



**SCHOOL OF SOCIAL WORK
MSW 554/556 ADVANCED GENERALIST SOCIAL WORK PRACTICE
FIELD LEARNING CONTRACT & MID TERM AND FINAL EVALUATION**

Note: At the end of the semester you must submit this document to the Field Liaison with signatures and all parts completed. The Liaison will submit it to the Field Office

PART 1 Fill In Electronically

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 Supervisor (If Instructor not on site)			

Days and hours of the week student will be at the field agency:	Starting Date:	Ending Date:
Day and time of Field Supervision		

Any other information necessary for this placement (holidays, etc.)
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PURPOSE OF THIS CONTRACT

The purpose of this agreement is to assure that all parties agree to perform their respective responsibilities in order that the student may fulfill the requirements for this placement.

MISSION STATEMENT OF SCHOOL OF SOCIAL WORK

Guided by the principles of the strengths perspective, empowerment, cultural competence, and social and economic justice, the School of Social Work prepares students for ethical, evidence-informed social work practice. The School of Social Work is committed to serving people through teaching, outreach, leadership, research, service, and the development of knowledge, skills, and values that promote the profession’s ability to respond to individuals, families, groups, communities and organizations in the culturally diverse environment of the Southwest.

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 4 parts: (1) Field Learning Contract which contains the Roles and Responsibilities of Students, Field Liaisons and Field Instructors. This required signatures
(2) Field Work Evaluation Process and Criteria; (3) Mid -Term and Final Evaluations; (4) Global Student Performance evaluation

Roles and Responsibilities of Students, Field Liaisons and Field Instructors

THE STUDENT (NAME _____) AGREES TO FULFILL THE FOLLOWING NON-NEGOTIABLE RESPONSIBILITIES:

Students are required to successfully complete two semesters of social work field experience under the supervision of a social work field instructor and a field liaison.

1. Group Seminar: Participate in **weekly group seminar meetings** conducted at school by Field Liaison which will integrate classroom and field experience learning
 - ❖ Fulfill all field expectations such as Learning Contract and Evaluation, assignments, process recordings and portfolio.
 - ❖ Participate in discussion regarding cases, agency activities, and field concerns.
2. Attain the 10 competencies in the Field Evaluation at a satisfactory level. Document this on the Mid-term and Final Evaluations by providing evidence of the behaviors you have learned.
3. Professionalism: Conduct yourself in a professional manner at the agency;
 - Be present at the agency according to the agreed upon schedule dressed in an appropriate manner.
 - **Communicate with your Field Instructor**. Notify the Field Instructor when you will be late or absent from the agency, submit a plan to make up time lost. Communicate any problems with the agency, clients or Field Instructor to the Field Instructor
 - 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 use of the SUPERVISORY AGENDA and other tools provided by field instructor and/or field liaison.
 - Attend and participate in field seminars and discussions with the field liaison.
5. Engage in self-reflection as a beginning professional. If student has personal issues, the students must not allow these issues to interfere with their practice with clients. (See MSW Manual page 22):
 - Participate in continual self-evaluation by defining and sharing specific strengths and learning needs with the field instructor and liaison.
6. Demonstrate professional behavior that reflects 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. (See MSW Manual page 22-24):
 - Behavior contrary to these 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 would lead to failure of a field course:
 - Student's poor performance in basic work place responsibilities (e.g. poor attendance, misuse of time).
 - Inappropriate attire or demeanor
 - Unwillingness or inability to be proactive in own learning. Work completed minimally.
 - Negative attitudes toward clients, colleagues, or the agency
 - Problems in personal functioning (health, mental health, substance abuse at agency) sufficiently serious to interfere with student learning or endanger client welfare.
 - Lack of boundaries towards clients and towards other workers in agency. Clients' rights violated
 - Inability to engage clients despite repeated supervision and training
 - Inability to apply theory to practice despite discussion in supervision, demonstration and training
 - Continual inaccurate, late or poorly written paperwork after training
 - Inability to follow directions
 - Continued and persistent need of close supervision after three months in practicum.
 - Inability to seek and use supervision without defensiveness
 - Agency programming has been disrupted by student behavior.
 - Questionable ethical behavior
 - Arriving at placement under the influence of alcohol or another substance.
 - Inability or unwillingness to follow chain of command:
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 MAINTAIN A PASSING GRADE IN THE FIELD TO STAY IN THE MSW PROGRAM.

