**FORM G-2**

**INTEGRATED PRACTICUM LEARNING CONTRACT AND EVALUATION:**

**SWK 498.03 Specialized Practicum I**

**Child and Family Practice**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student Name:** |  | **E-mail:** |  | | |
| **Home Phone:** |  | **Cell Phone:** |  | **Work Phone:** |  |
| **Agency:** |  | | | **Fax:** |  |
| **Agency Field Instructor:**  **MSW** |  | **E-mail:** |  | **Phone:** |  |
| **Off-Site Field Instructor:**  **MSW** |  | **E-mail:** |  | **Phone:** |  |
| **Task Supervisor: Non-MSW** |  | **E-mail:** |  | **Phone:** |  |
| **Faculty Liaison:** |  | **E-mail:** |  | **Phone:** |  |
| **Date:** |  | | | | |

**INSTRUCTIONS**

**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 practice 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/practice behavior below the required practice behavior in the second column. We suggest a minimum of three activities should be identified for each competency/practice behavior for evaluation purposes. We have pre-populated each competency/practice 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

**Narrative Summary:** Complete a brief review of your/the student’s competencies and strengths and areas needing development.

**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**  ***(What is to be achieved)*** | **Behaviors/Objectives**  **The items listed below the bolded objective are examples of behavior/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.Observation  2.Supervision discussion  3.Collateral observation  4.Team Meetings  5.Documentation review  6.Process recording  7. Other |
| --- | --- | --- | --- |
| **1. Articulate the social work values, ethics, and legal mandates for practice.** | **B 1 Apply ethical practices that prioritize the needs and rights of the most vulnerable family members through guidance from acceptable professional standards such as the National Association of Social Workers Code of Ethics, the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work or other discipline specific professional standards**   * Student will review the NASW Code of Ethics and discuss guidelines as they relate to specific cases. * Student will review all federal, state and agency policies and practices that impact the life of a client. * Student will discuss ethical conflicts encountered with children and families and their support networks (e.g. informed consent. Release of information, reporting suspected child abuse and neglect).   Please add additional items: |  |  |
| **B 2 Recognize and manage personal values in a way that allows professional values to guide practice**   * Student will identify and discuss with field instructor any incongruence with personal and professional values in servicing children and families. * Student will discuss a plan of action to resolve the incongruence between personal and professional values that protects clients’ interests.   Please add additional items: |  |  |
| **B 3 Demonstrate professional demeanor in behavior, oral, written, and electronic communication**   * Student will discuss how documentation is to be done within the agency setting. * Student will review client documentation, such as a full case file. * Student will write a case note, service plan, contract as appropriate. (or mock) * Student will present professionally in attire as expected by agency policy and culture. * Student will follow agency policy regarding timeliness and attendance.   Please add additional items: |  |  |
| **B 4 Use technology ethically**   * Student will enter data/retrieve data into the documentation system (if possible). * Student will be knowledgeable regarding privacy policies with electronic records and communications.   Please add additional items: |  |  |
| **B 5 Use supervision and consultation to continue to refine advanced practice skills to serve children and families**   * Student will attend and participate in peer supervision. * Student will seek out opportunities to provide mentorship and guidance to others. * Student will participate in team building experiences. * Student will consult with field instructor on a regular basis to determine ways to provide services to clients. * Student will consult with faculty liaison regarding ways to improve practice within the agency setting. * Student will keep a supervision log and note progress   Please add additional items: |  |  |
| **Narrative Discussion on Student Performance for Competency 1:** | | | |
| **2. Identify clients’ experiences of oppression and discrimination and how this shapes their lives.** | **B 1 Recognize and challenge cultural and structural issues that oppress, marginalize, alienate, or create or enhance privilege and power for families and their members**   * Student will research practice approaches that are culturally sensitive to differences among clients served. * Student will discuss ways to improve agency wide interactions and approaches when working with diverse clients.   Please add additional items: |  |  |
| **B 2 interact with families and children as experts on their lives and maintain openness to learning from their expertise**   * Student will discuss with supervisor what they were able to learn from their client   Please add additional items: |  |  |
