

**APPENDIX K.**

**EAST CAROLINA UNIVERSITY SCHOOL OF SOCIAL WORK**

**FIELD PLACEMENT  
BSW LEARNING AGREEMENT AND EVALUATION**

**Instructions:**

This document serves as a learning agreement and an evaluation instrument. At the beginning of the semester, the student and agency instructor use this form to design agency based assignments. At the midterm and final evaluation conference, this form is used as an evaluation document. Three blank copies of this document should be made: one for the Field Instructor, one for the student, and one to be given to the Faculty Field Liaison.

**Preparing the Learning Agreement:**

1. Complete first page.
2. At the first seminar each student will review the competencies and prioritize their individualized learning needs. The student will place an asterisk (\*) to the left of each competency that is a priority learning need for them.
3. Once at the agency, the student and Field Instructor review the competencies, the agency's opportunities and the School's suggested assignments. After reviewing all the information, write the agency based assignments the student will do in the box provided.
4. During the second or third week of placement, the Faculty Field Liaison will review the learning contract with the Field Instructor and student.

**Preparing for the Mid-Term Evaluation:**

**Rating Scale:**

0 = Setting does not provide opportunity for development of this skill.

1 = Unsatisfactory (did not meet expectations)

2

3 = Satisfactory (met expectations)

4

5 = Outstanding (consistently exceeded expectations)

1. The student and Field Instructor independently score the student's progress for each competency that can be evaluated (do not evaluate competencies where the student observed rather than actually practiced the competency). After independent scoring has been completed, prepare the mid-term evaluation by writing both scores onto one form.
2. During the seventh or eighth week of placement, the Faculty Field Liaison will schedule a mid-term evaluation conference with the Field Instructor and student. The purpose of

the conference is to review the mid-term evaluation and to review agency based assignments.

**Please have a copy of the completed mid-term evaluation for each person attending the conference!**

**Preparing for the Final Evaluation:**

1. The student and Field Instructor independently score the student's progress for each competency. After independent scoring has been completed, prepare the Final Evaluation by writing both scores onto one form.
2. During the last weeks of placement, the faculty liaison will request a final evaluation from the Field Instructor and student.

**EAST CAROLINA UNIVERSITY SCHOOL OF SOCIAL WORK**  
**BACHELOR OF SOCIAL WORK PLACEMENT**  
**LEARNING AGREEMENT AND EVALUATION**  
Revised 5/2009

\_\_\_\_\_  
Student Name Student Banner ID

\_\_\_\_\_  
Semester Year

Field Instructor Name: \_\_\_\_\_ Phone #: \_\_\_\_\_

Agency Name: \_\_\_\_\_

Agency Mailing Address: \_\_\_\_\_

\_\_\_\_\_  
City State Zip

**I have personally reviewed the evaluation:**

\_\_\_\_\_  
Student / \_\_\_ / \_\_\_  
Date

\_\_\_\_\_  
Field Instructor / \_\_\_ / \_\_\_  
Date

\_\_\_\_\_  
Faculty Field Liaison / \_\_\_ / \_\_\_  
Date

**After the final evaluation conference between the Field Instructor, Task Supervisor (if applicable) and the student, please sign, date and return to the faculty field liaison on the last day of your seminar class.**

**PROFESSIONAL CONTEXT OF SOCIAL WORK PRACTICE**

Revised 5/2008

<b>Social Work Values and Ethics:</b>				
	<b>MIDTERM</b>		<b>FINAL</b>	
	<i>Student</i>	<i>Field Instructor</i>	<i>Student</i>	<i>Field Instructor</i>
Identifies with the social work profession				
Reflects social work values in work with client systems				
Practices within the NASW Code of Ethics				
Acknowledges and works sensitively with diverse populations (i.e. social class, culture, environment, racial, religious ethnic group, gender, age, sexual orientation)				
Accepts responsibility for professional decisions				
<b>Professional Development:</b>				
	<b>MIDTERM</b>		<b>FINAL</b>	
	<i>Student</i>	<i>Field Instructor</i>	<i>Student</i>	<i>Field Instructor</i>
Manages time and resources to complete work on time				
Seeks out new challenges learning opportunities				
Monitors stress and pursues a self care plan to reduce stress				
Utilizes supervision effectively				
When in conflict with agency policies or staff, makes suggestions for change in a responsible manner				
Demonstrates self awareness regarding professional strengths and limitations				

**Social Work Values and Ethics:**

Suggested Agency Assignments

- Review NASW Code of Ethics
- Review agency policies and confidentiality
- Discuss value “challenges” with supervisor

**Specific Agency Based Measurable Assignments**

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**Professional Development:**

Suggested Agency Assignments

- Discuss learning needs and learning style in supervision
- Prepare agenda of topics for supervision
- Elicit feedback on quality of work
- Prepare log of activities/reactions
- Develop a professional support system
- Follow self care plan
- Join a professional association
- Attend professional workshops, meetings, seminars, etc.
- Prepare a resume and register at Career Services

