



**NMSU – SCHOOL OF SOCIAL WORK  
SWK 402 GENERALIST SOCIAL WORK  
BLOCK FIELD PRACTICE PLACEMENT**

SPRING 2016

**FIELD LEARNING CONTRACT & MID TERM AND  
FINAL EVALUATION**

**Note:** At the end of the semester you must submit this entire document with original signatures to the Field Liaison (all 7 parts must be completed). The Liaison will submit the entire document with signatures to the Field Office before grades are posted. Students should keep a copy.

*The Field Learning Contract and evaluation document must be submitted through Canvas 3 times: First, at the start of the semester with parts one and two completed, at mid-term with practice behavior evidence and at the end of the semester a complete document (all 7 parts) with mid-term and final evidence and self-evaluation scores must be submitted by the posted deadline.*

**SWK 402 – PART 1**

*Roles and responsibilities of students, field liaisons and field instructors*

Agency Name:	
Address:	
Phone:	

<i>Roles</i>	<i>Name</i>	<i>Phone #</i>	<i>Email</i>
Student:			
Field Instructor:			
Faculty Field Liaison:			
Field Based Site Facilitator/Supervisor:			

Field Practicum Start Date: \_\_\_\_\_ Field Practicum End Date: \_\_\_\_\_

**Student’s schedule at the field agency: (420 hours are required, 28 hours per week for 15 weeks will satisfy the requirement)**

	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
AM						
PM						

**Weekly supervision and instruction meetings between field instructor and student:**

Day of the week: \_\_\_\_\_ Time: \_\_\_\_\_ Location: \_\_\_\_\_

Any other information necessary to successfully complete 420 hours of practicum at this agency (holidays, etc.):

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### **PURPOSE OF THIS CONTRACT**

The purpose of this learning agreement is to assure that all parties agree to perform their respective responsibilities to ensure that the student has an opportunity fulfill the requirements of the field practicum.

### **MISSION STATEMENT OF SCHOOL OF SOCIAL WORK**

The overarching mission of the NMSU School of Social Work is to promote the enhancement of human and community well-being. The School prepares students for competent and effective social work practice emphasizing strengths, empowerment, cultural competence, and the promotion of family values. The School of Social Work is committed to research, knowledge development, and public service that promote the profession's ability to respond to an ever-changing environment, especially within the context of the cultural diversity of the southwest and the region's multicultural heritage.

### **STATEMENT REGARDING LIABILITY INSURANCE**

New Mexico State University provides professional liability insurance coverage for students under the Tort Claims Act (1992). The University does not provide vehicle insurance and advises that students not transport clients in their personal vehicles. The student will provide any special documentation requested by the field agency. Any other expectations of the agency related to additional insurance must be negotiated between the student and the agency.

**This Learning Contract has seven parts:** (1) Roles and Responsibilities of Students, Field Liaisons and Field Instructors; (2) Description of the Agency; (3) Field Coursework Evaluation Criteria; (4) Field Learning Contract Mid Term and Final Evaluation Competencies and Practice Behaviors Evidence; (5) Global Student Performance Evaluation in the field setting and seminar (6) Mid Term Evaluation Grades and Signatures; and (7) Final Evaluation Grades and Signatures.

### **THE STUDENT (*STUDENT'S NAME*) AGREES TO FULFILL THE FOLLOWING NON-NEGOTIABLE RESPONSIBILITIES:**

1. **Attend Group Seminar:** Participate in weekly group seminar meetings conducted by a Field Liaison who will help students integrate classroom and field experience learning.
  - Fulfill all field course expectations, including timely submission of Learning Contract and Evaluation, competency based assignments, and a learning portfolio.
  - Participate in discussion regarding cases, agency activities, and field learning progress.
2. **Develop and practice the nine social work competencies** and document evidence of each practice behavior for the Mid-term and Final Evaluations at a satisfactory level. Documented progress between mid-term and final is expected.
3. **Professionalism:** Professional conduct is expected in both the agency and during seminar.
  - Be present at the agency according to the agreed upon schedule and dress appropriately.
  - **Communicate with your Field Instructor.** Notify the Field Instructor when you will be late or absent and submit a plan to make up time lost. Communicate with Field Instructor regarding any agency related matter or concern before you discuss it with anyone else.
  - Follow the administrative policies, standards, and practices of the agency.

