



UNIVERSITY OF OKLAHOMA
THE ANNE AND HENRY ZARROW SCHOOL OF SOCIAL WORK

**S WK 4315 Practicum I Field Practicum Contract and
Student Evaluation**

Student:	(Auto) Student Name
Field Instructor:	(Auto) Field Instructor
Practicum Site:	(Auto) Agency
Program/Unit:	[Schedule Input: Program/Unit]
Field Liaison:	[Faculty Liaison Name]
Semester/Year:	[Schedule Input: Semester/year]

Description of field setting; specific program/unit:



The field education contract serves as an ongoing resource for practicum activity and assignment planning; instructor feedback and student self-evaluation; and the student's final evaluation. It is based on core social work competencies defined by our accrediting body, the Council on Social Work Education.

In 2008 the CSWE adopted a competency based approach to social work education and revised its educational standards. The Council established **ten (10) core competencies** comprised of social work knowledge, values and skills. The Council further suggested **forty-one (41) practice behaviors** by which students could demonstrate the integration and application of the ten competencies. The University of Oklahoma *Anne & Henry Zarrow School of Social Work* is accountable to the Council to ensure that students have the opportunity to acquire each competency and to evaluate each student to determine the extent to which the competencies have been achieved. Therefore, the School has based its own program requirements on the CSWE framework. The requirements, the **Zarrow School Practice Behaviors**, have been designed into this contract.

The goal of social work field education is the integration and application of classroom learning in the field. Therefore, in the field education contract, required **Practice Tasks** further operationalize the practice behaviors for the purpose of competency demonstration in the field setting. These tasks ask the student to tie classroom knowledge to its application in practice. In order to accomplish the practice tasks, each student and field instructor must develop **Work Plans**, i.e. assignments and activities grounded in the mission, culture, and work of the practicum site. While developing work plans, and during the practicum, the contract will act as a guide for the instructor and student as they utilize the site to bring to life in a practice setting the signature broad perspective of the social work profession. **Revisions** to work plans should be continually added to the contract throughout the practicum in response to ongoing feedback about student performance, new opportunities that come along, or changes taking place at the practicum site. Along with revisions, both student and instructor can make helpful notes for themselves along the way.

Each practicum is divided into two developmental levels comprised of two (2) academic courses. During the practicum, the student and instructor will work together to **Evaluate Student** Performance of activities and assignments included in the work plan for each competency area. This evaluation can be an ongoing process generated by discussions at supervision conferences. In this way, the student can receive continuous feedback about competency performance.

*This education contract is based on the contributions of Ginger Cooke Robbins, Director of Field Practicum, and University of Houston Graduate College of Social Work. Of particular importance to the Zarrow contract is the work Ginger and her field program partners have done to operationalize the CSWE practice behaviors for the purpose of student demonstration of competency in a practicum setting.

Field Instruction Assessment

In order to assist with practicum planning, students were asked to provide a **current resume** and complete a **self-assessment** at the time of their Application for Field Instruction. The following information was provided by your student at that time.

Student Profile: Fill in fields from: Source Form Template

Very brief summary of work & volunteer background:



Description of current skill level:



Career interests/goals:



Learning goals:



Experiences desired in field practicum:



Field Education Needs:

Learning needs and/or strategies for improvement which have been identified in prior field practicum evaluation:



Current strengths (include natural strengths & abilities):



Current challenges, weakness or limitations:



Dominant approach to learning/learning style:



Type of supervision desired:



Please check to signify that you have received a copy of your student's resume.

In order to plan for practicum supervision and the development of practicum assignments, student and instructor have identified the following practicum guidelines for this student. These guidelines are based on a discussion of the student's self-assessment; further field instructor assessment; and a review of the student's resume.

Student's strengths:	
Student's challenges:	
Student's learning needs & goals:	

Student's needs of supervision:	
Practicum objectives for this student:	

Evaluation Instrument SWK 4315

The following evaluation instrument is built into the education contract. This design should assist field instructors as they provide students with ongoing feedback about their performance. When preceptors have been included in the plan for practicum supervision, their feedback must somehow be incorporated into this process.

