



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

**SWK 5836: Field Practicum Contract and Student
Evaluation for Administration and Community 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. 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. The School makes efforts to link field with classroom assignments so that students receive a more integrated experience while offering newly emerging expertise to their agencies. With a few exceptions, students are NOT to use field hours to do homework. Classroom assignments are designed to *integrate* with field, not *overcome* field. The School recognizes that agencies have needs that are not addressed in classroom assignments, and it's important for students to fulfill agency obligations.

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.

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: GET DATA 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 5836

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. Both evaluations are referred to as the **Final Evaluation**. Students receive final grades at the end of two consecutive practicum semesters.

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

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

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:

1. What day and time will you meet with your field instructor?

2. Early in the fall semester: Discuss with your field instructor and/or preceptor how you prefer to be supervised. Discuss your field instructor's and/or preceptor's preferred style to supervise. Compromise and explain styles here:



Revisions 

Evidence to support rating:



Strategies to increase competence:



B PROFESSIONAL BEHAVIOR: Exhibit personal responsibility for professional behavior and for effective use of supervision in administration, community, and advocacy settings.

Practice Tasks

1. Be open to learning.
2. Communicate responsibly and sensitively and with respect toward colleagues, field instructors, administrators, staff, and clients.
3. Demonstrate willingness and an ability to listen to others.

4. Work effectively with others, regardless of level of authority.
5. Show appearance and demeanor that are appropriate to the roles and settings encountered during the educational experiences.
6. Be punctual and consistent in keeping appointments with clients, colleagues, staff, and community contacts.
7. Be punctual and consistent with meeting deadlines and with documentation.
8. Advocate for him/herself in a constructive manner and first use established channels for conflict resolution. 9
9. Demonstrate personal responsibility and accountability for one's own time and actions in relation to his or her work.
10. Show a willingness to acknowledge constructive feedback or supervision.
11. Use feedback or supervision to enhance professional development.
12. Take responsibility for enhancing the probability of one's academic success, professional development and self-care.
13. Refrain from unprofessional use of computers and other electronic devices during practicum.

Work Plan:

1. Read agency policy manuals to better understand agency's expectations for professionalism



Revisions

Evidence to support rating:



Strategies to increase competence:



C PROFESSIONAL IDENTITY: Identify as a professional social worker and leader in administration and community settings.

Practice Tasks

1. Integrate advocacy for social justice into administration and community practice.

2. Understand the meaning of working as a social worker in a 'host' environment.
3. Serve as a representative of the social work profession during professional activities and events.
4. Develop a personal plan for career long learning in social work.
5. Practice personal reflection and self-correction to assure continual development.

Work Plan:

1. Explain how you will practice reflection. E.g. 20 minutes each day before your field duties begin?
2. Discuss with primary preceptor or field instructor the personal burn-out prevention plan you developed for SW5553. Remember that the plan is developed outside field hours.
3. If student is planning on attending a conference or rally not required by field placement, include that here.



Revisions



Evidence to support rating:



Strategies to increase competence:



D PROFESSIONAL CONTEXT: Recognize and respond to the evolving organizational, community, and societal contexts of social work practice. Demonstrate leadership in proactively shaping the organizational, community, governmental, and societal contexts of social work practice.

Practice Tasks

1. Identify changes needed to improve the quality of services.
2. Develop strategies to implement the changes.
3. Develop and sustain collaborations in an effort to improve the delivery of social services.

4. Demonstrate an awareness of how changing locales, populations, scientific and technological developments, organizational structures, and emerging societal trends impact practice.
5. Demonstrate an ability to be informed, resourceful, and productive in responding to these changes.

Work Plan:

Begin planning your program or policy evaluation.

Examine the agency's annual budgets for the last 5 years, consider written strategy documents, interview agency leaders, and examine actual proposals, campaigns, and other documents that reveal the agency's strategy for fund development. (Assignment 1 for SW5633.) Remember that you write the resulting paper during your own time. Share your assessment of strengths and limitations with supervisor or preceptor.