- Respect the confidential nature of agency files and client information and conform to the standards and practices established by the School of Social Work for the practicum course, including adherence to the NASW Code of Ethics.
4. Readiness to learn: Demonstrate a readiness to learn and to become involved in all appropriate aspects of the field experience including:
    - Prepare for supervision by using the WEEKLY INSTRUCTIONAL MEETING AGENDA and TIME AND ACTIVITIES REPORT and preparing specific practice experience questions for the field instructor and/or field liaison.
    - Actively participate in field seminar and discussions with the field instructor and liaison.
  5. Engage in self-reflection as a beginning professional. Participate in continual self-evaluation by defining and sharing specific strengths and learning needs with the field instructor and liaison. Keeping in mind that expertise comes with purposeful experience.
  6. Demonstrate a commitment to the ethics of the social work profession. If student has personal issues, the students must not allow these issues to interfere with their practice with clients.
    - Behavior contrary to social work professional ethics will be cause for review of the student's admission to the program or continued future in the social work major.
    - **Examples of behavior that could lead to the termination of a field placement include:**
      - Problems in personal functioning sufficiently serious to endanger functioning or client welfare such as arriving at placement under the influence of alcohol or drugs
      - Poor performance in basic work place responsibilities (e.g. poor attendance, poorly written paperwork, misuse of practicum time, etc.)
      - Deprecating oral and written statements, gestures toward other students, faculty, clients, colleagues, or the agency placement, and/or wearing clothing with statements that are offensive towards other students, faculty and/or persons from diverse populations,
      - Problems in personal functioning (health, mental health) sufficiently serious to compromise functioning in the program and client welfare, and
      - Lack of boundaries towards other students, faculty, clients, and towards other workers in agency sufficient to endanger professional and/or client relationships
  7. Complete an evaluation of the faculty liaison, field agency, and field instructor.
  8. **Failure to adhere to student responsibilities may result in termination from the field. Students must earn a satisfactory grade in the field course to earn the BSW degree.**

**THE AGENCY SOCIAL WORKER AGREES TO SERVE AS A FIELD INSTRUCTOR (INSTRUCTOR'S NAME) AND TO FULFILL THE FOLLOWING RESPONSIBILITIES:**

1. Orientation: Provide the student with an orientation to ensure that the student understands the performance expectations, purpose of agency as well as policies, and procedures of the agency. Please include information related to agency safety plans, sexual harassment, and grievance procedures.
2. Assignments: Prepare and assign projects, cases and reading materials that will assist the student with the understanding, development and practice of social work competencies.

3. Individual Educational Instruction: Provide individual educational instruction to the each student at **least once a week, for one hour, or small group instruction for a minimum of two hours a week, with individual sessions as needed.** This instruction will assist the student in integrating social work knowledge, skills and values with practice with individuals, families, groups, and/or communities
  - a. Provide on-going performance feedback and SIGN the WEEKLY INSTRUCTIONAL MEETING AGENDA and Time and Activities report.
4. Evaluation: Review the Field Learning Contract and Evaluation document by reading practice behavior evidence and providing student feedback regarding their performance and understanding of social work practice behaviors.
5. Meeting with Field Liaison: Participate in periodic meetings as needed with the field liaison to review student progress, as well as review student performance during mid-term and final evaluations.
  - Communicate with the student and with the faculty liaison regarding any unusual opportunities, conditions, or concerns as soon as they become evident.
  - Complete a Corrective Action Plan with the student and Field Liaison as soon as possible to address concerns that may prevent the student from successfully completing the practicum.
6. Communicate with the University: Facilitate a positive, cooperative working relationship between the agency and the university, including informing the department of any agency or organizational problems that would affect student learning such as Field Instructor will be unavailable to student, major change in agency administration, or any agency disruption that affects continuation of student in the placement.
7. Participate in field instructor training events, continuing education opportunities, and/or other support services available to field faculty.

**THE FACULTY FIELD LIAISON (**LIAISON'S NAME**) AGREES TO FULFILL THE FOLLOWING RESPONSIBILITIES:**

1. Lead Group Seminars: Liaisons meet with their assigned students once per week for group seminar and provide instruction and feedback to students regarding all field course expectations including questions related to the Learning Contract and Evaluation, competency based assignments, and learning portfolio as well as the process of transferring academic learning to practice settings.
  - Assist students in integrating classroom knowledge and field experience learning.
  - Use practice experience to help students understand client situations, cases, agency activities, and field concerns.
  - Advise students regarding field performance, evaluation, and final grade.
  - Teaching students to use the chain of command to resolve any problems that might arise  
STUDENT ► FIELD INSTRUCTOR ► FIELD LIAISON ► BSW FIELD COORDINATOR ► FIELD PROGRAMS DIRECTOR ► DIRECTOR OF THE SCHOOL OF SOCIAL WORK  
keeping in mind that conflicts are best addressed directly, honestly and in good faith with the people involved. When this step is not taken, discussing the issue with a third party usually leads to a damaged relationship.
2. Visit the Agency and meet with the Field Instructor: A MINIMUM OF TWO VISITS PER SEMESTER IS REQUIRED. Visiting the agency assists in maintaining an ongoing relationship with the student and agency field instructor for the purposes of:

- Serving as an Educational Consultant to student and Field Instructor and Field Based Site Supervisor/Facilitator regarding the curriculum and implementation the Competencies and Practice Behaviors as part of the daily activities in the field.
  - Making available necessary curriculum materials to the agency field instructor.
- Evaluating Student progress at Mid-Term and Final: Midterm evaluations must be completed prior to the last date to drop with a W for the current semester.
  - Meet with student and field instructor to discuss the student's progress and answer any educational questions related to the student's professional development during mid-term and final.
  - Evaluate all the evidence regarding student performance in the field agency, seminar and course assignments to assess the student's course performance and grade.