Although feedback and evaluation are best as an ongoing dialogue, all placements have two (2) official grading periods, one for each course. In full time (block) placements, students receive two final grades for the practicum within one semester, one at mid-practicum and the other at the end of the practicum. In two semester placements, students receive final grades at the end of two consecutive semesters. All evaluations are referred to as the **Final Evaluation**.

At the end of each evaluation period the field instructor and student jointly review the student's performance within thirteen (13) competency areas in terms of the criteria specified in the field contract. The field instructor then assigns official **Evaluation Instrument ratings** for the practice tasks included under each competency. These ratings must be based on actual performance of the specified criteria, as opposed to anticipated progress during the remainder of the practicum. The field instructor provides a narrative description of "**evidence to support**" all final ratings. Student and instructor together can develop "**strategies to increase competence,**" i.e. ways in which practice behaviors and ratings can be further improved. These strategies can actually be developed and recorded throughout the practicum. In this way, feedback and improvement planning can be structured into ongoing development of the education contract, and new ideas can be generated to offer the student the best possible chance to succeed in the practicum. When warranted (see Practicum Grading Policy in the Field Practicum Manual) strategies to increase competence must be developed more formally by the field instructor and faculty field liaison as a school-required **Performance Improvement Plan** and included in the **Evaluation of Student Performance** narrative which appears at the end of the Field Practicum Contract.

On the scale provided after each practice behavior, please indicate *level of performance* by selecting the appropriate value.

- AC Advanced Competence**
Expertly demonstrates awareness, knowledge and skills as a social work intern.

- C Competence**
Consistently demonstrates awareness, knowledge and skills as a social work intern.

- EC Emerging Competence**
Demonstrates beginning awareness, knowledge and skills as a social work intern.

- IP Insufficient Progress**
Rarely demonstrates awareness, knowledge and skills as a social work intern.

- UP Unacceptable Progress**
Never demonstrates awareness, knowledge and skills as a social work intern.

* The structure of this evaluation instrument and the rating scale were developed by the Office of Field Education at the University of Texas, Austin.

Educational Plan

Competency Area, Practice Behaviors & Practice Tasks

Work Plans: Specific Practicum Activities & Assignments

This section of the Contract includes competencies which establish guidelines for the student's professional approach to the practicum experience. It offers ways that a student may take advantage of the mentoring relationship in the practicum. And, it helps the student situate the practicum in a social services context and begin exploring what it means to be a professional social worker.

All social work students must be familiar with and are bound by the provisions of the University of Oklahoma Anne & Henry Zarrow School of Social Work Academic and Professional Behavior Policy. Included in this policy are standards for professional behavior which must be incorporated into and met this practicum.

<p>A-1 SUPERVISION: Exhibit personal responsibility for effective use of supervision and consultation; develop a practice of soliciting, receiving, accepting and utilizing constructive feedback to improve practice.</p>	<input style="width: 100%; height: 100%;" type="text"/>
---	---

Practice Tasks

1. Utilize supervision for feedback and ongoing development of the field education contract.
2. Prepare for supervision with questions, cases, concerns and issues to analyze, critique, and discuss.
3. Use supervision to explore and integrate differential use of self in professional relationships.
4. Actively seek out and utilize supervisory feedback to evaluate and improve practice.
5. Use supervision to integrate classroom learning in the practice setting.

Plan for Supervision:



Revisions



Evidence to support rating:



Strategies to increase competence:



<p>B-1 PROFESSIONAL BEHAVIOR: Exhibit personal responsibility for professional behavior.</p>	<input type="text"/>
---	----------------------

Practice Tasks

School required professional behavior standards are set forth in the *Anne & Henry Zarrow School of Social Work Academic and Professional Behavior Policy*. This policy can be found in the **Master of Social Work Handbook** and in the **Field Practicum Manual**, both of which are located on the school website: www.ou.edu/socialwork

Work Plan:



Revisions



Evidence to support rating:



Strategies to increase competence:



C-1 PROFESSIONAL CONTEXT: Function within the structure of organizations and service delivery systems.	<input type="text"/>
---	----------------------

Practice Tasks

1. Articulate the mission and history of the practicum facility, program or unit, and how its structure has evolved over time.
2. Identify the social service delivery system(s) of which the practicum site is a part.
3. Communicate effectively within the agency structure; adhere to agency protocol.
4. Demonstrate knowledge of relevant community resources.

