

**SCWK 4641 Field Instruction
Educational Agreement & Evaluation**

Name of Student: _____	
Name of Agency: _____	
Description of agency services: _____ _____	
Name of Field Instructor: _____	
Term/Year: _____	
(This educational agreement applies to this term only.)	
Field Instructor signature: _____	Date: _____
Student signature: _____	Date: _____
Faculty Liaison signature: _____	Date: _____
<i>Signatures indicate agreement with all items listed in the Educational Contract</i>	

As part of this contract, please specify the following:

Work schedule (include days & hours, coverage in student's absence, make-up arrangements for absences): _____

Supervision (include days, times, and with whom): _____

Other staff with whom the student is expected to work to complete assignments/tasks (include names and titles): _____

Space and facilities for student: _____

*Students make and retain a copy of the educational contract for their records.

Student Learning Goals. (To be completed by student in consultation with the Field Instructor).
What do you want to learn this semester? Consider this in terms of personal and professional growth. Some examples of learning goals are: “I want to examine my own personal biases surrounding this agency’s population” (*personal goal*); “I want to learn to work more effectively with administration” (*professional goal*).

1.	<hr/> <hr/> <hr/> <hr/> <hr/>
2.	<hr/> <hr/> <hr/> <hr/> <hr/>
3.	<hr/> <hr/> <hr/> <hr/> <hr/>
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5.	<hr/> <hr/> <hr/> <hr/> <hr/>
6.	<hr/> <hr/> <hr/> <hr/> <hr/>

Students and field instructors should be sure to select assignments/tasks from the following pages that will help meet these learning goals. It is acceptable if there is overlap between the student’s learning goals above and the program’s Field Instruction objectives on the following pages.

Evaluation Criteria

Excellent (A) performance. Significantly exceeds expectations of acceptable levels of performance for generalist students in virtually all components of key responsibilities and assignments/tasks. Activities are handled in a highly competent manner, and the student exhibits high levels of relevant knowledge, skills, and abilities.

Good (B) performance. Meets above expectations of acceptable levels of performance for generalist students in virtually all components of key responsibilities and assignments/tasks. Activities are handled in a competent manner, and the student exhibits appropriate levels of relevant knowledge, skills, and abilities.

Satisfactory (C) performance. Meets expectations of performance for generalist students in only some components of key responsibilities and assignments/tasks. Activities are handled with some difficulty, and the student has not demonstrated appropriate levels of relevant knowledge, skills, and abilities. Corrective actions and additional training may be necessary.

Failure (F) performance. Performance does not meet the minimum expectations for generalist students. Corrective actions and additional training is required.

No Opportunity to Undertake this Assignment/Task. The agency provided no opportunity this term to do this assignment/task.

Educational Agreement

To be completed by Field Instructor and Student

Objective 1:

Demonstrate knowledge of and skill in practice with individuals, families, groups, organizations, and communities. (Social Work Program Goal 1, Objective A)

Educational Agreement	Evaluation	
<p>Listed below are some <u>examples</u> of assignments/tasks or activities that students could perform in order to meet fieldwork objectives. A combination of these examples and additional assignments are acceptable. <u>Students must have some assignments/tasks under each objective.</u> These assignments constitute the Educational Agreement.</p>	Excellent	(A = 4 points)
	Good	(B = 3 points)
	Satisfactory	(C = 2 points)
	Failure	(F = 0 points)
<p>In the left hand column, check <input checked="" type="checkbox"/> only those items that the student will perform in order to meet this objective. Check mark items are required.</p>	<u>Mid-term</u> Grade	<u>Final</u> Grade
[√] Develop skills in assessing the needs and developing interventions across different levels of practice, from individuals to communities.	_____	_____
[√] Demonstrate the ability to apply knowledge from the liberal arts and the professional foundation and research findings to the social work processes of problem solving and client involvement in assessment, goal formulation, intervention planning, contracting, carrying out intervention, evaluation of practice outcomes, referral (when appropriate), and termination at all levels.	_____	_____
[√] Identify and utilize appropriate professional roles, such as case manager, advocate, counselor, evaluator, etc.	_____	_____
[√] Develop sensitivity and respect for diversity of experiences and needs of clients and populations served by this agency (Program Objective B).	_____	_____
[√] _____	_____	_____
[√] _____	_____	_____
[] _____	_____	_____

Faculty Liaison

Overall grade for objective 1: Mid-Term _____ Final _____

Educational Agreement

Field Objective 2:

Communicate professionally and collaborate with colleagues and other professionals and staff, and use supervision effectively.

(Supports Program Goal 1; Program Objective E and F)

Educational Agreement	Evaluation	
<p>Listed below are some examples of assignments/tasks or activities that students could perform in order to meet fieldwork objectives. A combination of these examples and additional assignments are acceptable. <u>Students must have some assignments/tasks under each objective.</u> These assignments constitute the Educational Agreement.</p>	<p>Excellent (A = 4 points) Good (B = 3 points) Satisfactory (C = 2 points) Failure (F = 0 points)</p>	
<p>In the left hand column, check <input checked="" type="checkbox"/> only those items that the student will perform in order to meet this objective.</p>	<p><u>Mid-term</u> Grade</p>	<p><u>Final</u> Grade</p>
<p><input checked="" type="checkbox"/> Oral Communication</p>		
<p><input checked="" type="checkbox"/> Use appropriate terminology with clients or professionals.</p>	_____	_____
<p><input checked="" type="checkbox"/> Identify and use the formal and informal channels of communication in the agency, and between the field setting and other agencies.</p>	_____	_____
<p><input type="checkbox"/> Tailor oral presentations to meet the information needs of different audiences.</p>	_____	_____
<p><input type="checkbox"/> Make an oral presentation to the Board of Directors on survey results.</p>	_____	_____
<p><input type="checkbox"/> Act as a representative of the agency in interpretation of its services and policies.</p>	_____	_____
<p><input type="checkbox"/> _____</p>	_____	_____
<p><input type="checkbox"/> _____</p>	_____	_____
<p><input checked="" type="checkbox"/> Written Communication</p>		
<p><input checked="" type="checkbox"/> Express ideas clearly in written materials (e.g., case recordings, memos, reports, policy documents), and complete required written work on time.</p>	_____	_____
<p><input checked="" type="checkbox"/> Identify and use the formal and informal channels of communication in the agency, and between the field setting and other agencies.</p>	_____	_____
<p><input type="checkbox"/> Tailor written presentations to meet the information needs of different audiences.</p>	_____	_____
<p><input type="checkbox"/> Write a persuasive document advocating for a particular policy program, or procedure.</p>	_____	_____
<p><input type="checkbox"/> Prepare a press release regarding the opening of a program.</p>	_____	_____

Educational Agreement

To be completed by Field Instructor and Student

Field Objective 2 continued

Educational Agreement	Evaluation	
<p><u>Students must have some assignments/tasks under each objective:</u></p>	<p>Excellent (A = 4 points) Good (B = 3 points) Satisfactory (C = 2 points) Failure (F = 0 points)</p>	
	<u>Mid-term</u>	<u>Final</u>
	Grade	Grade
<p><input checked="" type="checkbox"/> Written Communication</p>		
<p><input checked="" type="checkbox"/> Demonstrates ability to establish priorities and manage time through weekly listing of field activities and hours in log</p>	_____	_____
<p><input checked="" type="checkbox"/> Develop an educational contract based on learning needs at the beginning of the semester and submit for faculty liaison signature.</p>	_____	_____
<p><input type="checkbox"/> _____</p>	_____	_____
<p><input type="checkbox"/> _____</p>	_____	_____
<p><input checked="" type="checkbox"/> Participation</p>		
<p><input checked="" type="checkbox"/> Contribute relevant comments in groups (e.g., case presentation, staff meetings, committee meeting)</p>	_____	_____
<p><input type="checkbox"/> Approach and resolve conflict in a constructive manner</p>	_____	_____
<p><input checked="" type="checkbox"/> Demonstrate teamwork and collaboration skills with professionals in social work and other disciplines.</p>	_____	_____
<p><input checked="" type="checkbox"/> Identify and utilize appropriate professional roles, such as case manager, advocate, counselor, and evaluator.</p>	_____	_____
<p><input type="checkbox"/> _____</p>	_____	_____
<p><input type="checkbox"/> _____</p>	_____	_____

Educational Agreement

To be completed by Field Instructor and Student

Field Objective 2 continued:

Educational Agreement	Evaluation	
<p>Listed below are some examples of assignments/tasks or activities that students could perform in order to meet fieldwork objectives. A combination of these examples and additional assignments are acceptable. <u>Students must have some assignments/tasks under each objective.</u> These assignments constitute the Educational Agreement.</p>	<p>Excellent (A = 4 points) Good (B = 3 points) Satisfactory (C = 2 points) Failure (F = 0 points)</p>	
<p>In the left hand column, check <input checked="" type="checkbox"/> only those items that the student will perform in order to meet this objective.</p>	<p><u>Mid-term</u> <u>Grade</u></p>	<p><u>Final</u> <u>Grade</u></p>
<p><input checked="" type="checkbox"/> Use of Supervision</p>	<p>_____</p>	<p>_____</p>
<p><input checked="" type="checkbox"/> Regularly attend supervisory meetings and participate in the supervisory process.</p>	<p>_____</p>	<p>_____</p>
<p><input type="checkbox"/> Field Instructor responsibilities for supervision:</p> <p style="margin-left: 20px;">a.</p> <p style="margin-left: 20px;">b.</p> <p style="margin-left: 20px;">c.</p>	<p>_____</p>	<p>_____</p>
<p><input checked="" type="checkbox"/> Student responsibilities for supervision:</p> <p style="margin-left: 20px;">a.</p> <p style="margin-left: 20px;">b.</p> <p style="margin-left: 20px;">c.</p>	<p>_____</p>	<p>_____</p>
<p><input type="checkbox"/> _____</p>	<p>_____</p>	<p>_____</p>
<p><input type="checkbox"/> _____</p>	<p>_____</p>	<p>_____</p>
<p><input type="checkbox"/> _____</p>	<p>_____</p>	<p>_____</p>
<p><input type="checkbox"/> _____</p>	<p>_____</p>	<p>_____</p>
<p><input type="checkbox"/> _____</p>	<p>_____</p>	<p>_____</p>

Faculty Liaison

Overall grade for objective 2: Mid-Term _____ Final _____

Educational Agreement

To be completed by Field Instructor and Student

Field Objective 3:

Apply knowledge of social welfare policies and services to their practice (Program Goal 3, Objective A).

Educational Agreement	Evaluation	
<p>Listed below are some <u>examples</u> of assignments/tasks or activities that students could perform in order to meet fieldwork objectives. A combination of these examples and additional assignments are acceptable. <u>Students must have some assignments/tasks under each objective.</u> These assignments constitute the Educational Agreement.</p> <p>In the left hand column, check <input checked="" type="checkbox"/> only those items that the student will perform in order to meet this objective.</p>	<p>Excellent (A = 4 points)</p> <p>Good (B = 3 points)</p> <p>Satisfactory (C = 2 points)</p> <p>Failure (F = 0 points)</p>	
	<u>Mid-term</u>	<u>Final</u>
	Grade	Grade
[√] Demonstrate an understanding of agency mandates, goals, and services, source of funds, organizational structure, personnel system, client system, and information and evaluation systems applying scientific based knowledge (Program Goal 2, Objective A)	_____	_____
[√] Analyze the mandate, purposes, and resources of the field agency and their impact on service delivery	_____	_____
[] Describe the relation of the field agency to other organizations.	_____	_____
[√] Identify the range of relevant services (formal and informal) available in the community and the ways in which these services are used for referrals by the agency.	_____	_____
[] Describe hierarchical relationships (federal, state, county, local) within the service delivery system.	_____	_____
[] Describe the demographic characteristics of the field agency's service population and implications for service delivery.	_____	_____
[√] Describe the underserved/inappropriately served groups in the service population and implications of needs for service delivery (ethnic/racial, sexual minority, economic class, and people with disabilities). (Program Goal 1, Objective D)	_____	_____
[] Describe the process used in the agency to create or change formal and informal policies and procedures. (Program Goal 1, Objective D)	_____	_____
[] Assist in implementing and evaluating agency policies and procedures. (Program goal 2, objective A)	_____	_____
[] Attend committee hearings on proposed legislation.	_____	_____
[] Engage key informants in the agency & community to identify/analyze social problem from scientific perspective. (Program Goal 1, Objective D)	_____	_____
[] _____	_____	_____