**Specific Agency Based Measurable Assignments**

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<b>Preparation for Intervention::</b>				
	<b>MIDTERM</b>		<b>FINAL</b>	
	<i>Student</i>	<i>Field Instructor</i>	<i>Student</i>	<i>Field Instructor</i>
Understands agency history, mission, structure and funding sources				
Understands goals of program/s				
Understands social policies that affect client services				
Understands the community service delivery system				
Understands overall resource needs of client population/s				
Understands rights of client population				
Represents the agency in a professional manner				
Adheres to agency policies and procedures				
<b>Communication Skills::</b>				
	<b>MIDTERM</b>		<b>FINAL</b>	
	<i>Student</i>	<i>Field Instructor</i>	<i>Student</i>	<i>Field Instructor</i>
Forms supportive professional relationships				
Utilizes authority in relationships				
Makes effective use of verbal and non verbal skills				
Makes effective use of written skills				

## **Preparation for Intervention:**

### Suggested Agency Assignments

- Complete an agency orientation program (read policy manuals, interview staff, walk the neighborhood, interview board members, review annual report, etc.)
- Read funding, legislation, grant proposals, etc.
- Attend staff, board, community, regional meetings
- Arrange site visits to relevant community services
- Review client rights policies / legislation
- Orient a new client, another student or service provider to agency services
- Ride the public transportation system to frequently used client services

### **Specific Agency Based Measurable Assignments**

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## **Communication Skills:**

### Suggested Agency Assignments

- Observation of client interviews
- Direct interviewing of clients, agency staff, board members, community leaders to collect information
- Process, audio or video recordings with client & agency consent
- Implementing “authority” tasks such as agency policies, group norms, etc.
- Writing reports for observation and direct practice assignments (process recordings, progress notes, social studies, group notes, memos, letters, proposals)

### **Specific Agency Based Measurable Assignment**

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<b>Assessment of Problem Situations:</b>				
	<b>MIDTERM</b>		<b>FINAL</b>	
	<i>Student</i>	<i>Field Instructor</i>	<i>Student</i>	<i>Field Instructor</i>
Identifies information that needs to be collected for problem assessment				
Applies <u>relevant</u> knowledge of human behavior when doing assessments: [Biological/genetic, Age-related issues, Family dynamics, Social networks, Community environment, and resources] [Aspects of diversity - social class, culture, environment, racial, religious, ethnic group, gender, age, sexual orientation]				
Identifies strengths of the client system				
<b>Contracting Skills:</b>				
	<b>MIDTERM</b>		<b>FINAL</b>	
	<i>Student</i>	<i>Field Instructor</i>	<i>Student</i>	<i>Field Instructor</i>
Translates problems into needs				
Helps define service priorities				
Helps define mutual goals				
<b>Intervention Skills:</b>				
	<b>MIDTERM</b>		<b>FINAL</b>	
	<i>Student</i>	<i>Field Instructor</i>	<i>Student</i>	<i>Field Instructor</i>
Negotiates and plans interventions				
Mobilizes resources for problem resolution				
<b>Evaluation and Termination Skills:</b>				
	<b>MIDTERM</b>		<b>FINAL</b>	
	<i>Student</i>	<i>Field Instructor</i>	<i>Student</i>	<i>Field Instructor</i>
Evaluates effectiveness of interventions by documenting progress with agency recording systems				
Evaluates effectiveness of interventions by using research methods (single case design, systematic client feedback, reading professional literature, etc.)				

<b>Evaluation and Termination Skills (con't):</b>				
	<b>MIDTERM</b>		<b>FINAL</b>	
	<i>Student</i>	<i>Field Instructor</i>	<i>Student</i>	<i>Field Instructor</i>
Adjusts interventions by using results of evaluation				
Plans and manages termination Process.				

### **PROBLEM SOLVING WITH INDIVIDUALS AND FAMILIES**

#### Suggested Agency Assignments:

- Assign diverse individual and family clients
- Observation and direct practice with assessment of individual and/or family clients (intake interviews, case review meetings, etc.)
- Assign eco-maps and/or genograms to discuss during supervision
- Provide case management services
- Apply a specific evaluation method to client assignments
- Analyze “premature” termination situations in supervision
- Plan a termination process