Work Plan:



Revisions



Evidence to support rating:



Strategies to increase competence:



D-1 PROFESSIONAL IDENTITY: Demonstrate the ability to understand the role of the social worker.	<input type="text"/>
--	----------------------

Practice Tasks

1. Define a professional relationship and how it differs from other helping relationships.
2. Define the role of a professional social worker in relationship to other professional roles.
3. Identify various social work practice roles assumed by social workers at the practicum site (advocate, broker, therapist, administrator, educator, etc.).
4. Describe the social worker's scope of professional responsibility and authority at the practicum site.

5. Demonstrate an understanding of professional roles and boundaries both within the practicum organization and in other contexts related to agency services.
6. In supervision, identify how one's own biases and life experiences affect the development of professional relationships, including work with clients and colleagues; demonstrate the ability to modify one's behavior accordingly.
7. Recognize times when self reflection, self monitoring, and self correction are needed to assure professional development.

Work Plan:



Revisions



Evidence to support rating:



Strategies to increase competence:



<p>E-1 VALUES AND ETHICS: Demonstrate an understanding of the value base of the profession; and its ethical standards and principles.</p>	<input type="text"/>
--	----------------------

Practice Tasks

1. Identify how the values embraced by the social work profession (respect for the strengths, dignity and worth of every individual; non-judgmental attitude; cultural sensitivity; the right to self-determination and a just share of society's resources, etc.) guide work with vulnerable and/or oppressed client populations at the practicum site.
2. Identify differences and similarities in the values that guide other health and human service disciplines.
3. Identify personal values as they reflect or conflict with the values of the profession.
4. Recognize how personal values may influence professional values and guide practice decisions.
5. Discuss with field instructor practicum site practices as they relate to the NASW Code of Ethics.
6. Understand the ethical and legal obligations involved in fulfilling service roles and responsibilities with clients at the site, and with other professionals and the community.

Work Plan:



Revisions



Evidence to support rating:



Strategies to increase competence:



Social Work education is academically grounded in the Liberal Arts. This section of the Contract is focused on the profession’s theoretical knowledge base, intellectual orientation and the process of professional discernment.

<p>F-1 DIVERSITY: Practice without discrimination, with respect and with knowledge and skills related to age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, and sexual orientation.</p>	<input type="text"/>
---	----------------------

Practice Tasks

1. Identify special concerns, within the agency context, related to meeting the needs of the populations mentioned above.
2. Communicate an understanding of the importance of "difference" in shaping life experience.
3. Consider, explore and evaluate life experiences of clients and colleagues that may be similar or different from one’s own.
4. Recognize and discuss critically, thoughtfully, and professionally, clients' unfamiliar cultural practices.
5. Articulate and demonstrate ability to work with special populations and clients who are experiencing discrimination in some form.

Work Plan:



Revisions



Evidence to support rating:



Strategies to increase competence:



G-1 CRITICAL THINKING: Apply critical thinking skills within the context of professional social work practice.	<input type="text"/>
---	----------------------

Practice Tasks

1. Identify your initial belief system with regard to practicum site clients, client problems, and client services.
2. Engage field instructor in discussion when your belief system is challenged by new information, circumstances or when you feel uncomfortable.
3. Demonstrate ability to raise important questions and problems in social work and to formulate them clearly and precisely.

Work Plan:



Revisions



Evidence to support rating:



Strategies to increase competence:



H-1 HBSE/THEORY: Identify theoretical frameworks utilized in the agency setting to understand individual and organizational development and behavior.	<input type="text"/>
--	----------------------

Practice Tasks

1. Explore and list theoretical frameworks used for practice within the agency setting.
2. Critically analyze the extent to which the site's theoretical frameworks are compatible with a person-in-environment perspective.