THE FIELD INSTRUCTOR (NAME _____) AGREES TO FULFILL THE FOLLOWING RESPONSIBILITIES:

1. Orientation: Insures that the student receives an orientation to the agency that helps the student understand the expectations for student performance, purpose, policies, and procedures of the agency to include issues 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 field competencies.
 - Review and comment on two process recordings each semester.
3. Individual Educational Instruction: Provide individual educational instructions 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 with students 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
 - Provide on-going performance feedback and instruction to student utilizing the SUPERVISORY AGENDA and the TIME AND ACTIVITIES REPORT. **Sign the weekly Supervisory Meeting Agendas and Time and Activities Reports.**
4. Evaluation: Assist the student in completing the Field Learning Contract and Evaluation document that identifies the social work competencies and practice behaviors the student will be developing during field work.
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 exams.
 - Communicate with the student and with the faculty liaison regarding any unusual opportunities, conditions, or concerns as soon as they become evident.
 - Complete a plan of action with the student and Field Liaison concerning these opportunities, conditions or concerns.
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 offerings, and/or other support services available for field faculty.

THE FACULTY FIELD LIAISON (NAME _____) AGREES TO FULFILL THE FOLLOWING RESPONSIBILITIES:

1. Group Seminar: Conducting **weekly group seminar meetings** and provide instruction and feedback to students regarding all field expectations such as Learning Contract and Evaluation, assignments, process recordings and portfolio.
 - Assisting students in integrating classroom and field experience learning.
 - Providing instruction regarding cases, agency activities, and field concerns,.
 - Teaching students to use the chain of command for problems **STUDENT -> FIELD INSTRUCTOR -> FIELD LIAISON -> FIELD COORDINATOR** (or Associate Field Coordinator)
 - Confering with the student regarding field performance and evaluation, and final grade.
2. Visiting the Agency and Field Instructor: **VISITS TO FIELD AGENCIES ARE ARRANGED AS NEEDED, WITH A MINIMUM OF ONE VISIT FIRST SEMESTER.** Liaisons will maintain ongoing contact with field instructors through phone calls and email. 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/or Field Based Site Supervisor regarding the curriculum and transferring the practice behaviors required by the School of Social Work Competencies into the daily activities in the field.
 - Making available necessary curriculum materials to the agency field instructor.

- Evaluating Student progress at Mid-Term and Final: Giving everyone an opportunity to meet, review the field mid-term and final, discuss student progress, answer any educational questions related to the student's development, and at end of semester assign a grade.
 - All Midterms must be completed prior to the last date to drop with a W for the current semester.
3. Resolving Field Situations
 - Meeting with student and Field Instructor to resolve problem situations that are still concerns after the student and Field Instructor have discussed it.
 - Assuring that the field placement provides the appropriate educational experience for the student consistent with School policy.
 - Mediate any issues that may arise between, or among, the student, agency, Field Instructor, and/or Field Based Site Supervisor and the school to develop a course of action to resolve the Field Situation.
 - Participating with the Director of Field Education or appropriate Field Coordinator, student, and field instructor if a change of field placement or departmental action is determined necessary.
 4. Meet monthly with the Field Coordinator/Associate Field Coordinators to discuss field issues.
 5. Documentation:
 - Collects Original Field Contract, Mid-term and Final Evaluation forms, and Student Participation Tracking Form and return these documents to the field office.
 - Submits grade to Field Office by meeting with appropriate Field Coordinator
 - Fills out School of Social Work Evaluation
 6. Required to attend field orientation day and specific trainings during the academic year.

THE FIELD BASED SITE SUPERVISOR WHEN THERE IS NO FIELD INSTRUCTOR ON SITE (NAME _____) AGREES TO FULFILL THE FOLLOWING RESPONSIBILITIES:

When a licensed Field Instructor of record cannot be on site daily while the student is in his/her field placement, the Field Based Site Supervisor performs the following responsibilities.

1. Communicate with the Field Instructor on a regular basis to make sure 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.

The following people have read this learning contract and evaluation document and agree to perform the assigned responsibilities within this field learning contract & midterm and final evaluation document.

PLEASE PRINT AND SIGN THIS PAGE

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

PART 2: NMSU MSW 554 and 556 Field Evaluation Process

These procedures are used as the standard to evaluate all student performance

Student completes the evaluation evidence independently from the field instructor at midterm and final. **Field Instructors** base their scoring on this student documentation as well as their experience with the student in field work. Instructors and Students grade according to the FIELD WORK EVALUATION CRITERIA found on the next page.

