate the social work values, ethics, and legal mandates for practice.** | **B 1 Make ethical decisions by applying NASW Code of Ethics, laws, regulations, models of ethical decision making, and additional code of ethics as appropriate*** Discuss ethical dilemmas (including ambiguity of ethical conflicts) as they arise and apply ethical reasoning with field instructor/task supervisor to arrive at a principled decisions.
* Maintain client confidentiality, as mandated by federal, state law and agency policies.
* Discuss the important legal mandates as relevant to their agency practice (e.g., Illinois Child Abuse and Neglect Reporting Act/Elder Abuse and Neglect Act or other related Acts) with field instructor/task supervisor.
* Demonstrate how to complete a release of information form (and other forms as appropriate) within the agency.
* Please add additional items:
 |  |  |
| **B 2 use reflection and self-regulation to manage personal values and maintain professionalism*** Discuss their personal values and how those align with or are challenged by the professional values of the social work profession and of the agency.
* Discuss a plan of action to resolve the incongruence between personal and professional values that protects clients’ interests.
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| **B 3 demonstrate professional demeanor in behavior, oral, written, and electronic communication*** Demonstrate how to complete a release of information form (and other forms as appropriate) within the agency
* Be self-reflective and make any corrections necessary to present self in a professional manner/demeanor. (including dress and presentation)
* Maintain professional boundaries with clients, coworkers and field instructor and task supervisor.
* Arrive on time and follow the personnel practices of the agency.
* Follow through with all work assignments by assigned dates.
* Demonstrate professional demeanor in oral, written, and electronic communication
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| **B 4 use technology ethically*** Follow any agency policies regarding use of technology
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| **B 5 use supervision and consultation to guide professional judgement and behavior*** Use weekly supervision and consultation to guide professional judgment and behavior.
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| **2. Identify clients’ experiences of oppression and discrimination and how this shapes their lives.** | **B 1 apply and communicate importance of diversity and difference in shaping life experiences at all levels*** Discuss with agency field supervisor ways to approach clients in a culturally sensitive manner which recognizes that clients may experience oppression, marginalization, alienation, privilege and power differences due to society’s response to the client’s cultural status
* Write all clinical documentation in a culturally sensitive manner that reflects the clients experience with oppression, marginalization, alienation, privilege, and power differences due to society’s response to the client’s cultural status
 |  |  |
| **B 2 present as learners and engage clients as experts*** Demonstrate that they are learners and engage clients and constituencies as experts of their own experiences
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| **PB 3 apply self-awareness and self-regulation to manage biases*** Demonstrate interviewing skills that include helpful and respectful responses to clients.
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| **3. Engage in practices that advance social, economic, and environmental justice** | **B 1 Apply understanding of social, economic, and environmental justice to advocate for human rights*** Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
* Learn about resources available to clients served by the agency to advocate for human rights at the individual and systems levels
* Identify gaps in or barriers to services to clients to advocate for human rights at the individual and systems levels
 |  |  |
| **B 2 engage in practices that advance social, economic, and environmental justice** * Ask for a needed service to advance human rights or social and economic justice on behalf of a client
* Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights at the individual and systems levels
* Make appropriate referrals to advance human rights at the individual and systems levels
 |  |  |
| **4. Apply research findings to interventions with clients** | **B 1 Use practice experience and theory to inform scientific inquiry*** discuss with supervisor how the agency evaluates client outcomes.
* discuss with supervisor how the agency evaluates program effectiveness
* read professional articles and books that relate specifically to the population served within the agency setting to inform their practice
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| **B 2 apply critical thinking to engage quantitative and qualitative analysis*** familiarize self with the agency data system, including inputting, retrieving and using data
* apply critical thinking to analyze and assess the value of quantitative and qualitative research methods and research findings from the literature as it relates practice with the client population.
 |  |  |
| **B 3 use/translate research evidence to inform practice, policy, and service delivery** * develop a written script and practice asking for a needed service to advance human rights or social and economic justice on behalf of a client
* discuss with field instructor/task supervisor how such research is used to inform practice decisions.
* apply research evidence in working with a client, group, family or community to improve practice, policy, and service delivery to client population.
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| **5. Engage in Policy Practice** | **B 1 Identify social policy at local, state, federal level that impacts well-being, service delivery, and access*** familiarize self with agency mission statement and discuss it with field instructor/task supervisor
* familiarize self with agency policies, procedures and practices
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|  | **B 2 assess how social welfare and economic policies impact delivery and access to services*** identify local social and economic policies that impact the clients’ lives and service delivery