Work Plan:



Revisions



Evidence to support rating:



Strategies to increase competence:



I-1 PRACTICE: Apply the knowledge and skills of an integrated and contextualized social work perspective to practice with systems of all sizes – individuals, families, groups, organizations and communities.	<input type="text"/>
---	----------------------

This section of the Contract is devoted to the generalist practice process. Ideally, students will get a chance to practice directly with and in behalf of as many systems sizes as possible. Foundation Year students must progress through the beginning, middle and ending phases of the practice process over the span of the practicum. These phases are broken into practice steps the student must demonstrate by the end of the practicum. Individual students progress at different rates and practicum sites vary widely in the types of social services they offer. Therefore, some placements may include all practice steps early in the practicum and others may introduce the student to them gradually.

In addition to practice steps, assignments in this section must also include written professional communication which is directly linked to practice with clients/client systems. If needed, professional writing assignments can be created only for use in the practicum and destroyed later.

DEMONSTRATIONS OF PRACTICE COMPETENCE MUST BE DIRECTLY OBSERVED AND EVALUATED BY THE FIELD INSTRUCTOR OR BY A PRECEPTOR FOR EACH PRACTICE STEP. Instructor observations should occur when the student has achieved his/her highest level of performance in each practice step.

There are two grading checkpoints, one at mid-practicum (SWK 4315) and one at the end of the practicum (SWK 4325). During the first half of the practicum,

practice steps which have not yet been demonstrated by the student can be marked "delayed."

At evaluation, along with a performance rating for each practice behavior, the field instructor will signify the process by which the student was exposed to and given opportunity to participate in each step of the practice process. This will be signified by entering all relevant numbers from the scale below. A student could have as many as six numbers for one practice step, depending on the learning process involved.

Learning Process

1 = Read about or receive oral information

2 = Shadowed during client system interactions

3 = Shared responsibility for parts of an interaction/project

4 = Took full responsibility for parts of interaction/project

5 = Took full leadership in organizing interaction/project

6 = Took full leadership in implementing interaction/project

Practice - Preparation-1

Practice Tasks

Learning Process Involved						
1	2	3	4	5	6	Delayed
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. Actively prepare for work with clients by collecting, organizing and interpreting client system information.
2. Affectively prepare for action with client systems.
3. Demonstrate the ability to know when to seek out supervisory guidance.

Work Plan:



Revisions



Evidence to support rating:



Strategies to increase competence:



Practice - Engagement-1

Practice Tasks

Learning Process Involved						
1	2	3	4	5	6	Delayed
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. Demonstrate ability to develop and maintain strengths based relationships and processes with a variety of client systems.
2. Identify special engagement needs of diverse agency clients.
3. Demonstrate ability to explain to clients the “big picture,” i.e. the context of your engagement with them, the nature of your role, how the process of continued engagement will work and what is known about what to expect.
4. View self as a "learner" and clients as "informants."
5. Apply basic interviewing skills (active listening, appropriate use of empathy & compassion, differential use of self, language that is affirmative, constructive and encouraging, etc.) to respectfully engage diverse client systems; recognize and demonstrate other interpersonal skills as needed when working with clients.
6. Generate verbal and nonverbal skills that communicate insight and understanding of the impact of difference in life experiences.
7. Develop a mutually agreed upon focus of work and desired outcomes.
8. Accurately convey the operative extent of client confidentiality.

Work Plan:



Revisions



Evidence to support rating:



Strategies to increase competence:



Practice - Assessment-1

Practice Tasks

Learning Process Involved						
1	2	3	4	5	6	Delayed
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. Work collaboratively with client systems to assess strengths, assets, problems and limitations.
2. Develop mutually agreed upon intervention goals and objectives.
3. Select appropriate intervention strategies.

Work Plan:



Revisions



Evidence to support rating:



Strategies to increase competence:



Practice - Intervention-1

Practice Tasks

Learning Process Involved

1	2	3	4	5	6	Delayed
<input type="checkbox"/>						

1. Initiate actions to achieve organizational goals.
2. Help clients resolve problems.
3. Demonstrate ability to execute micro/mezzo tasks working directly with clients.
4. Demonstrate ability to execute macro tasks on behalf of clients
5. Implement prevention intervention strategies that enhance client system capacities.
6. Apply knowledge of resources appropriate to client systems.
7. Facilitate appropriate referrals, transitions and endings with the agency.