3. Resolve Field Situations

- Meet with student and Field Instructor to resolve problem situations that are still a concern after the student and Field Instructor have discussed it.
- Evaluate field placement agencies to assure that the agency provides the appropriate educational experience for the student consistent with the School of Social Work educational criteria.
- Mediate any issues that may arise between, or among, the student, agency, Field Instructor, and/or Field Based Site Supervisor/Facilitator and the school to develop a course of action to resolve the Field Situation.
- Consult with the Field Coordinator when a student or field instructor has requested a change of field placement and participate in the decision making process.
- Complete a Corrective Action Plan with the student and Field Liaison as soon as possible to address concerns that may prevent the student from successfully completing the practicum.

4. Assign grades

- Evaluate student assignments, provide feedback to student and grade all course assignments including the learning portfolio
- Assist the student and agency field instructor in the implementation of the grading criteria on practice behavior evidence on the Learning Contract.
- Keep student fieldwork records confidential.
- Submit the final grades and the complete learning contracts with practice evidence and signatures at the end of the semester to the Field Office by the Friday of finals week.

5. Meet monthly with the BSW Field Coordinator to discuss field topics.

6. FACULTY FIELD LIAISONS are required to attend and participate in the field orientation and other trainings during the academic year.

**THE FIELD BASED SITE FACILITATOR/SUPERVISOR (NEEDED ONLY IF YOUR SOCIAL WORK INSTRUCTOR IS NOT YOUR DAY TO DAY SUPERVISOR) AGREES TO FULFILL THE FOLLOWING RESPONSIBILITIES:**

1. Communicate with the Field Instructor on a regular basis to make sure that day to day activities are appropriate for student level and learning goals.
  - Provides guidance and assigns and monitors day to day student activities in the field setting.
  - Document and report student performance to Field Instructor of record.

- Communicate any concerns regarding student progress to the rest of the field instructional team (student, field instructor, field liaison, and appropriate Field Coordinator, as needed) as soon as a concern arises to provide the student with the opportunity to take corrective action.
2. Assist with the student performance evaluation at mid-term and final exams.

A FIELD BASED SITE SUPERVISOR IS NOT REQUIRED IF THE SOCIAL WORKER IS AVAILABLE TO THE STUDENT.

**THE FOLLOWING PEOPLE HAVE READ THIS LEARNING CONTRACT AND EVALUATION DOCUMENT (PARTS 1 THROUGH 7) AND AGREE TO PERFORM THE ASSIGNED RESPONSIBILITIES WITHIN THIS FIELD LEARNING CONTRACT & MIDTERM AND FINAL EVALUATION DOCUMENT.**

<b><i>Roles</i></b>	<b><i>Name (Print)</i></b>	<b><i>Signature:</i></b>	<b><i>Date:</i></b>
<i>Student:</i>			
<i>Social Work Field Instructor:</i>			
<i>Faculty Field Liaison:</i>			
<i>Field Based Site Facilitator/Supervisor:</i>			

It is the responsibility of the student to maintain this document in the learning portfolio until the end of the semester when it will be submitted to the field office by the liaison after the final evaluation.

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FIELD LEARNING CONTRACT & MID TERM AND FINAL EVALUATION**

**PART 2 - DESCRIPTION OF THE AGENCY (keep headings)**

**1. Agency:**

- a. Mission, Vision and Goals of Agency
- b. Historical background – date started and reason started and current main activities.
- c. If the agency has several units, give an overview of the agency as a whole and explain how your unit fits with the agency's mission.
- d. Sources of agency financial support.
- e. Executive Director or CEO and names of Board members (if a non-profit).
- f. Provide an organizational chart for your Portfolio.

**2. Clients:**

- a. Describe client demographics: ages, ethnicity, income, etc.
- b. Describe the issues that are most salient in agency's client population.
- c. Agency's service modality:
  - Do workers make home visits or is work mainly in the office?
  - What community is served by agency, what neighborhood or region?
  - What other agencies work with client population?

**3. Agency policies:**

- a. Describe agency policies regarding client services
  - i. Who qualifies for services?
  - ii. What criteria is used to determine eligibility?
  - iii. How are services paid for?
- b. Describe agency policies related to employees, volunteers and social work practicum students.
  - i. Role of social worker
  - ii. Role of volunteers
  - iii. Workload requirements

**4. Type of Practice:**

- a. What forms of Micro Practice (direct service – individual, family and/or group methods) does the agency use?
- b. Is the agency involved in Macro practice? If yes, describe.
- c. What social work theories are used in this agency?
- d. What kind of interventions does this agency provide? If not explicit evaluate what the agency does and describe the interventions in terms of social work practice.

**PART 1 & 2 MUST BE SUBMITTED THROUGH CANVAS AND ORIGINAL MAINTAINED IN THE STUDENT PORTFOLIO. Part 1 in the original document must contain all required signatures.** Type the names and include the date the original was signed in the electronic copy.

**NMSU – SWK 402 GENERALIST SOCIAL WORK BLOCK FIELD PLACEMENT  
FIELD LEARNING CONTRACT & MID TERM AND FINAL EVALUATION  
PART 3 - FIELD COURSEWORK EVALUATION CRITERIA**

**This standard is designed to be used to evaluate all practice behaviors and student performance:**

1. **At the end of the semester, this document must contain Midterm and Final scores and complete documentation supporting the scores assigned.**
2. Student documents practice behavior evidence and meets with supervisor to complete an evaluation before midterm and final. The supervisor should gather data from agency staff that have worked with the social work student and include obtained data.
3. The student and social worker compare and discuss their independent assessments and complete an evaluation that represents their combined input prior to the mid-term and final meetings with the Liaison (*this should be part of the weekly instructional meetings*).
4. The joint evaluation is reviewed and discussed with the field liaison during mid-term and final meetings.
5. **The Liaison takes into consideration the student and instructor’s input to assign the grade based on overall student performance.**
6. The document is signed by all parties.
7. The original completed Field Learning Contract & Evaluation document is submitted at the time of the final exam to the Field Liaison who will submit it to the Field Office.

<b>Score</b>	<b>Practice Behaviors Competency Level Descriptions</b>
<b>5</b>	The student demonstrated effective use of this practice behavior across cases <u>consistently and effectively</u> . <i>Students must include examples of how practice behaviors are being consistently and effectively demonstrated in the field placement.</i>
<b>4</b>	The student demonstrates effective use of this practice behavior <u>most of the time</u> . <i>Students must include examples of how practice behaviors are being developed and practiced in the field placement.</i>
<b>3</b>	The student demonstrated understanding of this skill and offers evidence of appropriate use but <u>more practice experience is required</u> . <i>Students must include examples of how practice behaviors are being developed and practiced in the field placement.</i>
<b>2</b>	The student demonstrated understanding of some aspects of this practice behavior, but <u>shows little ability to implement it in practice</u> . <i>Student, please include documentation as to how you have been advised to address these deficiencies and what you plan to do to address them.</i>
<b>1</b>	Unacceptable: the student demonstrated little understanding of this practice behavior or its use in practice. <i>Student, please include documentation as to how you have been advised to address these deficiencies and what you plan to do to address them.</i>
<b>N/A</b>	Not applicable, <b><u>the student has not had the opportunity to work on this area</u></b> – <i>Instructor, please include documentation as to how the student will have the opportunity develop competence in this practice behavior.</i>

**Note: Documentation is required for all areas where the student has earned 1, 2 or N/A.**



**NMSU – SWK 402 GENERALIST SOCIAL WORK BLOCK FIELD PLACEMENT  
PART 4 - FIELD LEARNING CONTRACT & MID TERM AND FINAL EVALUATION**

FIELD EXPERIENCE PRACTICE BEHAVIOR EXPECTATIONS		Mid-Term	Final
<p><b>Competency 1–Demonstrate Ethical and Professional Behavior</b>                      Social workers understand the value base of the profession and its <u>ethical standards</u>, as well as <u>relevant laws and regulations</u> that may impact practice at the micro, mezzo, and macro levels. Social workers <u>understand frameworks of ethical decision-making</u> and how to <u>apply principles of critical thinking</u> to those frameworks in <u>practice, research, and policy</u> arenas. Social workers recognize personal values and the distinction between personal and professional values. They also <u>understand how their personal experiences and affective reactions influence their professional judgment and behavior</u>. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers <u>also understand the role of other professions when engaged in interprofessional teams</u>. Social workers recognize <u>the importance of life-long learning</u> and are committed to <u>continually updating their skills to ensure they are relevant and effective</u>. Social workers also understand emerging forms of technology and <u>the ethical use of technology</u> in social work practice.</p>		<p><i>Student must <b>Bold</b> and <b>enlarge</b> self-evaluation scores 3</i></p>	
1a.	<p><b>Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and additional codes of ethics as appropriate to context;</b></p> <p>Mid-term: Review the Code of Ethics and identify the standards that can be applied to your practicum. (hint – think competence)</p> <p>Final: describe several field related issues that require ethical decision-making and describe relevant laws and regulations as well as models for ethical decision-making that you might use to address the identified issues.</p>	1 2 3 4 5	1 2 3 4 5
1d.	<p><b>Use supervision and consultation to guide professional judgment and behavior.</b></p> <p>Mid-term: describe a field experience situation that required you to seek supervision or consultation and how you used that process to improve your social work practice.</p> <p>Final: describe your use of supervision and consultation throughout the semester and what you have learned from the process</p>	1 2 3 4 5	1 2 3 4 5
<p><b>Comments Regarding Behaviors with N/A, 1, and 2 score are required:</b></p>			
<p>General comments from student, social work field instructor, liaison or site supervisor:                      Mid-Term:                      Final:</p>			

<b>Competency 2–Engage Diversity and Difference in Practice</b> Social workers understand <u>how diversity and difference characterize and shape the human experience</u> and are critical to the formation of identity. The dimensions of diversity are understood as <u>the intersectionality of multiple factors including but not limited to age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status</u> . Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also <u>understand the forms and mechanisms of oppression and discrimination</u> and <i>recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</i>	<b>Mid-Term</b>	<b>Final</b>
2a. <b>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice;</b>  Mid-term: Identify at least one privilege that you have and how you might deal with it, when working with clients.  Final: Identify the differences between you and the majority of clients at your practicum setting and discuss how you dealt with those differences to ensure your social work practice is effective.	1 2 3 4 5	1 2 3 4 5
2b. <b>Present themselves as learners and engage client systems as experts of their own experiences.</b>  Mid-term: Describe the client systems served by the agency and explain how you have engaged clients as a learner of their experiences  Final: Identify the kinds of experiences that have shaped your client’s world view and describe how you have used that knowledge to effectively serve clients	1 2 3 4 5	1 2 3 4 5
<b>Comments Regarding Behaviors with N/A, 1, and 2 score are required:</b>		
General comments from student, social work field instructor, liaison or site supervisor:  Mid-Term:  Final:		
<b>Competency 3–Advance Human Rights and Social and Economic Justice</b>	<b>Mid-Term</b>	<b>Final</b>

