



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

**SWK 4325 Practicum I Field Practicum Contract and  
Student Evaluation**

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

## **Evaluation Instrument SWK 4325**

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 **FinalEvaluation**.

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.*

<b>A-2 SUPERVISION:</b> Exhibit personal responsibility for effective use of supervision and consultation; develop a practice of soliciting, receiving, accepting and utilizing constructive feedback to improve practice.	<input type="text"/>
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#### 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:



<b>B-2 PROFESSIONAL BEHAVIOR:</b> Exhibit personal responsibility for professional behavior.	<input type="text"/>
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### 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](http://www.ou.edu/socialwork)

### Work Plan:



### Revisions



### Evidence to support rating:



### Strategies to increase competence:



<b>C-2 PROFESSIONAL CONTEXT:</b> Assess organizational policies, functioning, resources, and agency culture for their impact on service delivery.	<input type="text"/>
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### Practice Tasks

1. Assess agency culture in terms of its impact on achieving agency goals.
2. Assess the adequacy of agency resources for achieving agency goals.
3. Assess how organizational policies relate to organizational functioning.
4. Identify organizational changes that have affected client groups.
5. Compare the formal and informal decision-making process within the agency.

### Work Plan:



### Revisions



### Evidence to support rating:



## Strategies to increase competence:



<b>D-2 PROFESSIONAL IDENTITY:</b> Establish and maintain professional roles and boundaries during the assessment process.	<input type="text"/>
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### Practice Tasks

1. Articulate the difference between professional role and personal experience during the assessment process.
2. In supervision, identify how one's own biases and/or life experiences impact the assessment process; demonstrate the ability to modify one's behavior accordingly.
3. Identify various ways professional boundaries can be compromised in the assessment process.
4. Accurately maintain and convey the operative extent of client confidentiality.
5. Demonstrate the ability to know when to seek out supervision during the assessment process.

### Work Plan:



### Revisions



### Evidence to support rating:



## Strategies to increase competence:



<b>E-2 VALUES AND ETHICS:</b> Demonstrate an understanding of how personal and professional values guide the assessment process.	<input type="text"/>
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### Practice Tasks

1. Understand and apply the following principles of social work practice to the assessment process: self-awareness, appropriate empathy, beginning where the client is, non-judgmental attitude, and client self-determination.
2. Identify personal values that may influence the assessment process.
3. Demonstrate ethical behavior in professional communication and documentation during the assessment process.

4. Identify differences and similarities in the values that guide the assessment processes of other agencies and institutions that serve practicum site clients.

**Work Plan:**



**Revisions**



**Evidence to support rating:**



**Strategies to increase competence:**



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*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.*

<b>F-2 DIVERSITY:</b> Assess client systems without discrimination and with respect, knowledge and skill.	<input type="text"/>
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**Practice Tasks**

1. Describe one's own stereotypes and biases toward diverse cultures and population groups.
2. Articulate how those stereotypes and biases might impact an assessment
3. Conduct assessments with respect and skill and critique the outcome in relation to non-discrimination.
4. Identify how the standardized agency based assessment process is or is not sensitive to diversity.

**Work Plan:**



**Revisions**



**Evidence to support rating:**



### Strategies to increase competence:



<b>G-2 CRITICAL THINKING:</b> Distinguish multiple sources of <u>knowledge</u> , including research based knowledge and practice wisdom, in the assessment process.	<input type="text"/>
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### Practice Tasks

1. Gather and assess relevant information using abstract concepts to synthesize and interpret client information effectively.
2. Critique the assessment process.
3. Demonstrate awareness of how other service providers interpret client data in order to authorize services.

### Work Plan:



### Revisions



### Evidence to support rating:



### Strategies to increase competence:



<b>H-2 HBSE/THEORY:</b> Demonstrate application of theoretical frameworks utilized in the assessment process.	<input type="text"/>
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### Practice Tasks

1. Identify the appropriate theoretical framework(s) used to guide the assigned assessment process.
2. Demonstrate use of knowledge about client/client system development and behavior in the assessment process.
3. Critically analyze the extent to which the assessment process incorporates identification of client system strengths and coping patterns.