Work Plan:



Revisions



Evidence to support rating:



Strategies to increase competence:



Practice - Evaluation-1

Practice Tasks

Learning Process Involved

1	2	3	4	5	6	Delayed
<input type="checkbox"/>						

1. Critically monitor, analyze and evaluate intervention effectiveness.
2. Utilize evaluation feedback to confirm, update or alter intervention strategies.
3. Incorporate evaluation information into ongoing practice behavior.
4. Practice personal reflection, self-monitoring and self correction to assure continual professional development.

Work Plan:



Revisions



Evidence to support rating:



Strategies to increase competence:



J-1 PROFESSIONAL COMMUNICATION: Apply critical thinking skills, social work ethics, professional discernment and judgment in communicating with, about or in behalf of client systems – in both oral and written format.	<input type="text"/>
---	----------------------

Practice Tasks

1. Demonstrate appropriate, focused, and well-organized oral communication skills with clients, and at agency and community meetings.
2. Demonstrate ability to organize and record client data accurately, in appropriate formats, utilizing professional terminology.
3. Demonstrate appropriate, focused and well organized written communication skills in composing reports and professional correspondence.

Work Plan:



Revisions



Evidence to support rating:



Strategies to increase competence:



K-1 RESEARCH: Use critical thinking to evaluate research studies applicable to practice.	<input type="text"/>
---	----------------------

Practice Tasks

1. Demonstrate familiarity with research relevant to the client population and practicum setting.
2. Identify best practices applicable to clients at the practicum site.
3. Utilize research findings to identify intervention possibilities applicable to clients at the practicum site.

Work Plan:



Revisions



Evidence to support rating:



Strategies to increase competence:



This section of the contract returns to the larger social work context and to the inclusion of MACRO aspects of perspective and practice in all system levels of social work practice.

L-1 SOCIAL POLICY: Demonstrate an awareness of the impact of social policy on practice.	<input type="text"/>
--	----------------------

Practice Tasks

1. Identify a social policy that impacts the agency.
2. Discuss the history and rationale for this policy.
3. Identify how this policy and other policies influence practice at the practicum site.

Work Plan:



Revisions



Evidence to support rating:



Strategies to increase competence:



M-1 HUMAN RIGHTS AND SOCIAL JUSTICE: Demonstrate an understanding of the forms and mechanisms of oppression and discrimination.	<input type="text"/>
--	----------------------

Practice Tasks

1. Understand and communicate the forms and mechanisms of oppression and discrimination that might negatively impact the service population of the practicum site.
2. Recognize the extent to which one's culture and values may oppress, marginalize, and alienate: or, create or enhance privilege and power.
3. Review the agency's stated mission for its impact on social, political and economic justice.

Work Plan:



Revisions



Evidence to support rating:



Strategies to increase competence:



Part 1 - WORKPLAN DEVELOPMENT COMPLETION SIGNATURES

Student: ([Student Name]): [Workplan Development](#)

Field Instructor: ([Practicum Instructor Name]): [Workplan Development](#)

Faculty Liaison: ([Faculty Liaison Name]): [Workplan Development](#)

EVALUATION OF STUDENT PERFORMANCE – SWK 4315

I. Summary of Student's Primary Responsibilities



II. Summary of Student Achievement



III. Student Strengths:



IV. Student Limitations or Areas Identified for Additional Experience, including Performance Improvement Plans



V. Student Comments



VI. Faculty Liaison Comments



Grade Recommendation:

Before you make your grade recommendation, please review the practicum grading policy in the Field Practicum Manual.

SIGNATURES	
Student:	(<i>[Student Name]</i>): Click to sign Completed Document
Practicum Instructor:	(<i>[Practicum Instructor Name]</i>): Click to sign Completed Document
Faculty Liaison:	(<i>[Faculty Liaison Name]</i>): Click to sign Completed Document

Note: You must click on the SAVE button to save any information entered or changed on this page before closing or printing the page, or your information will be lost.

SAVE

[Printable Version](#)

IPT Document Management System Aug 14, 2013

Form: