BSW Preparation for Practice – Part D
Learning Contract & Student Performance Evaluation
SMART Learning Contract

- Specific
- Measurable
- Achievable
- Related
- Time Bound
CSWE Educational Core Competencies

ASU Field instruction is based on the following core competencies:

1. Apply social work ethical principles to guide professional practice
2. Identify as a professional social worker and conduct oneself accordingly
3. Engage diversity and difference in practice
4. Apply knowledge of human behavior and the social environment
5. Advance human rights and social and economic justice
6. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
7. Respond to contexts that shape practice.
8. Engage in policy practice to advance social and economic well-being and deliver effective social work services.
Learning Contract Format

The learning contract is made of the following sections
1. Cover sheet
2. Supervision Agreement
3. Ten sections that include the core competencies
   a) Competency statement
   b) Practice Behavior statements
   c) Learning Activities
   d) Evaluation Criteria
   e) Target Dates
BSW
Field Learning Contract

Student: Guadalupe Gibson
Level: BSW
Dates of Placement: August 20 - April 20__
Agency: Delores Huerta Advocacy Center
Field Instructor: Jane Addams
Field Liaison: John Social Work

Signatures:
Please do not electronically sign the learning contract until you & your field instructor meet with your field liaison.

Student: ________________________________  Date: ______________
Field Instructor: _________________________  Date: ______________
Field Liaison: ___________________________  Date: ______________
# Field Instructor/Field Student Supervision Agreement

<table>
<thead>
<tr>
<th>Student Name</th>
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<tbody>
<tr>
<td>Field Instructor</td>
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<tr>
<td>Other adjunct field</td>
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<tr>
<td>instructors</td>
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<td>Field Agency</td>
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<tr>
<td>Dates of Field</td>
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<tr>
<td>Instruction</td>
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<tr>
<td>Academic Year</td>
<td>August Yr through May Yr or</td>
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<tr>
<td>Summer Block</td>
<td>yr Other</td>
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<tr>
<td>Supervision will occur as follows:</td>
<td></td>
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<tr>
<td>Day of week</td>
<td>Time</td>
</tr>
<tr>
<td>Agreement on holidays, winter break, and spring break.</td>
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<tr>
<td>What is the agency’s expectation for coverage during school breaks?</td>
<td></td>
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<tr>
<td>Conflict resolution procedure.</td>
<td></td>
</tr>
<tr>
<td>Please refer to the ASU Social Work Field Education Policy SWK 715.</td>
<td></td>
</tr>
<tr>
<td>Supervision Formats to be used. Check all that apply.</td>
<td></td>
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<tr>
<td>One on One supervision</td>
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<tr>
<td>Group Supervision</td>
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<tr>
<td>Co-facilitation with adjunct field instructors</td>
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<tr>
<td>Process recording</td>
<td></td>
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<tr>
<td>Audio recording*</td>
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<tr>
<td>Video recording *</td>
<td></td>
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<tr>
<td>Online / e-mail communication</td>
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<tr>
<td>Telephonic</td>
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Either check with ink pen or point and click with electronic cursor.
Learning Objective: The student will identify, in practice situations, major values that both support and challenge their personal and professional practice of social work. The student will demonstrate compliance with the NASW Code of Ethics.

Practice Behaviors
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 NSW 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; and
4. Apply strategies of ethical reasoning to arrive at principled decisions
Note: Activities 1-3 are prescribed by the school. A student may substitute one of the three with their own “student Choice”

**Learning Activities**

1. Student will interview 2 agency staff members on how they identify, address, and resolve ethical dilemmas.
2. Student will demonstrate ability to identify 2-3 ethical dilemmas when working with agency clients and debrief with field/task instructor on how social workers address them.
3. Student will identify personal values and perceptions about culture and class that influence social work practice during field supervision.