Faculty Liaison

Overall grade for objective 3: Mid-Term _____ Final _____

Educational Agreement

To be completed by Field Instructor and Student

Field Objective 4:

Demonstrate self-awareness and apply social work values in their practice. (Program Goal 1, Objective C)

Educational Agreement	Evaluation	
<p>Listed below are some examples of assignments/tasks or activities that students could perform in order to meet fieldwork objectives. A combination of these examples and additional assignments are acceptable. <u>Students must have some assignments/tasks under each objective.</u> These assignments constitute the Educational Agreement.</p>	<p>Excellent (A = 4 points) Good (B = 3 points) Satisfactory (C = 2 points) Failure F = 0 points)</p>	
<p>In the left hand column, check <input checked="" type="checkbox"/> only those items that the student will perform in order to meet this objective.</p>	<p><u>Mid-term</u> Grade</p>	<p><u>Final</u> Grade</p>
<p><input checked="" type="checkbox"/> Review NASW Code of Ethics.</p>	<p>_____</p>	<p>_____</p>
<p><input checked="" type="checkbox"/> Understand implications of Code of Ethics on service delivery.</p>	<p>_____</p>	<p>_____</p>
<p><input checked="" type="checkbox"/> Review agency policies</p>	<p>_____</p>	<p>_____</p>
<p style="padding-left: 20px;">1. Client eligibility for services</p>	<p>_____</p>	<p>_____</p>
<p style="padding-left: 20px;">2. Staff-client relationships</p>	<p>_____</p>	<p>_____</p>
<p><input checked="" type="checkbox"/> Review agency policies regarding</p>	<p>_____</p>	<p>_____</p>
<p style="padding-left: 20px;">1. Informed Consent</p>	<p>_____</p>	<p>_____</p>
<p style="padding-left: 20px;">2. Confidentiality</p>	<p>_____</p>	<p>_____</p>
<p style="padding-left: 20px;">3. Duty to warn</p>	<p>_____</p>	<p>_____</p>
<p style="padding-left: 20px;">4. Professional conduct</p>	<p>_____</p>	<p>_____</p>
<p style="padding-left: 20px;">5. Child/elder abuse</p>	<p>_____</p>	<p>_____</p>
<p><input checked="" type="checkbox"/> Demonstrates self awareness and applies social work values and principles to their practice</p>	<p>_____</p>	<p>_____</p>
<p><input type="checkbox"/> _____</p>	<p>_____</p>	<p>_____</p>
<p><input type="checkbox"/> _____</p>	<p>_____</p>	<p>_____</p>
<p><input type="checkbox"/> _____</p>	<p>_____</p>	<p>_____</p>
<p><input type="checkbox"/> _____</p>	<p>_____</p>	<p>_____</p>

Faculty Liaison

Overall grade for objective 4: Mid-Term _____ Final _____

Narrative Evaluation

The field instructor is encouraged to write a 1 to 2 page narrative evaluation that assesses the student's performance this term in all of the fieldwork objectives. This document should be stapled to this form.

The student is encouraged to write a self-evaluation of their fieldwork performance this term. This optional document should be stapled to this form.