1. The **student** must document the evidence for each behavior evaluated. The student can use information from Field Semester assignments to document these behaviors.
2. The **Field Instructor** should gather data from agency staff that have worked with the social work student and include this written or verbal information in their evaluation of the student.
3. **Field Instructor** is asked to provide brief written comments regarding her/his assessment of the student's overall performance **on the last page of the evaluation** (after Competency 10).
4. If a **Field Instructor** feels a **UP Unacceptable Progress (1pt)** or **IP Insufficient Progress (2pts)** is warranted, a written plan of action to increase competence in this area is required and must be developed with the Field Liaison and student.
5. The **Student and Field Instructor** compare and discuss their independent assessments prior to the mid-term and final meetings with the Liaison.
6. The joint evaluation is reviewed and discussed with the Field Liaison.
7. **The Liaison takes into consideration the student and instructor's input and assigns the grade at the end of the semester by adding total points in Part 4**
8. The original evaluation is maintained by the student in the portfolio to be submitted at the final exam to the Field Liaison who will send it to the Field Office.

FIELD WORK EVALUATION CRITERIA

UP Unacceptable Progress (1pt): Unacceptable work in showing ability to use practice behavior. This may be due to no exposure to a skill set at an agency, or the student may fail to take responsibility for own learning and does not accept and/or integrate guidance into their work. May fail to follow agency policies and is unsuccessful in establishing effective work relationships with staff and clients. **The student demonstrates little understanding of this practice behavior or its use in practice. Documentation of a plan to improve performance is required at evaluations.**

IP Insufficient Progress (2pts): Barely acceptable work. Rarely demonstrates awareness, knowledge and application of this practice behavior. May frequently fail to complete assigned tasks. May be unprepared for supervisory meetings or cancels supervisory meetings, has to be reminded of agency policies and has difficulty working with staff or clients. There is significant concern in this area. **The student may have demonstrated understanding of some aspects of this practice behavior, but shows little ability to implement it in practice. Documentation of a plan to improve performance is required at evaluations.**

EC Emerging Competence /Initial Ability (3pts): Beginning development of the skill or knowledge area. Functions primarily with supervision and support. Completes assigned work, but may be inconsistent in ability to demonstrate awareness, knowledge and skills as a graduate social work intern. Is willing to be guided and shows ability to use supervision for personal and professional development. **The student demonstrated understanding of this skill and offers evidence of appropriate use but more practice experience is required.**

C Competence (4pts): Consistently shows expected development of and application of the skill or knowledge area in moderately difficult situations with less supervision and support. Is prepared for supervisory meetings and interacts with agency clients and staff in a courteous and professional manner. **The student demonstrates effective use of this practice behavior consistently and effectively.**

AC Advanced Competence (5pts): Consistently performs above expectations in the application of this skill or knowledge area. Shows appropriate and autonomous use of this behavior or knowledge in moderately difficult situations usually encountered in practice. Uses supervision and support to guide their practice of this social work skill as opposed to depending on supervisor to lead. This student is a Critical thinker and effective team player. Takes control of own learning. Is able to work effectively with diverse staff and clients. **The student demonstrated effective use of this practice behavior consistently and effectively. This should typically be achieved by end of the internship.**

NAME:

PART 3: NMSU MSW 554/556 Field Practicum Midterm and Final Field Evaluation

COUNCIL ON SOCIAL WORK EDUCATION
EDUCATIONAL POLICY AND ACCREDITATION STANDARDS (EPAS)
Field Education Advanced Generalist Practice Behaviors 2nd Year 1st Semester MSW 554

Competency 1: Identify myself as a professional social worker and conduct myself accordingly.

Social Workers serve as representatives of the profession, its mission and core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to own professional conduct and growth.

Progress scores: Unacceptable Progress 1
Insufficient Progress 2
Emerging Competence 3
Competence 4
Advanced Competence 5

	MIDTERM					FINAL				
Practice Behaviors:										
1. Heightened self-awareness, understanding of personal biases and ability to use self in interaction with diverse populations	1	2	3	4	5	1	2	3	4	5
Mid-Term Evidence: Click here to enter text.										
Final Evidence: Click here to enter text.										

Strategies to increase competence for any UP (1) or IP (2) scores: Click here to enter text.

Competency 2: Apply social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant laws.