| **B 3 Recognizing that we should always be growing towards cultural competency, continue to engage in self-awareness activities to eliminate the influence of personal biases and values in working with diverse families**   * Student will discuss with field instructor how his or her own perceptions of the client’s life affect day to day interactions * Student will discuss a plan with supervisor how they will manage bias as to preserve clients’ needs and service as the highest priority.   Please add additional items: |  |  |
| **Narrative Discussion on Student Performance for Competency 2:** | | | |
| 3. Engage in practices that advance social, economic, and environmental justice | **B 1 Recognize and challenge cultural and structural issues and barriers that oppress, marginalize, alienate, or create or enhance privilege and power for families and their members**   * Student will discuss issues surrounding perceived barriers to services with field instructor/task supervisor. * Student will discuss with supervisor possible responses or solutions to prevention or dismantling of barriers.   Please add additional items |  |  |
| **B 2 Promote policies and services that advance social and economic justice for family well-being**  **Student will advocate with client for access to a needed resource.**   * Student will attend Advocacy Day and attempt to meet with a legislator to speak about an issue that is important for social, economic, or environmental justice.   Please add additional items: |  |  |
| **Narrative Discussion on Student Performance for Competency 3:** | | | |
| **4. Apply research findings to interventions with clients** | **B 1 Promote research practices that inform scientific inquiry on children and families to contribute to the advancement of knowledge on best practices**   * Student will discuss with supervisor the program and practice evaluation processes for the agency. * Student will participate in program evaluation activities related to their program and clients.   Please add additional items: |  |  |
|  | **B 2 Apply critical thinking to engage quantitative and qualitative analysis**   * Student will collect data as related to applied research study. * Student will analyze data from research project * Student will share results of data analysis with supervisor.   Please add additional items: |  |  |
|  | **B 3 Use research evidence that is specific to children and families to inform practice**   * Student will select a research topic that relates specifically to the population served. * Student will review and submit an annotated bibliography on relevant readings. * Student will present a short summary of readings and findings that inform practice to field instructor * Student will share results from research project with supervisor and make recommendations for practice.   Please add additional items: |  |  |
| **Narrative Discussion on Student Performance for Competency 4:** | | | |
| **5. Engage in Policy Practice** | **B 1 Identify social policy at local, state, federal level that impacts well-being, service delivery, and access for children and families**   * Student will discuss with supervisor the local policies that impact or provide for their practices and programs. * Student will discuss with supervisor the state-level policies that impact or provide for their practices and programs. * Student will discuss with supervisor the federal policies that impact or provide for their practices and programs.   Please add additional items: |  |  |
| **B 2 Assess how social welfare and economic policies impact the delivery of and access to social services for children and families**   * Student will discuss with supervisor the local policies that impact or provide for their practices and programs. * Student will discuss with supervisor the state-level policies that impact or provide for their practices and programs. * Student will discuss with supervisor the federal policies that impact or provide for their practices and programs.   Please add additional items: |  |  |
| **B 3 Provide leadership with colleagues and clients for effective policy analysis and action advance human rights and social, economic, and environmental justice analyze, formulate, and advocate for policies that promote strength-based, family-centered services** |  |  |
| **Narrative Discussion on Student Performance for Competency 5:** | | | |
| **6. Use theory-informed engagement skills with clients of all system level.** | **B 1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies to serve children and families**   * Student will research a model appropriate for the agency setting. * Student will discuss with supervisor, how issues with the client or the client’s environment will impact the stage of engagement.   Please add additional items: |  |  |
| **B 2 Use empathy, reflection, and interpersonal skills to effectively engage diverse individuals and families**   * Student will be able to successfully engage clients in the intervention process. * Student will review/discuss with supervisor any difficulties with engagement to enhance rapport with client(s).   Please add additional items: |  |  |
| **Narrative Discussion on Student Performance for Competency 6:** | | | |
| **7 Use theory-informed assessment skills with clients of all system level**. | **B1 Use assessment methods that are strength-based and family-centered**   * Student will conduct an intake interview. * Student will complete a multidimensional assessment.   Please add additional items: |  |  |