#### **Specific Agency Based Measurable Assignments:**

## PROBLEM SOLVING WITH GROUPS

<b>Assessment of Problem Situations:</b>				
	<b>MIDTERM</b>		<b>FINAL</b>	
	<i>Student</i>	<i>Field Instructor</i>	<i>Student</i>	<i>Field Instructor</i>
Collects information to screen potential group members				
Applies relevant <u>knowledge</u> *To group behavior - group culture, group norms, group size, group composition, group duration, group development stage, roles of individual members (task, maintenance and individual) *Aspects of diversity - (social class, culture, environment, racial, religious, ethnic group, gender, age, sexual orientation)				
Identifies strengths of the group				
<b>Contracting Skills:</b>				
	<b>MIDTERM</b>		<b>FINAL</b>	
	<i>Student</i>	<i>Field Instructor</i>	<i>Student</i>	<i>Field Instructor</i>
Effectively leads group				
Effectively negotiates group goals (norms)				
Effectively negotiates group goals and/or individual member goals				
<b>Intervention Skills:</b>				
	<b>MIDTERM</b>		<b>FINAL</b>	
	<i>Student</i>	<i>Field Instructor</i>	<i>Student</i>	<i>Field Instructor</i>
Effectively leads group discussions				
Effectively manages difficult group members				
Effectively helps the group to make decisions				

<b>Evaluation and Termination Skills:</b>				
	<b>MIDTERM</b>		<b>FINAL</b>	
	<i>Student</i>	<i>Field Instructor</i>	<i>Student</i>	<i>Field Instructor</i>
Evaluates effectiveness of interventions by documenting progress with agency recording systems				
Evaluates effectiveness of interventions by using research methods (systematic client feedback, reading professional literature, etc.)				
Adjusts interventions by using results of evaluation				
Plans and manages termination process				

## **PROBLEM SOLVING WITH GROUPS**

### Suggested Agency Assignments

- Observe co-lead or lead treatment groups in agency.
- Observe, co-lead or lead task group in agency or community (team meetings, case review meetings, agency committees, community task force meetings, board meeting, regional meetings for service providers, etc.).
- Write assessment reports regarding observations of group processes.
- Plan a group meeting and lead session (special educational presentation to treatment group, case presentation at a staff meeting, report to agency staff/board or community task force, etc.).
- Use an evaluation method with group assignments.
- Plan and implement a termination process.

### **Specific Agency Based Measurable Assignments**

**PROBLEM SOLVING WITH  
ORGANIZATIONS AND COMMUNITIES**

<b>Assessment of Problem Situations:</b>				
	<b>MIDTERM</b>		<b>FINAL</b>	
	<i>Student</i>	<i>Field Instructor</i>	<i>Student</i>	<i>Field Instructor</i>
Identifies information that needs to be collected for problem assessment				
Applies relevant knowledge about human behavior in organizations and/or communities [Group dynamics, Social networks, Organizational environments, Community and environmental resources.] [Aspects of diversity: (social class, culture, environment, racial, religious, ethnic group, gender, membership, sexual orientation)]				
Identifies strengths of the organization and/or community				
<b>Contracting Skills:</b>				
	<b>MIDTERM</b>		<b>FINAL</b>	
	<i>Student</i>	<i>Field Instructor</i>	<i>Student</i>	<i>Field Instructor</i>
Translates problems into needs				
Helps define service priorities				
Helps define mutual goals				
<b>Intervention Skills:</b>				
	<b>MIDTERM</b>		<b>FINAL</b>	
	<i>Student</i>	<i>Field Instructor</i>	<i>Student</i>	<i>Field Instructor</i>
Negotiates and plans interventions				
Mobilizes resources for problem prevention or resolution				

<b>Evaluation and Termination Skills:</b>				
	<b>MIDTERM</b>		<b>FINAL</b>	
	<i>Student</i>	<i>Field Instructor</i>	<i>Student</i>	<i>Field Instructor</i>
Evaluates effectiveness of interventions by using research methods				
Adjusts interventions by using results of evaluation				
Plans and manages termination process				

## **PROBLEM SOLVING WITH ORGANIZATIONS AND COMMUNITIES**

### **Suggested Agency Assignments**

- Create community assessment questions and interview key agency and community leaders regarding community needs.
- Tour the neighborhood and/or community identifying significant community resources, “natural” leaders, geographical boundaries, schools, businesses etc.
- Review the community’s needs assessment document.
- Attend agency and community planning meetings.
- Attend public hearings on issues related to primary client populations (local, regional or state).
- Review agency “contracts” or “grant proposals” with special attention to outcome measures.
- Meet with agency staff who negotiate contracts.
- Read the agency’s annual report.
- Attend agency and community policy meetings.
- Represent the agency in a “public” education capacity (resource fair, civic club presentation, tour of agency).
- “Shadow” an agency staff member who has a community focus to their practice.
- Draw a sociogram of agency staff and/or community resources.
- Terminate with all significant agency staff and community resource contacts.

### **Specific Agency Based Measurable Assignments**

**STUDENT'S SELF EVALUATION  
SUMMARY OF OWN PROFESSIONAL STRENGTHS**

**SUMMARY OF OWN PROFESSIONAL DEVELOPMENT NEEDS**

**FIELD INSTRUCTOR'S SUMMARY  
OF STUDENT'S PROFESSIONAL STRENGTHS**

**FIELD INSTRUCTOR'S SUMMARY  
OF STUDENT'S PROFESSIONAL DEVELOPMENTAL NEEDS**