### Work Plan:





## Revisions

### Evidence to support rating:



### Strategies to increase competence:



<b>I-2 PRACTICE:</b> 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"/>
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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 and one at the end of the practicum. During the first part 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-2

## Practice Tasks

### Learning Process Involved

1	2	3	4	5	6
<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-2

### Practice Tasks

#### Learning Process Involved

1	2	3	4	5	6
<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:



**Eight (8) practice behaviors in the second half of the practicum (SWK 4325) are linked to assessment. Although students may use assessment instruments to help guide them, by the second half of the practicum they must assess by engaging**

client systems in an interview format. If opportunities to conduct this type of assessment are not available at the practicum site, field instructors will need to create opportunities for the student. In that event, the student may do a social history, needs assessment, Genogram, focus group, community assessment, ecomap, etc. At evaluation, the student's final ratings must be based on actual observation of assessment interviewing performance and professional communication about the assessment process and outcome.

**Practice - Required Assessment Assignment-2**

Practice Tasks

**Learning Process Involved**

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

1. Demonstrate familiarity with requirements of the specific assessment process.
2. Utilizing an ecological perspective, demonstrate ability to assess specific strengths, problems and challenges, coping patterns, motivation and opportunities faced by the client system.
3. Demonstrate effective use of engaging skills when performing assessments.
4. Demonstrate ability to use both close-ended and open-ended questions and an understanding of when each is more effective.
5. Recognize and distinguish between verbal and non-verbal communication as expressed by clients during the assessment process.
6. Demonstrate ability to translate data collection into the assessment form or format.
7. Demonstrate effective oral and written communication of assessment process and outcome.
8. Define the assessment outcome with implications for both micro and macro change.
9. Identify and select appropriate intervention strategies.

**Work Plan:**



**Revisions**



**Evidence to support rating:**



**Strategies to increase competence:**



**Practice - Intervention-2**

**Practice Tasks**

**Learning Process Involved**

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

**Practice Tasks**

**Learning Process Involved**

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



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<b>J-2 PROFESSIONAL COMMUNICATION:</b> 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"/>
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**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.
4. Required Assignment: Formally present the results of your community assessment assignment, completed in Generalist Practice II, including the intervention plan developed, to field instructor and/or agency groups.

**Work Plan:**



## Revisions

### Evidence to support rating:



### Strategies to increase competence:



<b>K-2 RESEARCH:</b> Evaluate the assessment process based on research relevant to the client population and setting.	<input type="text"/>
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## Practice Tasks

1. Critically analyze research relevant to the client population and practicum setting and apply one research source to improve the assessment process.
2. Based upon research findings, identify important client information that is not routinely sought in the assessment process.
3. Develop empirically answerable questions based on problems and needs which have been encountered or identified in the client assessment process.

## Work Plan:



## Revisions

### Evidence to support rating:



### Strategies to increase competence:



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*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.*

<b>L-2 SOCIAL POLICY:</b> Assess how social policy impacts client systems, agencies and communities.	<input type="text"/>
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## Practice Tasks

1. Assess the impact of a specific social policy on clients within the agency setting.
2. Assess the impact of a specific agency policy on clients within the agency setting.

**Work Plan:**



**Revisions**



**Evidence to support rating:**



**Strategies to increase competence:**



<b>M-2 HUMAN RIGHTS AND SOCIAL JUSTICE:</b> Address relevant issues of oppression and social change when completing an assessment.	<input type="text"/>
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**Practice Tasks**

1. Identify how the standardized agency based assessment process may contribute to or diffuse oppression.
2. Articulate how the assessment process may relate to social change.

**Work Plan:**



**Revisions**



**Evidence to support rating:**



**Strategies to increase competence:**



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**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](#)

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## EVALUATION OF STUDENT PERFORMANCE – SWK 4325

### 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	
<b>Student:</b>	( <i>[Student Name]</i> ): <a href="#">Click to sign Completed Document</a>
<b>Practicum Instructor:</b>	( <i>[Practicum Instructor Name]</i> ): <a href="#">Click to sign Completed Document</a>
<b>Faculty Liaison:</b>	( <i>[Faculty Liaison Name]</i> ): <a href="#">Click to sign Completed Document</a>

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