	<p>Social workers understand that <u>every person</u> regardless of position in society <u>has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education</u>. Social workers understand the <u>global interconnections of oppression and human rights violations</u>, and are <u>knowledgeable about theories of justice and strategies to promote social and economic justice and human rights</u>. Social workers <u>understand strategies designed to eliminate oppressive structural barriers</u> to ensure that <u>social goods and responsibilities are distributed equitably</u> and that <u>civil, political, economic, social, and cultural human rights are protected</u>.</p>		
3a.	<p><b>Apply their understanding of social and economic justice to advocate for human rights</b></p> <p>Mid-term: describe the agency’s client population and identify the economic justice and human rights issues that affect your clients.</p> <p>Final: describe your role in advocating for human rights and social and economic justice for the client population served at your agency.</p>	1 2 3 4 5	1 2 3 4 5
3b.	<p><b>Engage in practices that advance social and economic justice.</b></p> <p>Mid-term: Describe the agency’s services and the role of the agency in advancing social and economic justice for clients.</p> <p>Final: Describe your role in the agency and describe how you have been able to advance social and economic justice for clients</p>	1 2 3 4 5	1 2 3 4 5
<p><b>Comments Regarding Behaviors with N/A, 1, and 2 score are required:</b></p>			
<p>General comments from student, social work field instructor, liaison or site supervisor:</p> <p>Mid-Term:</p> <p>Final:</p>			
	<p><b>Competency 4–Engage in Practice-informed Research and Research-Informed Practice</b></p> <p>Social workers <u>understand quantitative and qualitative research methods</u>. Social workers know the <u>principles of logic, scientific inquiry, and ethical approaches to building knowledge</u>. Social workers understand that <u>evidence that informs practice derives from multi-disciplinary sources</u>. They also understand <u>the processes for translating research findings into effective practice</u>.</p>	<b>Mid-Term</b>	<b>Final</b>
4a.	<p><b>Use practice experience to inform scientific inquiry and research;</b></p>		

	<p>Mid-term: Identify the kinds of client issues that will require you to engage in further research and describe how research might improve social work practice at your agency.</p> <p>Final: Describe a client situation that required you to engage in research and describe what you learned from doing the research and how you might use the information you gained to improve client services.</p>		
4c.	<p><b>Use and translate research findings to inform and improve practice, policy, and service delivery.</b></p> <p>Mid-term: Find a research article that deals with an issue that you are experiencing in your practicum. Discuss the article’s findings and describe how those findings might help you improve practice.</p> <p>Final: Find at least 3 research articles that deals with an issue that affects the clients at your practicum. Discuss the findings of the articles and describe how those findings might help your agency improve practice, policy and/or service delivery.</p>	1 2 3 4 5	1 2 3 4 5
<p><b>Comments Regarding Behaviors with N/A, 1, and 2 score are required:</b></p>			
<p>General comments from student, social work field instructor, liaison or site supervisor:</p> <p><b>Mid-Term:</b></p> <p><b>Final:</b></p>			
<p><b>Competency 5–Engage in Policy Practice</b>  <u>Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers recognize and understand the social, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, and implementation.</u></p>		<b>Mid-Term</b>	<b>Final</b>
5a.	<p><b>Assess how social welfare and economic policies impact the delivery of and access to social services</b></p> <p>Mid-term: Select a policy that mediates service delivery in your agency and describe the populations that are not served well by the policy or describe how the policy protects the human rights and promotes social justice for all clients.</p> <p>Final: Select at least two policies that impact service delivery at your agency and describe how each policy protects the human rights and promotes social justice for all clients.</p>	1 2 3 4 5	1 2 3 4 5
5b.	<p><b>Critically analyze and promote policies that advance human rights and social and economic justice.</b></p>	1 2 3 4 5	1 2 3 4 5