4. **Student Choice**
Evaluation Method

1. Provide field instructor feedback on observation of agency staff members.
2. Debrief with field instructor on values and perceptions in that conflict/support with work with clients.
3. Review journal entries during weekly supervision.
4. Student Choice

Note: Activities 1-3 are prescribed by the school. A student may substitute one of the three with their own “student Choice”

Evaluator: Write in field instructor’s name
Learning Activities

Activities that the student will engage to explore/learn/gain social work knowledge, skills, and values.
Examples of Learning Activities

- Observation Activities
- Shadowing
- Focus interviews
- Observer/Participation
- Show/Tell
- Video-Audio & Video
Examples Learning Activities Cont’d

- Literature Review
- Chart Reviews
- Student Case Assignment
- Student Case Staffing
- Student Case Presentation

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Example Learning Activity Cont’d

- Comprehensive orientation to the agency.
STUDENT PERFORMANCE EVALUATION

This evaluation is designed to provide feedback to the student on the past semester’s performance, provide a basis and recommendation for the semester grade, and keep the School of Social Work informed about student performance in the field. Your honest evaluation is helpful to the student and the School.
BSW Student Performance Evaluation

- Conducted at end of each semester.
- If there are challenges please notify your field liaison early on.
- Evaluation Form
BSW Student Performance Evaluation Procedure:

• Please note that this evaluation form follows the same learning objectives as outlined in the student’s learning contract. Please evaluate the student’s performance within the context of the student’s stated evaluation criteria found in the learning contract.
• Make two copies of the form to be used as an evaluation rough draft. Give one copy to the student for self-evaluation.
• The student and field instructor complete the ratings form independently. The student should make sure to provide an example of how each skill was demonstrated. Then the student and field instructor discuss the ratings.
• The field instructor fills out a final copy of the evaluation form.
• The field liaison will meet with the student and field instructor to discuss the evaluation and secure all signatures.
BSW Student Performance Evaluation Procedure:

Signatures:

Please do not electronically sign the performance evaluation until you & your field instructor meet with your field liaison.
<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student consistently failed to engage in the learning process thus resulting in unacceptable performance</td>
<td>Student occasionally demonstrated expected competency. Needs improvement</td>
<td>Student consistently demonstrated competency expected for the BSW generalist level.</td>
<td>Student exceeded performance expectation for a BSW generalist student at this phase of professional development.</td>
<td>Student did not have the opportunity to implement assignment and will address in next semester. This rating is to be used in a maximum number of five items.</td>
</tr>
</tbody>
</table>
Professional Values and Ethics
Area of Competency:

A. The student identified, in practice situations, major values that both support and challenge his/her personal and professional practice of social work.

B. The student is routinely compliant with the NASW Code of Ethics as observed by Field Instructor and agency personnel.

Comments:

___________________________________
___________________________________
Please Note:

In the First semester (SWU 412): Student is to achieve a minimum score of \textbf{2 on all items} on the performance evaluation.

In the Second semester (SWU 414): Student is to achieve a minimum score of \textbf{3 on all items} on all items on the performance evaluation.
Bumps in the road

✓ Unclear expectation
✓ Not enough structure
✓ Too much structure
✓ Teaching/Learning style
✓ Time Mgmt issues
Who will you consult with if there are difficulties with the field placement?

- First discuss with your field instructor; if not resolved
- Consult with Field Liaison;
- Joint meeting with field instructor and field liaison.
On Completion of the Field Placement
What Are You Expecting to be?

- Knowledgeable Practitioner
- Culturally Competent Practitioner
- Professional Team Player
- Critical Thinker/Sound Judgment
- Ethical Practitioner
- Advocate for Social Justice

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Attention BSW Field Students!

On completion of parts A, B, & D please print a copy of the post test and complete the post test.

Once you have completed the post test, please return it to the school:
by mail to 340 N. Commerce Park Loop, Suite 250, Tucson, AZ 84745;
or in person;
or by fax to 520-884-5949;
or you may scan it and email it to
linda.shumaker@asu.edu

Thank you.