| **B 2: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from individuals and families**   * Student will research a model appropriate for the agency setting.   Please add additional items: |  |  |
| **B 3: Use assessment data that is based on strengths, needs, and challenges to develop mutually agreed-on intervention goals and objectives with all individuals within a family**   * Student will develop a treatment plan with client. * Student will review treatment plan with supervisor and make any adjustments necessary.   Please add additional items |  |  |
| **B4 Select appropriate intervention strategies that have been based on evidence and professional standards of care**   * Student will develop a treatment/service plan based on evidenced based models   Please add additional items: |  |  |
| **Narrative Discussion on Student Performance for Competency 7:** | | | |
| **8. Use theory-informed intervention skills with clients of all system level.** | **B 1 Implement interventions that are sensitive to family dynamics and enhance individual and family capacities;**   * Student will implement treatment plans with clients. * Student will differentiate between client’s needs and strengths and apply a practice approach that best meets the client’s needs. * Student will learn about community resources and provide up to date information to clients as needed.   Please add additional items |  |  |
| **B 2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with individuals and families**   * Student will discuss ways to interact with agency clients using different theories, models, approaches with field instructor. * Student will develop an understanding of positive aspects of differing practice modalities used with in an agency setting.   Please add additional items: |  |  |
| **B 3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes to serve individuals and families**   * Student will collaborate with colleagues to advocate for effective policies at the agency, local, state, and federal level that promote services to children and families.   Please add additional items: |  |  |
| **B 4 Negotiate, mediate, and advocate for services that enhance individuals’ and families’ well-being**   * Student will demonstrate advocacy skills with clients for access to needed resources.   Please add additional items: |  |  |
| **B 5 Facilitate transitions and endings that are sensitive to family system dynamics**   * Student will discuss the process of referring a client to another provider. * Student will discuss process of termination with a client with supervisor.   Please add additional items |  |  |
| **Narrative Discussion on Student Performance for Competency 8:** | | | |
| **9. Use theory-informed evaluation skills with clients of all system level.** | **B 1 Use appropriate methods of evaluation that are sensitive to children and families**   * Student will participate in practice evaluation according to agency protocol.   Please add additional items: |  |  |
| **B 2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;**   * Student will discuss with supervisor how the theory chosen impacts evaluation methods   Please add additional items: |  |  |
| **B 3 Critically analyze, monitor, evaluate interventions, processes, and outcomes**   * Student will participate in practice evaluation according to agency protocol.   Please add additional items |  |  |
| **B 4 Use data to evaluate and adjust service plans for children and families**   * Student will discuss implications of outcome results with supervisor to continue to refine practice.   Please add additional items: |  |  |
| **Narrative Discussion on Student Performance for Competency 9:** | | | |
| **10. Plan for professional development** | * Student will attend workshops, trainings and conferences as appropriate to agency setting. * Student will discuss with field instructor ways to enhance job seeking skills and opportunities for promotion within the agency setting. * Student will collect materials to be placed in professional portfolio. * Student will consult with University wide resources to assist with resume writing and the e-application process * Student will review content areas of the curriculum in preparation for taking the LSW exam.   Please add additional items: |  |  |
| **Narrative Discussion on Student Performance for Competency 10:** | | | |
| **11. (Objective to be added as needed)** | 1. Student will  2. Student will  3. Student will  4. Student will  5. Other  6.  7.  8. |  |  |
| **12. (Objective to be added as needed)** | 1. Student will  2. Student will  3. Student will  4. Student will  5. Other  6.  7.  8. |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Narrative Description**: Provide the title and a brief description of the social work position the student is learning in the practicum.

**NARRATIVE SUMMARY**

1. Please briefly describe your/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 (MSW):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Agency Task Supervisor (Non MSW):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

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

Original Copy\_\_\_\_\_\_\_\_\_\_\_\_ or Revised Copy\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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