



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

**SWK 5826: Field Practicum Contract and Student
Evaluation for Direct Practice Concentration**

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. These 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.

Mastery of the competencies is cumulative in character, and includes a sequence of planned learning experiences and competency demonstrations in a practicum placement that spans enrollment in two, linked practicum 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, 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 5826

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.

A SUPERVISION: Exhibit personal responsibility for effective use of supervision and consultation; develop a practice of soliciting, receiving, accepting and utilizing constructive guidance and feedback to improve practice; incorporate supervision into a developmental progression towards autonomous social work 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. Use supervision to integrate classroom learning in the practice setting.
5. Actively seek out and utilize supervisory feedback to evaluate and improve practice.

Plan for Supervision:



Revisions



Evidence to support rating:



Strategies to increase competence:



B PROFESSIONAL BEHAVIOR: 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

Work Plan:



Revisions



Evidence to support rating:



Strategies to increase competence:



C VALUES AND ETHICS: Implement strategies for applying ethical principles to decision-making processes in social work practice.	<input type="text"/>
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Practice Tasks

1. Identify licensing /legal/regulatory standards that apply to the practice of social work at the practicum site.
2. Demonstrate the ability to use an ethics filter when sorting out complex practice situations involving multiple requirements and standards (client well

being, practice guidelines and protocols, relevant legal statutes, funding mandates, regulatory oversight, research based knowledge, practice wisdom, etc.)

3. Demonstrate the ability to thoughtfully discuss ethical dilemmas with appropriate professional staff.
4. Use ethical principles to solve ethical dilemmas and arrive at principled practice decisions.
5. Demonstrate tolerance of ambiguity in the process of resolving ethical dilemmas.

Work Plan:



Revisions



Evidence to support rating:



Strategies to increase competence:



D PROFESSIONAL IDENTITY: Identify as a professional social worker in interdisciplinary relationships within the practice setting and in the human services community.	<input type="text"/>
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Practice Tasks

1. Identify as a social worker in interdisciplinary relationships and in the community.
2. Serve as a representative of the social work profession during professional activities and events both within and outside the practicum site.
3. Demonstrate professional roles and context-appropriate professional boundaries with clients, colleagues, and other service providers.
4. Practice personal reflection and self-correction to assure continual professional development.
5. Identify and understand one's own professional strengths, challenges, and limitations.
6. Identify a learning process that can be incorporated into a career-long plan to address these strengths, challenges, and limitations.

Work Plan:



Revisions



Evidence to support rating:



Strategies to increase competence:



This section of the Education Contract situates direct social work practice in a broad context: the economy, culture, larger human services system and the sociopolitical environment both derived from and impacting policy, services formation, and practice.

E PROFESSIONAL CONTEXT: Recognize and respond to the evolving organizational, community, and societal contexts of social work practice.	<input type="text"/>
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Practice Tasks

1. Identify changes needed to improve the quality of site related social services, both in the community and at the practicum site.
2. Collaborate with colleagues and clients in an effort to improve the delivery of services.
3. Develop strategies to implement the changes.

Work Plan:



Revisions



Evidence to support rating:



Strategies to increase competence:



F HUMAN RIGHTS AND SOCIAL JUSTICE: Advocate for human rights and social, economic, and political justice.

Practice Tasks

1. Assess agency practice for barriers to equal opportunity, access and treatment.
2. Evaluate the efficacy of existing site programs and services in promoting justice and preventing/alleviating the economic and social inequalities which are relevant to the practicum site.
3. Identify practicum site involvement with constituents to create/support change efforts that effectively increase the social, cultural, political and economic empowerment of vulnerable and marginalized populations. Participate to whatever extent possible in these efforts.
4. Develop and apply advocacy skills to advance justice for diverse populations in the community, or served by the practicum site.

Work Plan:



Revisions



Evidence to support rating:



Strategies to increase competence:



G SOCIAL POLICY: Demonstrate leadership in critiquing policy and advocating for policy change.

Practice Tasks

1. Evaluate the efficacy of existing social and site policies in promoting justice and preventing/alleviating economic and social inequalities relevant to the practicum site.
2. Identify ways the practicum site is engaged in influencing policy formulation and change.
3. Identify changes needed to make policy more responsive to practicum site client needs.
4. Identify the role of direct social work practice in policy development.

5. Develop strategies involving colleagues, clients and organizations to improve service delivery through policy change/development.

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.

H DIVERSITY: : Apply a culturally sensitive approach when working with diverse clients and communities.	<input type="text"/>
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Practice Tasks

1. Apply insight regarding the life experiences of diverse clients to the development of interventions that are culturally sensitive and appropriate.
2. Practice with methodological approaches, skills, and techniques that reflect an understanding of the role of culture in the helping process.
3. Demonstrate the role of 'cultural learner' and appreciation of the client as 'informant.'
4. If possible at the practicum site, advocate for and/or participate in education and training programs that advance cultural competence within or outside the site.