**Progress scores: Unacceptable Progress 1
Insufficient Progress 2
Emerging Competence 3
Competence 4
Advanced Competence 5**

	MIDTERM	FINAL
Practice Behaviors:		
2. Identify and use knowledge of relationship dynamics, including power differentials Mid-Term Evidence: Click here to enter text. Final Evidence: Click here to enter text.	1 2 3 4 5	1 2 3 4 5
3. Demonstrate leadership in applying ethical reasoning to arrive at principled decisions across systems Mid-Term Evidence: Click here to enter text. Final Evidence: Click here to enter text.	1 2 3 4 5	1 2 3 4 5

Strategies to increase competence for any UP (1) or IP (2) scores: [Click here to enter text.](#)

Competency 3. Apply critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. Critical thinking is augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

**Progress scores: Unacceptable Progress 1
Insufficient Progress 2
Emerging Competence 3
Competence 4
Advanced Competence 5**

	MIDTERM	FINAL
Practice Behaviors:		
4. Engage in reflective practice Mid-Term Evidence: Click here to enter text. Final Evidence: Click here to enter text.	1 2 3 4 5	1 2 3 4 5
5. Communicate professional judgments to other social workers and to professionals from other disciplines, in both verbal and written formats. Mid-Term Evidence: Click here to enter text. Final Evidence: Click here to enter text.	1 2 3 4 5	1 2 3 4 5

Strategies to increase competence for any UP (1) or IP (2) scores: [Click here to enter text.](#)

Competency 4: Engage with diverse clients in the practice setting. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate 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.

Progress scores: Unacceptable Progress 1
Insufficient Progress 2
Emerging Competence 3
Competence 4
Advanced Competence 5

	MIDTERM	FINAL
Practice Behaviors:		
6. Research and apply knowledge of diverse populations to enhance client well-being	1 2 3 4 5	1 2 3 4 5
Mid-Term Evidence: Click here to enter text.		
Final Evidence: Click here to enter text.		

Strategies to increase competence for any UP (1) or IP (2) scores: [Click here to enter text.](#)

Competency 5: Advance human rights and social justice. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

Progress scores: Unacceptable Progress 1
Insufficient Progress 2
Emerging Competence 3
Competence 4
Advanced Competence 5

	MIDTERM	FINAL
Practice Behaviors:		
7. Use knowledge of the effects of oppression, discrimination, and historical trauma on client systems to guide planning and intervention	1 2 3 4 5	1 2 3 4 5
Mid-Term Evidence: Click here to enter text.		
Final Evidence: Click here to enter text.		
8. Advocate for client systems in a manner that addresses culturally Influenced barriers to services presented by practitioners, organizations, and larger systems	1 2 3 4 5	1 2 3 4 5
Mid-Term Evidence: Click here to enter text.		
Final Evidence: Click here to enter text.		

Strategies to increase competence for any UP (1) or IP (2) scores: [Click here to enter text.](#)

Competency 6: Identify (Engage in) research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

Practice Behaviors: No practice behaviors in this area for 1st semester.

Competency 7: Apply knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

**Progress scores: Unacceptable Progress 1
Insufficient Progress 2
Emerging Competence 3
Competence 4
Advanced Competence 5**

	MIDTERM					FINAL				
Practice Behaviors:										
9. Differentially adapt and apply theories of human behavior and the social environment to guide practice Mid-Term Evidence: Click here to enter text. Final Evidence: Click here to enter text.	1	2	3	4	5	1	2	3	4	5
10. Use bio-psycho-social-spiritual theories in formulation of comprehensive assessments. Mid-Term Evidence: Click here to enter text. Final Evidence: Click here to enter text.	1	2	3	4	5	1	2	3	4	5

Strategies to increase competence for any UP (1) or IP (2) scores: [Click here to enter text.](#)

Competency 8. Identify relevant policy in practice to advance social and economic well-being and to deliver effective social work services. Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know 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.

**Progress scores: Unacceptable Progress 1
Insufficient Progress 2
Emerging Competence 3
Competence 4
Advanced Competence 5**

	MIDTERM	FINAL
Practice Behaviors:		
11. Analyze specific policies and practices and propose policy that impact diverse populations.	1 2 3 4 5	1 2 3 4 5
Mid-Term Evidence: Click here to enter text.		
Final Evidence: Click here to enter text.		

Strategies to increase competence for any UP (1) or IP (2) scores: [Click here to enter text.](#)

Competency 9: Identify the process needed to respond to contexts that shape practice. Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

	MIDTERM	FINAL
Practice Behaviors:		
12. Apply emerging technology to improve practice on a micro-mezzo-macro level.	1 2 3 4 5	1 2 3 4 5
Mid-Term Evidence: Click here to enter text.		
Final Evidence: Click here to enter text.		