	<p>Mid-term: Select a policy and critically analyze it to identify how the policy protects the human rights and promotes social justice for all clients.</p> <p>Final: Select a policy and critically analyze it to identify any gaps that might not protect the human rights and social justice for all clients.</p>		
<p><b>Comments Regarding Behaviors with N/A, 1, and 2 score are required:</b></p>			
<p>General comments from student, social work field instructor, liaison or site supervisor:</p> <p>Mid-Term:</p> <p>Final:</p>			
<p><b>Competency 6–Engage with Individuals, Families, Groups, Organizations, and Communities</b>                  Social workers understand that <u>engagement is an ongoing component</u> of the dynamic and interactive process of social work practice with, and on behalf of, individuals, families, groups, organizations, and communities. <i>Social workers value the importance of human relationships</i>. Social workers understand theories of human behavior and the social environment and their utility to facilitate engagement with client systems, including individuals, families, groups, organizations, and communities. Social workers <i>understand strategies to engage diverse client systems to advance practice effectiveness</i>. Social workers <b>understand how their subjective experiences and emotional reactions may impact their ability to effectively engage with diverse client systems</b>.</p>		<p><b>Mid-Term</b></p>	<p><b>Final</b></p>
<p>6a.</p>	<p>Apply knowledge of human behavior and the social environment and practice context to engage with client systems</p> <p>Mid-term: Identify a client and discuss the human behavior and social environment theories that you can use to help you understand the client’s world view.</p> <p>Final: Discuss your understanding of the client’s context using human behavior and social environment theories.</p>	<p>1 2 3 4 5</p>	<p>1 2 3 4 5</p>
<p>6b.</p>	<p>Use empathy, self-regulation, and interpersonal skills to effectively engage diverse client systems.</p> <p>Mid-term: Identify a client that is sociologically different than you and discuss the interpersonal skills you have used to engage with that client.</p> <p>Final:</p> <ol style="list-style-type: none"> <li>1. Identify a client population in the agency that is culturally/sociologically different than you and discuss your strategies for self-regulation in your interactions with clients.</li> <li>2. Describe a situation where you were able to demonstrate empathy to a client who was different than you.</li> </ol>	<p>1 2 3 4 5</p>	<p>1 2 3 4 5</p>

<b>Comments Regarding Behaviors with N/A, 1, and 2 scores are required:</b>			
General comments from student, social work field instructor, liaison or site supervisor: Mid-Term:			
Final:			
<b>Competency 7–Assess Individuals, Families, Groups, Organizations, and Communities</b> Social workers <i>understand that assessment is an ongoing component of the dynamic and interactive process of social work practice</i> with, and on behalf of, individuals, families, groups, organizations, and communities. Social workers <i>understand theories of human behavior and the social environment and the implications of those theories for the assessment of diverse client systems</i> , including individuals, families, groups, organizations, and communities. Social workers <u>understand methods of assessment with diverse client systems to advance practice effectiveness</u> . Social workers recognize the implications of the larger practice context in the assessment process. Social workers <b>understand how their subjective experiences and emotional reactions may affect their assessment and decision-making</b> .		<b>Mid-Term</b>	<b>Final</b>
7a.	<b>Collect, organize, and critically analyze and interpret information from client systems</b>  Mid-term: Review the agency’s intake form/process and analyze the kinds of client information the agency collects and answer the following questions; is the information needed? If so, why? How is the information organized? Is there a purpose for the kind of organization used? Who interprets client data? What are the implications of the interpretation of client data? After answering the above questions, what have you learned about client data?  Final: Review several case files and answer the following questions; did all files contain all required documentation? If anything was missing, who is responsible for completing the file? What happens when a file is incomplete?	1 2 3 4 5	1 2 3 4 5
7c.	<b>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</b>  Mid-term: Describe agency’s purpose and the kinds of services it offers. Identify a client and describe the client’s purpose for accessing services at the agency. Describe the process to reach mutual agreement about the goals and objectives of the treatment plan.  Final: Describe the client assessment process and identify the common strengths and needs clients bring and how those factors contribute to the outcome of the goals and objectives of the intervention.	1 2 3 4 5	1 2 3 4 5
<b>Comments Regarding Behaviors with N/A, 1, and 2 score are required:</b>			

General comments from student, social work field instructor, liaison or site supervisor: Mid-Term:			
Final:			
<b>Competency 8 –Intervene with Individuals, Families, Groups, Organizations, and Communities</b> Social workers understand that <i>intervention is an ongoing component of the dynamic and interactive process of social work practice</i> with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are <i>knowledgeable about evidence-informed interventions</i> to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers <i>understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene</i> with clients and constituencies. Social workers understand <i>methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals</i> . Social workers <i>value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and interorganizational collaboration</i> .		<b>Mid-Term</b>	<b>Final</b>
8a.	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies. Mid-term: Select a typical intervention utilized in your field placement. Describe the intervention implementation process and describe the goals of the intervention. How does the intervention enhance client capacity?  Final: Describe the practice goal at your agency. Explain how the interventions used at the agency enhance client capacity. Identify the process used to address difficulties in implementing the intervention. What happens to clients that are not able to benefit from the intervention? Is there something else that might work for those clients?	1 2 3 4 5	1 2 3 4 5
8c.	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.  Mid-term: Describe the kinds of professional relationships within your agency and across agencies (with social workers and other professionals) and how those relationships contribute to social work practice outcomes.  Final: Describe a client situation that required professional collaboration (with social workers and other community professionals) to achieve positive client outcomes, and explain how you will use that experience to better serve clients in the future.	1 2 3 4 5	1 2 3 4 5
<b>Comments Regarding Behaviors with N/A, 1, and 2 score are required:</b>			
General comments from student, social work field instructor, liaison or site supervisor:			