If you are a full-time student, present your written case statement and PowerPoint presentation to agency personnel and leaders. Remember you will have prepared these during your own time. Ask for their feedback. (Assignment 2 in SW5633)



Revisions

Evidence to support rating:



Strategies to increase competence:



E DIVERSITY: Recognize and communicate the extent to which the dominant culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power in the context of leadership, administration, community development, and advocacy. Develop culturally competent skills for establishing and sustaining collaborations and advocacy efforts.

Practice Tasks

1. Demonstrate an understanding of the ways in which systems are impacted by privilege and power.

2. Apply this understanding of development of interventions that reduce marginalization.
3. Gain sufficient self-awareness to eliminate the influence of personal biases in working with diverse groups.
4. Recognize and combat isms, community stereotypes, and myths.
5. Develop knowledge about service availability and usage across different communities.
6. Utilize skill in working with diverse populations to create and sustain collaboration in responding to gaps in service.
7. Advocate for recruitment, admissions and hiring, and retention efforts that ensure diverse representation in work force and leadership.
8. Communicate information about diverse groups to other professionals.
9. Advocate for and participate in education and training programs that advance cultural competency.

Work Plan:

1. Discuss with field instructor or primary preceptor the agency's policies on diversity for their workforce. E.g. what steps do they follow to insure diversity in hiring practices?



Revisions



Evidence to support rating:



Strategies to increase competence:



F HUMAN RIGHTS AND SOCIAL AND ECONOMIC JUSTICE: Apply knowledge of oppression and engage in practices that advance social, economic, and political justice in working with diverse populations and organizations.

Practice Tasks

1. Demonstrate understanding of the forms and mechanisms of oppression in administration and community practice.

2. Assess agency and community practice for barriers to equal opportunity, access, and treatment.
3. Develop and apply knowledge of empowerment strategies to administration and community development.
4. Develop and apply advocacy skills to advance justice for diverse populations.
5. Provide leadership for the advancement of basic human rights.

Work Plan:

1. Discuss with field instructor or primary preceptor the roadblocks agency clients encounter outside the agency AND within the agency.



Revisions



Evidence to support rating:



Strategies to increase competence:



G ENGAGE IN RESEARCH-INFUSED PRACTICE AND PRACTICE-INFUSED RESEARCH: Use research findings to inform leadership, administration, community development, and advocacy efforts.

Practice Tasks



1. Identify research findings relevant to administration, advocacy, and community development efforts.
2. Use research findings to select effective system interventions.
3. Evaluate effectiveness of the selected clinical and/or community interventions.
4. Identify research questions that arise from practice experience.
5. Explore opportunities for collaborative research addressing these questions.
6. Evaluate effectiveness of one's own practice skills and make revisions as necessary.

Work Plan:

1. Begin planning your program or policy evaluation.

2. Sometime during the fall semester: Develop a plan for/implement a plan for your own evaluation of your practice, i.e. besides your field instructor's or preceptor's evaluation of you.



Revisions 

Evidence to support rating:



Strategies to increase competence:



H SOCIAL POLICY: Analyze the implications of policy on human service organizations, community, governments, and society.

Practice Tasks

1. Demonstrate an ability to articulate the parameters of a specific agency policy on your role as an administrator or advocate.
2. Demonstrate an ability to articulate the impact of that policy on agency or community structures.
3. Analyze how that specific agency policy is derived from a broader social policy.
4. Identify changes needed to make policy more responsive to client needs.
5. Develop strategies to implement policy change.
6. Develop and sustain collaborations for effective policy action.

Work Plan:

1. Discuss with field instructor or preceptor current local, state, national policies/law that negatively and positively impact your clients. 2. Meet with one of your elected officials to discuss a current or proposed law that is affecting your agency's clients.



Revisions 

Evidence to support rating:



Strategies to increase competence:



I VALUES AND ETHICS: Apply social work values and ethical standards to the practice of leadership, administration, community development, and advocacy.