Strategies to increase competence for any UP (1) or IP (2) scores: [Click here to enter text.](#)

Competency 10: Learn to engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities. Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities

**Progress scores: Unacceptable Progress 1
Insufficient Progress 2
Emerging Competence 3
Competence 4
Advanced Competence 5**

	MIDTERM	FINAL
ENGAGEMENT		
Practice Behaviors:		
13. Apply a theoretically informed knowledge base so as to effectively practice with diverse individuals, families groups, organization and communities Mid-Term Evidence: Click here to enter text. Final Evidence: Click here to enter text.	1 2 3 4 5	1 2 3 4 5
14. Establish a process that encourages clients to be equal participants in the establishment of goals and expected outcomes Mid-Term Evidence: Click here to enter text. Final Evidence: Click here to enter text.	1 2 3 4 5	1 2 3 4 5
15. Engage with increasing autonomy by assuming differential roles appropriate to diverse practice situations Mid-Term Evidence: Click here to enter text. Final Evidence: Click here to enter text.	1 2 3 4 5	1 2 3 4 5
	MIDTERM	FINAL
ASSESSMENT		
Practice Behaviors:		
16. Show increasing ability to independently conduct assessments Mid-Term Evidence: Click here to enter text. Final Evidence: Click here to enter text.	1 2 3 4 5	1 2 3 4 5
17. Utilize a variety of evidence based assessment tools and strategies to assess client systems of all sizes Mid-Term Evidence: Click here to enter text. Final Evidence: Click here to enter text.	1 2 3 4 5	1 2 3 4 5
18. Select and modify appropriate intervention strategies based on continuous assessment Mid-Term Evidence: Click here to enter text. Final Evidence: Click here to enter text.	1 2 3 4 5	1 2 3 4 5

19. Apply knowledge of US Southwest populations to the bio-psycho-social-cultural assessment of distinct and diverse client systems

1 2 3 4 5

1 2 3 4 5

Mid-Term Evidence: [Click here to enter text.](#)

Final Evidence: [Click here to enter text.](#)

Strategies to increase competence for any UP (1) or IP (2) scores: [Click here to enter text.](#)

INTERVENTION

Practice Behaviors: No practice behaviors in this area for 1st semester

EVALUATION

Practice Behaviors: No practice behaviors in this area 1st semester.

FOR FIELD INSTRUCTOR

SUMMARY OF STUDENT PERFORMANCE AT MIDTERM EVALUATION: (include areas to focus on for 2nd half of term)

SUMMARY OF STUDENT PERFORMANCE AT FINAL EVALUATION: (include areas where growth was most obvious):

Part 4 GLOBAL STUDENT PERFORMANCE EVALUATION A and B	MIDTERM		FINAL		
	Progress Scores:				
A. Evaluation Of Student Professionalism By Field Instructor	UP-1	IP-2	EC-3	C-4	AC-5
20. Agency attendance – All time and activity reports and instructional meeting agendas were completed weekly, have been signed and are included in student portfolio for review.	1	2	3	4	5
21. Student’s active participation in own learning – Student was prepared for every instructional meeting; student takes initiative seeking social work related tasks independently, asks for feedback, and researches relevant information independently. All seminar assignments should also be provided to field instructor for their information when they are due for seminar. Assignments are graded by liaisons..	1	2	3	4	5
22. Field Learning Contract and Evaluation document was completed and submitted in a timely manner.	1	2	3	4	5
23. Process recordings completed (MID TERM and FINAL). Process recording was given to instructor with sufficient time to provide feedback, the process recording was complete, insightful, and demonstrated positive regard for the client.	1	2	3	4	5
24. Student’s ability to accurately self-evaluate prior to mid-term and final exams.	1	2	3	4	5
25. Student’s ability to effectively work with others; peers, supervisors, public, etc.	1	2	3	4	5
26. Student is able to accept and use redirection without defensiveness	1	2	3	4	5
B. Evaluation Of Field Seminar Performance by Liaison					
27. Seminar Attendance and Participation. Student was present and prepared 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.	1	2	3	4	5
28. Field Agency Presentation (554) or Case Study (555) Complete, organized, timely & relevant	1	2	3	4	5
29. Portfolio: Complete, organized, timely & relevant. Will serve as a reference for student	1	2	3	4	5
30. Process Recordings: Complete, insightful & timely	1	2	3	4	5
31. Competency Based Assignments: Complete, insightful & timely. All assignments focused on the given theme.	1	2	3	4	5
32. Student’s ability to accurately self-evaluate performance on field contract and submit to liaison in a timely manner	1	2	3	4	5
33. Student is able to accept and use redirection without defensiveness	1	2	3	4	5