**FORM G-4**

**INTEGRATED PRACTICUM LEARNING CONTRACT AND EVALUATION:**

**SWK 498.03 Specialized Practicum I**

**School Social Work**

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| --- | --- | --- | --- | --- | --- |
| **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 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

**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 read the IDEA Act and discuss the implications of providing services to students in a school setting. * Student will review all federal, state and agency policies and practices that impact the life of a client.   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 ethical conflicts encountered with the school-aged children and their support networks (e.g. informed consent, self-determination). * Student will identify and discuss with supervisor any incongruence with personal and professional values in serving school aged children * 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 school setting. * Student will complete individual and group notes. * Student will practice writing IEP goals and other paperwork (i.e.: reevaluations, Medicaid documentation, and eligibility). * Student will enter data into the documentation system (if possible). * Student will present professionally in attire as expected by school policy and culture. * Student will follow school policy regarding timeliness and attendance * Student will maintain communication with parents, teachers and administrators * Student will contribute to the school’s IAT/PBIS etc. regarding input related to specific students.   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 specialized practice skills to serve clients in a school setting**   * Student will meet weekly with field instructor to review work completed and to plan for the following week. * Student will implement needed changes in practice approaches as directed by the field instructor * 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.** | **B1 recognize educational disparities that align with diverse identities**   * Student will research practice approaches that are culturally sensitive to differences among school-aged children served. * Student will practice culturally sensitive approaches that take into account differences among clients   Please add additional items: |  |  |
| **B 2 interact with students and their families 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 * Student will seek input from students and families regarding all interventions for the child   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 students and their 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 * Student will discuss ways to improve school wide interactions and approaches when working with diverse school aged children.   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 diminish students’ success in the educational environment**   * Student will discuss issues surrounding perceived barriers to access and services for a free and public education with field instructor/task supervisor. * Student will discuss with supervisor possible responses or solutions to prevention or dismantling of barriers for a free and public education   Please add additional items: |  |  |
| **B 2 : promote society’s unique responsibility to support children’s educational and social-emotional opportunities**   * 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 * Student will collaborate with colleagues to advocate for effective policies at the school, LEA, local, state, and federal level that promote services to school aged children   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 within the school that inform scientific inquiry regarding children and adolescents**   * 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. * Student will demonstrate understanding of assessment tools used within the classroom setting.   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 adolescents**   * 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 apply knowledge about policies specific to the LEA (e.g. IDEA, NCLB, FERPA, Rehab Act section 504, ANCRA, etc).**   * Student will discuss with supervisor the application of educational policies and how they provide for their practices and programs.   Please add additional items: |  |  |
| **B 2 advocate for the implementation of policies that promote educational access for all children**  Please add additional items: |  |  |
|  | **B 3:** **apply critical thinking to analyze, formulate, and advocate for policies that promote educational access for all children** |  |  |
| **Narrative Discussion on Student Performance for Competency 5:** | | | |
| **6. Use theory-informed engagement skills with clients of all system level.** | **B 1 critique and apply knowledge to understand person within their cultural, social, and family environments to enhance engagement**   * Student will research a model appropriate for the agency setting * Student will discuss ways to interact with school age students using different approaches with field instructor * 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 continue to use essential skills of empathy and interpersonal communication skills to achieve goals within the school setting**   * 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 inform the interdisciplinary team on the learning needs of children and adolescents in the school setting (e.g. Functional Behavioral Analysis, SDS, Adaptive Behavior Assessment, cultural background assessment, extra-school assessments, etc)**   * Student will conduct a social developmental history * Students will conduct an Adaptive Behavior assessment * Student will conduct a functional behavioral assessment * Student will conduct a cultural background assessment   Please add additional items: |  |  |
| **B 2 apply knowledge about educational theories that integrate the academic and social-emotional development of students to guide the processes of assessment**   * Student will research a model appropriate for the agency setting.   Please add additional items: |  |  |
| **B 3 : use assessment data to develop mutually agreed-on intervention goals and objectives for students in the school setting**   * 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**  Please add additional items: |  |  |
| **Narrative Discussion on Student Performance for Competency 7:** | | | |
| **8. Use theory-informed intervention skills with clients of all system level**. | **B1 implement collaborative prevention and interventions that maximize student learning in the LEA.**   * Student will discuss ways to interact with school age students using different approaches with field instructor * Student will develop an understanding of positive aspects of differing practice modalities used with in a school setting * Student will differentiate between the school aged student’s needs and strengths and apply a strength-based practice approach that best meets the student’s needs * Student will co-facilitate a group/family meeting.   Please add additional items: |  |  |
| **B 2 utilize conceptual frameworks and theories to guide the processes intervention to inform school-based practice**   * Student will discuss ways to interact with students and their families using different theories, models, approaches with field instructor. * Student will develop an understanding of positive aspects of differing practice modalities used with in a school setting.   Please add additional items: |  |  |
| **B 3 use inter-professional collaboration**   * Student will maintain communication with parents, teachers and administrators * Student will observe classroom teacher and provide suggestions when asked * Student will contribute to the school’s IAT/PBIS etc. regarding input related to specific students   Please add additional items: |  |  |
| **B 4 negotiate, mediate, and advocate for services that that maximize student learning in the LEA.**   * Student will develop a working knowledge of resources in the community to assist the student and family * Student will talk/consult with parents and teachers on the child’s behalf * Student will collaborate with colleagues to advocate for effective policies at the school, LEA, local, state, and federal level that promote services to school aged children   Please add additional items: |  |  |
| **B 5 facilitate transitions and endings that are sensitive to children and their families**   * 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 school protocol * Student will demonstrate understanding of assessment tools used within the classroom setting   Please add additional items: |  |  |
| **B 2 utilize conceptual frameworks and theories to guide the processes of evaluation to inform school-based practice**   * 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 school 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. |  |  |
| 12. (Objective to be added as needed) | 1. Student will  2. Student will  3. Student will  4. Student will  5. (Other)  6.  7. |  |  |

**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:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_