* identify national social and economic policies that impact clients’ lives and service delivery
* demonstrate an understanding of the informal and formal structure of the agency
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|  | **B 3 apply critical thinking to analyze, formulate, and advocate for policies that advance human rights*** identify and analyze gaps in services and/or policies to a legislator, agency administrator, and/or supervisor. Using the script, will advocate or propose policy changes for a client or a group of clients
* identify gaps in or barriers to services or policies that need changing or adapting to increase client access to services
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| **6. Use theory-informed engagement skills with clients of all system level.** | **B 1 apply knowledge of HBSE, PIE, and other theoretical frameworks to engage clients*** be able to identify the major social work related theories when working at the micro, mezzo and macro levels of practice including the interface of the client in their environment
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| **B 2 use empathy, reflection, and interpersonal skills to engage diverse clients** * demonstrate attending behaviors when interacting with a client
* appropriately use a variety of interviewing skills when interacting with a client
* ask probing questions to ascertain the nature and severity of the problem
* identify common errors in interviewing
* determine which interviewing skill to use and under what circumstances
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| **7. Use theory-informed assessment skills with clients of all system level** | **B1 collect and organize data and apply critical thinking to interpret information from clients*** complete an intake interview with a client.
* complete a case note (or other forms of documentation) verifying the nature of the service delivered.
 |  |  |
|  | **B 2 apply knowledge of HBSE, PIE, and other theoretical frameworks to assess clients*** complete a theory-informed multi-dimensional assessment with a client
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|  | **B 3 develop mutually-agreed on intervention goals and objectives based on critical assessment of strengths, needs, and challenges*** complete a treatment/service plan with a client based on the critical assessment of strengths, needs, and challenges
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|  | **B4 select appropriate intervention strategies based on assessment, research, and values*** select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies
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| **8. Use theory-informed intervention skills with clients of all system level.** | **B 1 critically choose and implement interventions to achieve goals that enhance client capacities*** be able to discuss with field instructor/ task supervisor the benefits and costs of using a particular theory/approach or intervention
* be able to articulate one additional theory, intervention or approach that can be utilized with a client at all levels of practice. (e.g., crisis intervention, systems theory)
* review a client’s prevention or intervention strategy with their supervisor that provides a summary of the process of the prevention/intervention and the results
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| **B 2 apply knowledge of HBSE, PIE, and other theoretical frameworks to intervene with clients*** be able to identify the major social work related theories when working at the micro, mezzo and macro levels of practice including the interface of the client in their environment
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| **B 3 use inter-professional collaboration*** use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
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| **PB 4 negotiate, mediate, and advocate on behalf of diverse clients*** provide information to an agency client regarding appropriate resources
* learn the appropriate channels for making a referral
* identify gaps in or barriers to services or policies and advocate for client access to services
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| **B 5 facilitate effective transitions and endings** * discuss a transition or termination process with their supervisor
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| **9. Use theory-informed evaluation skills with clients of all system level** | **B 1 use appropriate methods of evaluation*** discuss methods for determining effectiveness of prevention or intervention strategies with their supervisor
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| **B 2 apply knowledge of HBSE, PIE, and other theoretical frameworks to evaluate client outcomes*** discuss what objective and subjective measures are used to demonstrate intervention outcomes have been achieved with their supervisor
 |  |  |
| **B 3 critically analyze, monitor, evaluate interventions, processes, and outcomes*** discuss with the supervisor what implications for practice outcome/evaluation data might indicate
 |  |  |
| **B 4 apply evaluation findings to improve practice** * read and discuss any agency annual report with supervisor
 |  |  |
| **10. Plan for Professional Development** | * utilize feedback from agency field instructor/task supervisor to identify ways to develop a plan of action
* attend workshops and trainings as they related to professional development.
* begin gathering documentation for professional portfolio.
* discuss with field instructor/ task supervisors ways to start their job seeking
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**NARRATIVE SUMMARY**

1. Please briefly describe the student’s competencies and strengths. (Please use as much space as you need.)
2. Please briefly describe areas needing further development. (Please use as much space as you need.)

SIGNATURES for LEARNING CONTRACT and EVALUATION:

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

\_\_\_\_\_ Overall, I agree with this evaluation \_\_\_\_\_ No, I do not agree with this evaluation.

Agency Field Instructor (SW):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Task Supervisor (Non SW):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Off-Site Field Instructor (SW):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

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