Work Plan:



Revisions



Evidence to support rating:



Strategies to increase competence:



I HBSE/THEORY: Demonstrate the ability to critique the effectiveness of theoretical approaches in social work practice with clients.	<input type="text"/>
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Practice Tasks

1. Evaluate the strengths, weaknesses, and potential effectiveness of different theoretical approaches for each client.
2. Determine which theories provide best practice for specific clients and clinical practice situations.
3. Articulate one's own personal strengths and limitations in utilizing various clinical/practice theories.

Work Plan:



Revisions



Evidence to support rating:



Strategies to increase competence:



J RESEARCH: Use practice experience to inform scientific inquiry.	<input type="text"/>
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Practice Tasks

1. Identify empirically-based knowledge/research findings relevant to social work practice at the practicum site.
2. Utilize research findings to identify appropriate assessment procedures, select effective client interventions/strategies, and monitor practice effectiveness.
3. Identify the site's existing utilization of empirical methods of practice evaluation.

Work Plan:**Revisions****Evidence to support rating:****Strategies to increase competence:**

K CRITICAL THINKING: Use creative synthesis of knowledge for effective practice decision making.	<input type="text"/>
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Practice Tasks

1. Distinguish, appraise, and integrate multiple sources of knowledge, including empirically supported knowledge and practice wisdom, for effective decision-making.
2. Use well-reasoned practice conclusions and solutions, testing them against relevant criteria and standards.
3. Apply critical thinking to communicate professional judgment to other professionals in both oral and written format.
4. Cultivate and use a “critical third eye,” the ability to be an observer and evaluator of one’s own thinking, actions and consequences.

Work Plan:**Revisions****Evidence to support rating:****Strategies to increase competence:**

This section of the Contract is devoted to the direct social work practice process. Practicum students must demonstrate competence in the beginning, middle and ending phases of this process over the span of the practicum. In the Field Practicum Contract, practice competence is broken into five (5) practice steps the student must demonstrate during the practicum. Individual students progress at different rates and practicum sites vary widely in the types and organization of social services they offer. Therefore, some placements may include all five practice steps early in the practicum and others may introduce the student to them gradually. However, over the course of the practicum experience, Concentration Year students must demonstrate competence in all practice steps.

In addition to practice steps, assignments in this section must also include written professional communication which is directly linked to the student's practice activities 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 (5816 for DP) and one at the end of the practicum (5826 for DP). During the first half of the practicum, practice steps which have not yet been demonstrated by the student can be marked "delayed." During the second part of the practicum, practice steps which have been demonstrated only during the first part of the practicum can be marked "see part 1."

At evaluation, along with a performance rating, each 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

L PRACTICE: Apply the knowledge and skills of an integrated and contextualized social work perspective to practice with individuals, families and groups; progress towards independent work with clients, based upon self-monitoring and select utilization of informed supervisory guidance and consultation.	<input type="text"/>
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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. Identify and become familiar with specialized knowledge and skills needed to practice in the practicum placement’s area of social work practice.
Some Examples:
Child Welfare (knowledge of the legal system)
Schools (safety plans, IDEA)
Mental Health (DSM, psychotropic medication)
Veterans (privacy training, PTSD/TBI framework)
Medical (medical terminology)
Drug & Alcohol Prevention (assessment tools)
Special Training (crisis intervention, suicide assessment, etc.)
2. Actively prepare for work with clients by collecting, organizing and interpreting client information.
3. Affectively prepare for action with clients.
4. Seek supervisory guidance as necessary.

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 part of the Field Education Contract are linked to assessment. Although students may use assessment instruments to help guide them, by the second part 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 a person-in-environment perspective , work collaboratively with clients to assess specific problems, strengths, limitations, challenges, coping patterns, motivation, assets and opportunities.
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. Develop mutually agreed upon goals and objectives.
8. Identify and select appropriate intervention strategies.
9. Demonstrate effective oral and written communication of the assessment process and outcome.
10. Define the assessment outcome with implications for both micro and macro change.

Work Plan:



Revisions



Evidence to support rating:



Strategies to increase competence:



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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.
8. Negotiate, mediate, and advocate for clients.

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. Evaluate the degree to which selected interventions do or do not build client autonomy.
4. Incorporate evaluation information into ongoing practice behavior.
5. Practice personal reflection, self-monitoring and self correction to assure continual professional development.

Work Plan:



Revisions



Evidence to support rating:



Strategies to increase competence:



M 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"/>
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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.

Work Plan:



Revisions



Evidence to support rating:



Strategies to increase competence:



SWK 5826

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 5826

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

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