

MSW Foundation Field Learning Contract

Student Name:

Internship Placement Semesters:

Agency Name:

Agency Address:

Field Instructor:

Task Instructor (if applicable):

Field Liaison:

Signatures: (Must have all signatures on this page before posting Learning Contract on the IPT System.)
Signatures indicate agreement to the activities, evaluation criteria, and target dates.

Student: _____ **Date:** _____

Field Instructor: _____ **Date:** _____

Task Instructor (if applicable): _____ **Date:** _____

Field Liaison: _____ **Date:** _____

Field Instructor/Field Student Supervision Agreement

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|--|---|
| Student Name | |
| Field Instructor | |
| Task Instructor | |
| Field Agency | |
| Dates of Field Instruction | <input type="checkbox"/> Academic Yr: August Yr_____ through May Yr_____ or <input type="checkbox"/> Summer Block Yr_____ or <input type="checkbox"/> Other: |
| Supervision Time <i>(ASU SSW Policy requires one hour of supervision per Week.)</i> | Supervision will occur as follows: Day of week: |
| Agreement on holidays, winter break, and spring break. | What is the agreement for coverage during school breaks? |
| Conflict Resolution Procedure | Please refer to the ASU Social Work Field Education Policy SWK 715. |
| Supervision Formats to be used. Check all that apply. <i>Point and click with electronic cursor.</i> | |
| <input type="checkbox"/> | One on One supervision |
| <input type="checkbox"/> | Group supervision |
| <input type="checkbox"/> | Co-facilitation with task instructors |
| <input type="checkbox"/> | E-mail communication |
| <input type="checkbox"/> | Telephone communication |
| <input type="checkbox"/> | Audio/Video/Process recording |
| <input type="checkbox"/> | Online (SKYPE, etc.) |

Instructions (MSW Foundation Learning Contract): Students complete a minimum of three activities per learning objective, unless otherwise noted as in #6 and #7. Students may complete the three identified learning activities or choose two of the activities that can be completed at the agency (delete one) and create a student choice activity. Students must clarify how each learning activity will be completed and document this on the learning contract. Every activity must have an evaluation method and a completion target date (month/year). There is one required learning activity: #6A.1. For evaluator, identify field instructor and/or task instructor.

Educational Policy 2.1 -- Core Competencies

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods.

1. Professional Values and Ethics

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| <p><u>Educational Policy 2.1.2 – Apply social work ethical principles to guide professional practice.</u> Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards and relevant law.</p> <p><u>Learning Objective:</u> The student will identify, in practice situations, major values that both support and challenge his/her personal and professional practice of social work. The student will demonstrate compliance with the NASW Code of Ethics.</p> | |
| <p><u>Practice Behaviors:</u></p> <ol style="list-style-type: none"> 1. Recognize and manage personal values in a way that allows professional values to guide practice. 2. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles. 3. Tolerate ambiguity in resolving ethical conflicts. 4. Apply strategies of ethical reasoning to arrive at principled decisions. | |
| <p><u>Learning Activities: (Students to complete these 3 or choose two and create a student choice activity.)</u></p> <ol style="list-style-type: none"> 1. Student will identify personal values and perceptions that influence social work practice during field supervision. 2. Student will create a fact sheet which compares and contrasts the NASW Code of Ethics with the agency code of conduct. 3. Student will identify 2-3 ethical dilemmas when working with agency clients and determine how to address the dilemmas and tolerate the ambiguity. 4. Student Choice | <p><i>Target Dates</i></p> <ol style="list-style-type: none"> 1. Month/Year 2. Month/Year 3. Month/Year |

Evaluation Methods:

1. Student will debrief with field instructor on values and perceptions that conflict/support work with clients.
2. Student will demonstrate understanding of ethical codes by reviewing the fact sheet with field instructor.
3. Student will discuss ethical dilemmas with field instructor and identify strategies for addressing said dilemmas.
4. Student Choice

Evaluator:

2. Professional Relationship Skills and Professional Roles

Educational Policy 2.1.1 – Identify as a professional social worker and conduct oneself accordingly.

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

Learning Objective: The student will engage in appropriate and effective communications skills with communities, stakeholders, partnering agencies, clients, supervisors, staff and systems of all sizes. The student will demonstrate professional use of self. The student will use supervision and consultation appropriately. The student will demonstrate awareness of various professional roles necessary in practice, e.g., advocate, broker, case manager, community organizer.

Practice Behaviors:

1. Advocate for client access to the services of social work.
2. Practice personal reflection and self-correction to assure continual professional development.
3. Attend to professional roles and boundaries.
4. Demonstrate professional demeanor in behavior, appearance and communication.
5. Engage in career-long learning. (Cited in #10).
6. Use supervision and consultation.

Learning Activities: (Students to complete these 3 or choose two and create a student choice activity.)

1. Student will practice social work values of advocacy and client self-determination.
2. Student will actively seek feedback on skill development in supervision and practice self-reflection and self-correction.
3. Student will shadow two professional social workers and identify the various roles modeled during the service delivery and the necessity of establishing and maintaining professional boundaries with clients and agency personnel.
4. Student Choice

Target Dates

1. Month/Year
2. Month/Year
3. Month/Year

Evaluation Methods:

1. Student will review skill development in the areas of advocacy and client self-determination in supervision.
2. Student will demonstrate self-reflection and self-correction in supervision based on feedback received in supervision and evaluation.
3. Student will write a one page reflection paper identifying the social work roles modeled by the professional social workers and discuss observations and healthy boundaries during supervision with field instructor.
4. Student Choice

Evaluator:

3. Responsiveness to a Multicultural Society

Educational Policy 2.1.4 – Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

Learning Objective: The student will practice without discrimination and with respect, knowledge, and skills related to clients: age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation, particularly as it relates to populations of the Southwest.

Practice Behaviors:

1. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, create or enhance privilege and power.
2. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
3. Recognize and communicate their understanding of the importance of difference in shaping life experiences.
4. View themselves as learners and engage those with whom they work as informants.

Learning Activities: (Students to complete these 3 or choose two and create a student choice activity.)

1. Student will attend a community event or training related to agency population or local minority community to learn about a different culture and how the culture's structures and values may oppress or enhance privilege/power.
2. Student will identify an agency population and discuss how best practice interventions are culturally responsive to population served.
3. Student will engage with a client or agency personnel and as they inform, learn about their culture or difference.
4. Student Choice

Target Dates

1. Month/Year
2. Month/Year
3. Month/Year

Evaluation Methods:

1. Student will submit a training certificate of attendance to field instructor.
2. Student will complete a one page fact sheet outlining the chosen intervention and the specific applications for the assigned client.
3. Student will review with supervisor the information gained about the culture of the client or agency personnel.
4. Student Choice

Evaluator:

4. Applications of Theories of Human Behavior and Practice Frameworks

Educational Policy 2.1.7 – Apply knowledge of human behavior and the social environment.

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

Learning Objective: The student will use theoretical frameworks supported by empirical evidence to understand individuals' developmental and behavior across the lifespan and the interactions among individuals, and between families, groups, organizations, and communities.

Practice Behaviors:

1. Utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation.
2. Critique and apply knowledge to understand person and environment.

Learning Activities: (Students to complete these 3 or choose two and create a student choice activity.)

1. Student will research the biological, social, cultural, psychological, and spiritual development for the agency population(s) and identify the best practices currently used for assessment, intervention, and evaluation.
2. Student will learn the theoretical framework of 'ecological perspective' to gain a better understanding of 'person in environment'. Student will complete one ecological map for a client on caseload.
3. Student will conduct two focus interviews with agency social workers to learn about staff 'practice wisdom' to determine their understanding of human behavior and how clients achieve change.
4. Student Choice

Target Dates

1. Month/Year
2. Month/Year
3. Month/Year

Evaluation Methods:

1. Student will present in supervision the developmental assessment that guides the chosen interventions for clients on their caseload.
2. Student will present the 'ecological perspective' map to the field instructor for discussion.
3. Student will review findings with field instructor.
4. Student Choice

Evaluator:

5. Promoting Social and Economic Justice

Educational Policy 2.1.5 – Advance human rights and social and economic justice.

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

Learning Objective: The student will understand the forms oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice, particularly as it relates to populations of the southwest.

Practice Behaviors:

1. Understand the forms and mechanisms of oppression and discrimination.
2. Advocate for human rights and social and economic justice.
3. Engage in practices that advance social and economic justice.

Learning Activities:(Students to complete these 3 or choose two and create a student choice activity.)

1. Student will conduct a windshield or walking tour of the neighborhood served by the field agency to learn about the human condition in that geographical area or utilize public transportation to a section of town other than your own and compare and contrast your life style to fellow travelers.
2. Student will identify 2-3 human rights and social and economic justice issues experienced by clients and develop an advocacy intervention strategy.
3. Identify the practices implemented by the agency (through observation or interviews with agency staff) to remove barriers and consistently provide quality services across all cultures and the lifespan of clients served by the agency.
4. Student Choice

Target Dates

1. Month/Year
2. Month/Year
3. Month/Year

Evaluation Methods:

1. Student will journal observations and discuss findings with supervisor.
2. Student will share information gained with field instructor and discuss an intervention strategy at supervision.
3. Student will discuss findings of observations or interviews with supervisor.
4. Student Choice

Evaluator:

6. Client Systems (Individual, Family, and Small Group)

Educational Policy 2.1.10 (a-d) -- Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness, developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

6A. Educational Policy 2.1.10(a) – Engagement

Note: Students are to audio or video tape a client interview which demonstrates their beginning competence in applying basic communication skills and techniques. Duration of the tape is to be twenty minutes. This is for review with the field instructor and is not submitted to the SSW Field Education Office. If agency policy precludes taping a client, student may tape a mock interview with a staff member who is role modeling a client.

Learning Objective: The student will recognize the role of culturally appropriate communication in information gathering and will demonstrate skill in collecting data through the interview process. The student will demonstrate effective and appropriate recording skills and adhere to professional standards of confidentiality.

Practice Behaviors:

1. Substantively and affectively prepare for action with individuals, families, groups, organizations and communities.
2. Use empathy and other interpersonal skills.
3. Develop a mutually agreed-on focus and desired outcomes.

Learning Activities: (Students are required to complete #1 and they are to complete the other two or choose one of those and create a student choice activity.)

1. Student will tape an audio or video of a client interview in the first semester to demonstrate beginning interviewing skills such as empathy, reflective listening, and other interpersonal skills.
2. Student will attend agency orientation on documentation, confidentiality, HIPAA, and mandated reporting.
3. Student will observe a staff member conduct client intake sessions and then complete 3-5 client intakes in which mutually agreed on focus and desired outcomes were developed.
4. Student Choice

Target Dates

1. Month/Year
2. Month/Year
3. Month/Year

Evaluation Methods:

1. Student will discuss their learning with field instructor and provide accurate and timely documentation.
2. Student and field instructor will view the video (or listen to audio) together and discuss observations and benefits of debriefing a session and focus on use of empathy and other interpersonal skills.
3. Student will debrief with field instructor regarding skill acquisition.
4. Student Choice

Evaluator:

6B. Educational Policy 2.1.10(b) – Assessment

Learning Objective: The student will formulate written assessments and psychosocial histories based on appropriate socioeconomic and ethnic/cultural factors, including the identification of client strengths.

Practice Behaviors:

1. Collect, organize and interpret client data.
2. Assess client strengths and limitations.
3. Develop mutually agreed-on intervention goals and objectives.
4. Select appropriate intervention strategies.

Learning Activities: (Students to complete these 3 or choose two and create a student choice activity.)

1. Student will collect, organize, and interpret client data to complete 3-5 agency assessments, identifying 2-3 client strengths and limitations.
2. Student will compare and contrast two psycho-social assessment instruments and write a one-page paper on their findings.
3. Student will develop mutually agreed-on goals and objectives and appropriate intervention strategies with the clients.
4. Student Choice

Target Dates

1. Month/Year
2. Month/Year
3. Month/Year

Evaluation Methods:

1. Student will review all agency assessments with field instructor.
2. Student will submit the one page paper to field instructor for review.
3. Student will discuss with field instructor appropriate intervention strategies for clients whose goals and objectives have been mutually agreed-on.
4. Student Choice

Evaluator:

6C. Educational Policy 2.1.10(c) – Intervention

Learning Objective: In collaboration with the client, the student will develop a culturally respectful intervention plan using an ecological systems framework. The student will implement theoretical approaches based on culturally respectful interventions that are predicated on empirically sound practice knowledge. The student will also demonstrate an understanding of the limitations of current practice knowledge. The student will demonstrate knowledge of factors involved in termination and will appropriately terminate cases.

Practice Behaviors:

1. Initiate actions to achieve organizational goals.
2. Implement prevention interventions that enhance client capacities.
3. Help clients resolve problems.
4. Negotiate, mediate and advocate for clients.
5. Facilitate transitions and endings.

Learning Activities: (Students to complete these 3 or choose two and create a student choice activity.)

1. Student will discuss and identify intervention skills and procedures used by agency staff including negotiation, mediation, and advocacy for clients
2. Student will meet with designated clients to implement intervention plans that support client goal attainment and resolve problems.
3. Student will identify potential client/intern reactions to the termination or transition of cases and utilize this knowledge to successfully facilitate the ending.
4. Student Choice

Target Dates

1. Month/Year
2. Month/Year
3. Month/Year

Evaluation Methods:

1. Student will review criteria for selecting intervention strategies and have all intervention plans reviewed by field instructor.
2. Student will utilize supervision to discuss interventions with clients in order to attain goals and resolve problems and will have all revisions reviewed by with field instructor.
3. Student will discuss in supervision client and intern reactions to termination and transitions and factors involved.
4. Student Choice

Evaluator:

6D. Educational Policy 2.1.10(d) – Evaluation

Learning Objective: The student will regularly evaluate the effectiveness of interventions of client systems and modify as indicated.

Practice Behaviors:

1. School workers critically analyze, monitor and evaluate interventions.

Learning Activities: (Students to complete these 2 or choose one and create a student choice activity.)

1. Student will facilitate the mutual evaluation of client progress towards meeting the intervention goals.
2. Student will critique their interventions and seek feedback from supervisor.
3. Student Choice

Target Dates

1. Month/Year
2. Month/Year

Evaluation Methods:

1. Student will report on client progress in supervision.
2. Student will discuss interventions and demonstrate the ability to implement measures to evaluate the effectiveness of interventions.
3. Student Choice.

Evaluator:

7. Community Analysis, Organizational Analysis and Macro/Societal Intervention Skills

Educational Policy 2.1.9 – Respond to contexts that shape practice.

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

Practice Behaviors:

1. Continuously discover, appraise and attend to changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant services.
2. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

7A. Community Analysis

Learning Objective: The student will demonstrate an ability to conduct an analysis of a community condition, problem, need, issue or opportunity. The analysis is to include description of the population affected by the problem or opportunity, identification of relevant stakeholders, identification of environmental resources and points of leverage (power brokers.)

Learning Activities: (Students to complete these 2 or choose one and create a student choice activity.)

1. Student will conduct a community analysis identifying community strengths and needs and recommend a change strategy.
2. Student will identify and utilize services and resources to meet client needs.
3. Student Choice

Target Dates

1. Month/Year
2. Month/Year

Evaluation Methods:

1. Student will review findings of the community analysis relevant to the service agency with field instructor during supervision
2. Student will update the referral directory and discuss referrals for clients served.
3. Student Choice

Evaluator:

7B. Organizational Analysis

Learning Objective: The student will conduct an organizational analysis of their agency. The analysis is to include the agency mission, goals/objectives, organizational chart, governance structure, programs, target population served, demographics of community served and quality assurance program.

Learning Activities: (Students to complete these 2 or choose one and create a student choice activity).

1. Student will conduct an organizational analysis, including topics listed above.
2. Student will participate in the agency's orientation program and/or attend training on agency quality assurance program (evaluation model).
3. Student Choice

Target Dates

1. Month/Year
2. Month/Year

Evaluation Methods:

1. Student will provide a copy of the analysis and discuss it with the field instructor.
2. Student will discuss in supervision the policies, procedures, and protocols learned in orientation and/or quality assurance training.
3. Student Choice

Evaluator:

7C. Macro/Societal Intervention Skills

Learning Objective: The student will demonstrate an ability to define and analyze a change opportunity and design a macro intervention strategy. This includes an ability to identify community and organizational resources and assets from a strength-based perspective and to develop a strategic plan for organizational or community change.

Learning Activities: (Students to complete these 2 or choose one and create a student choice activity).

1. Student will identify and analyze the organization's existing process for effecting change such as a client satisfaction survey.
2. Student will identify and participate in a new or existing "organizational or community change effort" that has been initiated in/by your organization such as community resource development.
3. Student Choice

Target Dates

1. Month/Year
2. Month/Year

Evaluation Methods:

1. Discuss with field instructor the agency’s process for effecting change.
2. Present a brief summary of the change effort to field instructor or submit the product such as the updated resource manual to the staff.
3. Student Choice

Evaluator:

8. Social Policy

Educational Policy 2.1.8 – Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

Learning Objective: The student will demonstrate ability to conduct an analysis of current social policies (at either agency, state, or federal level) and its impact on client systems, agency personnel, and the community. Student will demonstrate ability to apply an intervention that would influence policy relevant to their assigned client population.

Practice Behaviors:

1. Analyze, formulate and advocate for policies that advance social well-being.
2. Collaborate with colleagues and clients for effective policy action.

Learning Activities: (Students to complete these 3 or choose two and create a student choice activity.)

1. Student will attend Social Work Day at the Legislature to engage in social and economic justice efforts and/or write a letter to their state legislator advocating for needed client services.
2. Student will identify a local, state or federal policy issue that affects the agency’s population and conduct an analysis of its impact.
3. Student will attend a city council meeting or other government meeting to learn about community concerns or city initiatives that may affect client access to services.
4. Student Choice

Target Dates

1. Month/Year
2. Month/Year
3. Month/Year

Evaluation Methods:

1. Student will share handouts and/or literature from Social Work Day at the legislature and/or discuss letter and response with field instructor.
2. Student will identify the policy and then discuss the analysis and impact with field instructor.
3. Student will complete a one page summary of meeting activities and review with field instructor.
4. Student Choice

Evaluator:

9. Professional Research Skills

Educational Policy 2.1.6 – Engage in research-informed practice and practice-informed research.

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

Learning Objective: The student will demonstrate an ability to use current social work research to inform his/her practice. Student will demonstrate ability to evaluate research studies and apply relevant research findings to practice according to theoretical, methodological and ethical considerations.

Practice Behaviors:

1. Use practice experience to inform scientific inquiry.
2. Use research evidence to inform practice.

Learning Activities: (Students to complete these 3 or choose two and create a student choice activity.)

1. Student will interview agency staff to learn about their use of evidence-based practice models in their work with clients.
2. Student will complete a research project related to the population served by the agency.
3. Student will conduct a literature review to identify evidence-based practice models relevant to the field agency program.
4. Student Choice

Target Dates

1. *Month/Year*
2. *Month/Year*
3. *Month/Year*

Evaluation Methods:

1. Student will present findings to the field instructor and/or relevant staff.
2. Student will share the outcome of research project with field instructor.
3. Student will discuss findings with field instructor.
4. Student Choice

Evaluator:

10. Professional Development and Renewal

Educational Policy 2.1.1 – Identify as a professional social worker and conduct oneself accordingly.

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

Learning Objective: The student will develop strategies for promoting personal/professional balance and self-care skills. The student will develop a learning plan for continuing professional education and development.

Practice Behaviors:

1. Advocate for client access to the services of social work.
2. Practice personal reflection and self-correction to assure continual professional development (cited in #2).
3. Attend to professional roles and boundaries (cited in #2).
4. Demonstrate professional demeanor in behavior, appearance and communication (cited in #2).
5. Engage in career-long learning.
6. Use supervision and consultation (cited in #2).

Learning Activities: (Students to complete these 3 or choose two and create a student choice activity.)

1. Student will create a self-care plan and implement strategies outlined.
2. Student will interview agency staff in order to learn their strategies for maintaining self-care and preventing professional burnout.
3. Student will develop a five year plan for professional development including licensing requirements.
4. Student Choice

Target Dates

1. *Month/Year*
2. *Month/Year*
3. *Month/Year*

Evaluation Methods:

1. Student will document self-care activities on a weekly basis as noted in the Weekly Supervision Form and review with field instructor.
2. Student will discuss their findings with field instructor.
3. Student will review five year plan with field instructor for feedback.
4. Student Choice

Evaluator:

ASU Field Student Responsibilities

- Student is expected to adhere to the NASW Code of Ethics
- To adhere to the attendance policies as established by the School. (SWK 710-06)
- Regular attendance at required seminars, if applicable.
- Regular and prompt attendance with the field instructor.
- Recognition of the need for strict confidentiality in and use of information gained during work in the agency.
- Recording of field practice hours in the agency.

ASU Social Work Field Education Policy SWK 710

ASU Field Instructor Responsibilities

- Field instructor is required to complete the school's field instructor certification training.
- To develop a clear learning contract with the student about performance expectations, the expectations are to be stated in terms of behavioral learning goals, methods of achievement, and standards of measurement.
- To provide instruction on a regular basis and a supervisory conference, ordinarily one hour a week.
- To develop specific practice opportunities that will enable the student to fulfill the expectations of the learning contract.
- To provide feedback to the student, on an ongoing basis, as to their field performance.
- To communicate to the student and to the faculty liaison about any unusual opportunities, conditions or problems as soon as they are evident.
- To involve the student in the preparation of the student performance evaluations during the semester.

ASU Social Work Field Education Policy SWK 705

ASU Field Liaison Responsibilities

- ❖ Field liaisons are to ensure that the students within their assigned agencies are involved in the high quality education that curriculum defines.
- ❖ To assist the field instructor in the development of the field learning contract.
- ❖ To fulfill the school/agency contract by visiting their assigned agencies on a regularly scheduled basis and interpret curriculum and policy implementations for the student and the agency.
- ❖ To fulfill the responsibilities for liaison activities as described in the field manual.
- ❖ To forward to the field office the student learning contract and the plan for implementation within six weeks of the beginning of placement.
- ❖ To ensure that the student is informed at mid-semester of their performance according to the contract.

ASU Social Work Field Education Policy SWK 709