Practice Tasks

1. Manage personal values in a way that allows professional values to guide practice.
2. Articulate with field instructor how to remain effectively engaged in agency based practice when perceiving dissonance between professional values and agency policies and procedures.
3. Recognize an ethical dilemma when it occurs in practice.
4. Use an ethical decision making model to solve ethical dilemmas.
5. Tolerate ambiguity in resolving ethical conflicts.

Work Plan:

1. Attend the required ethics training conducted by Dr. Gray.
2. Discuss with field instructor, preceptor, and liaison any ethics issues that arise.



Revisions



Evidence to support rating:



Strategies to increase competence:



J ENGAGE, ASSESS, INTERVENE, AND EVALUATE WITH ORGANIZATIONS AND COMMUNITIES: Demonstrate skills in planning, goal

formulation, program development, community organizing &/or mobilizing, implementation, monitoring, and evaluation.

Practice Tasks

1. Demonstrate skills in effectively collecting, organizing, and interpreting data in preparation for action with organizations and communities.
2. Demonstrate the use of interpersonal skills (including community organizing and/or mobilizing) to develop and sustain collaborations of multiple consistency groups working toward system change.
3. Demonstrate successful completion of the beginning, middle, and termination phases of social work intervention.
4. Synthesize and apply a range of evidenced-based practice interventions that enhance agency and community capacity.
5. Demonstrate skills in critically analyzing, monitoring, and evaluating social work intervention outcomes and effectiveness.
6. Provide leadership in developing and advocating for policies and services that reflect evidenced-based interventions across diverse client populations.
7. Document consistently and accurately efforts and outcomes specific to the agency setting and agency requirements.
8. Understand how agency or program budget is developed and how to read the budget.

Work Plan:



Revisions



Evidence to support rating:



Strategies to increase competence:



K CRITICAL THINKING: Apply critical thinking skills, logic, scientific inquiry and reasoned discernment to professional judgment in leadership, administration, community development, and advocacy.

Practice Tasks

1. Identify multiple responses to system problems.
2. Evaluate the consequences of identified responses to system problems.
3. Use well-reasoned conclusions and solutions, testing them against relevant criteria and standards.
4. Distinguish, appraise, and integrate multiple sources of knowledge for effective decision making.
5. Demonstrate effective oral and written communication in determining solutions to complex problems.

Work Plan:

1. If possible, write or help write a funding proposal for your agency. If you are a full-time student, this may meet your requirement for assignment #3 in 5633 (discuss with instructor early in semester.)



Revisions



Evidence to support rating:



Strategies to increase competence:



L HBSE/THEORY: Demonstrate the ability to critique the effectiveness of theoretical approaches to leadership, administration, community development, and advocacy. Utilize multiple theories of leadership, administration, community development, and advocacy in the practice of social work.

Practice Tasks

1. Articulate multiple theoretical frameworks used in administration and community development.
2. Evaluate the degree to which each framework is supported by research literature and outcome studies.
3. Determine which theories provide best practice for specific situations.

4. Articulate personal strengths and limitations in utilizing various leadership models.

Work Plan:

1. Select an individual you feel exemplifies strong human service administration leadership skills, interview this person about their leadership values and approach, inquire about a significant leadership experience that exemplifies those values and approach. (SW5553, assignment 2)

2. Discuss with your field instructor or preceptor - What three values you see as core to your leadership style. How these values are informed by the NASW code of ethics. How you will motivate others to act and how you will model the way. Your greatest challenges in leadership and how you will resolve these challenges. (SW5553, assignment 3)



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.

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 accurate client data, assessments, intervention efforts and outcomes, 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:



WORKPLAN DEVELOPMENT COMPLETION SIGNATURES SWK 5836	
Student:	(<i>[Student Name]</i>): Workplan Development
Field Instructor:	(<i>[Practicum Instructor Name]</i>): Workplan Development
Faculty Liaison:	(<i>[Faculty Liaison Name]</i>): Workplan Development

EVALUATION OF STUDENT PERFORMANCE – SWK 5836

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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