	<p>Mid-Term:</p> <p>Final:</p>		
	<p><b>Competency 9 –Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b></p> <p>Social workers understand that <i>evaluation is an ongoing component of the dynamic and interactive process of social work practice</i> with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers <i>recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness</i>. Social workers <i>understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes</i>. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.</p>	<p><b>Mid-Term</b></p>	<p><b>Final</b></p>
9a.	<p>Select and use appropriate methods for evaluation of outcomes.</p> <p>Mid-term: Describe an intervention used at your agency and explain the process used to evaluate intervention outcomes.</p> <p>Final: Describe the outcome evaluation process used at your agency. Find a different outcome evaluation and compare and contrast the two procedures. Discuss the benefits of each evaluation process and describe the limitations of both evaluation processes. Identify the process that you believe is best and explain why you believe your preferred evaluation of outcomes process is most accurate.</p>	<p>1 2 3 4 5</p>	<p>1 2 3 4 5</p>
9c.	<p>Critically analyze, monitor, and evaluate intervention and program processes and outcomes</p> <p>Mid-term: Describe the interventions used at your agency and analyze their usefulness and explain the process used to monitor outcomes.</p> <p>Final: Describe the program monitoring system. How are services evaluated? What data is used? What happens if an intervention is found to be ineffective? How are intervention modalities modified? Who decides what modifications to make?</p>	<p>1 2 3 4 5</p>	<p>1 2 3 4 5</p>
	<p><b>Comments Regarding Behaviors with N/A, 1, and 2 score are required:</b></p>		
	<p>General comments from student, social work field instructor, liaison or site supervisor:</p> <p>Mid-Term:</p> <p>Final:</p>		



		<b>Mid-Term</b>	<b>Final</b>
	<i>Overall Practice Behavior Evidence Score</i>	1 2 3 4 5	1 2 3 4 5

<b>Summarize the following assignments completed by the end of the SWK 402 Course Spring 2016</b>	
1. Number of cases:	
2. Type of cases:	
3. Number/type of groups:	
4. Project participation:	

**NMSU – SWK 402 GENERALIST SOCIAL WORK BLOCK FIELD PLACEMENT  
FIELD LEARNING CONTRTACT & MID TERM AND FINAL EVALUATION Part 5A**

<b>GLOBAL STUDENT PERFORMANCE EVALUATION AT THE AGENCY PERFORMANCE – FIELD INSTRUCTOR</b>	<b>Mid-Term</b>					<b>Final</b>						
<b>Agency attendance</b> – WEEKLY SUPERVISORY MEETING AGENDAS and Time and activities reports were <u>completed by student weekly</u> . Signed copies are kept in student field experience portfolio for review.		1	2	3	4	5		1	2	3	4	5
<b>Student’s active participation in own learning</b> – Student was prepared for every instructional meeting; student takes initiative seeking social work related tasks independently, asks for feedback, and researches relevant case related information independently.		1	2	3	4	5		1	2	3	4	5
<b>Field Learning Contract and Evaluation</b> document was completed in a timely manner and student took responsibility for having copies ready for mid-term and final.		1	2	3	4	5		1	2	3	4	5
<b>The student demonstrated the ability to accurately self-evaluate based on practice behavior evidence <u>prior to mid-term and final evaluation meeting</u></b> . The self-evaluation demonstrated an understanding of the grading criteria and self-reflection as a social work student.		1	2	3	4	5		1	2	3	4	5
<b>Student demonstrated the ability to effectively work with others;</b> peers, supervisors, clients, the public, etc.		1	2	3	4	5		1	2	3	4	5
<b>Student is able to seek, accept and use redirection without defensiveness</b> and used constructive criticism to make practice improvements.		1	2	3	4	5		1	2	3	4	5
<b><u>Scores</u></b>		7	8-17	18-24	25-30	31-35		7	8-17	18-24	25-30	31-35
<b>Overall Agency Performance</b>		1	2	3	4	5		1	2	3	4	5

<b>Mid-Term Signature and Comments</b>	<b>Final Signature and Comments</b>
<b>Instructor:</b>	<b>Instructor:</b>
<b>Comments</b>	<b>Comments</b>

**NMSU – SWK 402 GENERALIST SOCIAL WORK BLOCK FIELD PLACEMENT  
FIELD LEARNING CONTRTACT & MID TERM AND FINAL EVALUATION Part 5B**

<b>GLOBAL SEMINAR &amp; CANVAS STUDENT PERFORMANCE EVALUATION BY– Field Liaison</b>		<b>Mid-Term</b>					<b>Final</b>				
<b>Seminar Attendance &amp; Participation</b> – Student was present in body and mind for all seminar sessions; student’s comments were relevant to topic at hand, student was able to express unpopular points of view in a respectful manner and contributed to the learning process.		1	2	3	4	5	1	2	3	4	5
<b>Agency/Client Presentation</b> – the student presentation was thoughtful, informative and provided clear evidence that the student is able to connect theory and practice.	N/A	1	2	3	4	5	1	2	3	4	5
<b>Portfolio:</b> Complete, organized, timely and included relevant learning materials. Will serve as a reference for student.		1	2	3	4	5	1	2	3	4	5
<b>Assignments:</b> Demonstrate completeness, clarity, insight, scholarly quality and were submitted by the deadline. Narrative focused on the assigned theme.		1	2	3	4	5	1	2	3	4	5
<b>The student demonstrated the ability to accurately self-evaluate based on practice behavior evidence <u>prior to mid-term and final evaluation meeting.</u></b> The self-evaluation demonstrated an understanding of the grading criteria and self-reflection as a social work student.		1	2	3	4	5	1	2	3	4	5
<b>Student demonstrated the ability to effectively work with others;</b> peers, supervisors, public, etc.		1	2	3	4	5	1	2	3	4	5
<b>Canvas Compliance</b> – student submitted <u>all</u> Canvas assignments by the published due date. <b>All 7 parts of the contract must be submitted through Canvas and given to the liaison during the final evaluation to be submitted to the field office.</b>		1	2	3	4	5	1	2	3	4	5
<b>Score</b>		8	9-19	20-27	28-35	36-40	8	9-19	20-27	28-35	36-40
<b>Overall Seminar/Canvas Performance</b>		1	2	3	4	5	1	2	3	4	5

<b>Mid-Term Signature and Comments</b>	<b>Final Signature and Comments</b>
<b>Field Liaison:</b>	<b>Field Liaison:</b>
<b>Comments:</b>	<b>Comments</b>

**NMSU – SWK 402 GENERALIST SOCIAL WORK BLOCK FIELD PLACEMENT  
FIELD LEARNING CONTRACT**

**PART 6 - MID TERM EVALUATION SCORES**

**Review all of the scores from the evaluation and Global Student Performance to assign a Midterm score**

	Mid-Term	
STUDENT’S MIDTERM SELF EVALUATION OF PROGRESS	3 4 5 = S	1 2 = U
	Mid-Term	
FIELD INSTRUCTOR’S MIDTERM EVALUATION OF PROGRESS	3 4 5 = S	1 2 = U
	Mid-Term	
FIELD BASED SITE SUPERVISOR MIDTERM EVALUATION OF PROGRESS (if appropriate)	3 4 5 = S	1 2 = U
	Mid-Term	
FIELD <i>LIAISON</i> ’S MIDTERM EVALUATION OF PROGRESS	3 4 5 = S	1 2 = U

**NOTE: S = SATISFACTORY & U = UNSATISFACTORY “U” grades are not acceptable and will lead to a program dismissal**

<i>Roles</i>	<i>Type Names</i>	<i>Signature</i>	<i>Date</i>
STUDENT:			
FIELD INSTRUCTOR:			
FACULTY FIELD <i>LIAISON</i> :			
FIELD BASED SITE SUPERVISOR <b>(If instructor not on site):</b>			

**COMMENTS:**

**THE LIAISON MUST SUBMIT THIS SIGNED MID-TERM EVALUATION FORM TO THE FIELD OFFICE AT THE SCHOOL OF SOCIAL WORK**

**NMSU – SWK 402 GENERALIST SOCIAL WORK BLOCK FIELD PLACEMENT  
FIELD LEARNING CONTRACT**

**PART 7 - FINAL EVALUATION SCORES**

**CARRY OVER THE GRADES FROM THE MID TERM ON THIS PAGE FOR A RECORD FOR THE WHOLE SEMESTER.**

**Review all of the scores from the evaluation and Global Student Performance to assign a Final score**

	Mid-Term	Final
<b>STUDENT'S MIDTERM SELF EVALUATION OF PROGRESS</b>	3 4 5 = S   1 2 = U	
<b>STUDENT'S FINAL GRADE SELF ASSESSMENT</b>		3 4 5 = S   1 2 = U

	Mid-Term	Final
<b>FIELD INSTRUCTOR'S MIDTERM EVALUATION OF PROGRESS</b>	3 4 5 = S   1 2 = U	
<b>FIELD INSTRUCTOR'S FINAL GRADE RECOMMENDATION</b>		3 4 5 = S   1 2 = U
	Mid-Term	Final
<b>FIELD BASED SITE SUPERVISOR MIDTERM EVALUATION OF PROGRESS</b> <i>(When social worker is not on site)</i>	3 4 5 = S   1 2 = U	
<b>FIELD INSTRUCTOR'S FINAL GRADE RECOMMENDATION</b>		3 4 5 = S   1 2 = U

	Mid-Term	Final
<b>FIELD LIAISON'S MIDTERM EVALUATION OF PROGRESS</b>	3 4 5 = S   1 2 = U	
<b>FIELD LIAISON'S FINAL GRADE ASSIGNMENT</b>		3 4 5 = S   1 2 = U

**NOTE: S = SATISFACTORY & U = UNSATISFACTORY "U" grades are not acceptable and will lead to a program dismissal**

<i>Roles</i>	<i>Type Names</i>	<i>Signature</i>	<i>Date</i>
STUDENT:			
FIELD INSTRUCTOR:			
FACULTY FIELD LIAISON:			
FIELD BASED SITE SUPERVISOR <i>(If instructor is not on site):</i>			

**COMMENTS:**

**THE LIAISON NEEDS THE ENTIRE DOCUMENT COMPLETED AND SIGNED AT THE TIME OF THE FINAL EVALUATION TO SUBMIT TO THE FIELD OFFICE, STUDENT SHOULD KEEP A COPY IN THE PORTFOLIO FOR FUTURE REFERENCE**