**EDUCATIONAL LEARNING PLAN**

**CONTRACT AND EVALUATION**

**The Council on Social Work Education (CSWE)** identifies nine Core Competencies for all social work students in accredited professional programs. Texas State University’s School of Social Work adheres to these Competencies and Practice Behaviors to guide both the activities completed in the field practicum and to evaluate the social work student’s progress towards achieving competencies. The Field Educational Learning Plan identifies field placement activities that support the student’s development of professional social work practice and informs the evaluation of students’ level of competency as outlined in the Field Evaluation. This is a working document which guides student intern activities in field practicum.

The Educational Learning Plan is collaboratively developed by the student, field instructor, and/or task supervisor (where applicable) and provides the basis for the development and demonstration of the professional practice competencies. Involvement in these activities will provide the evidence to support the competency ratings on the student’s Final Field Evaluation. The faculty of practice is available as needed to support the development of this plan. These social work practice activities are site-specific and individualized with the goal of facilitating the student’s successful professional development. The expectation is that the student will have various experiences that will allow them to be evaluated through observable behavior. Students’ progress towards achievement of social work practice behaviors will be assessed with a **final evaluation** demonstrating students’ proficiency in the application **of knowledge, values, skills, and cognitive and affective processes** in social work practice.

|  |
| --- |
| **Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Texas State Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Field Agency Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Field Agency Supervisor/Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Field Supervisor Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Field Faculty of Practice (Seminar Instructor): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Evaluation Semester: Fall \_\_\_\_\_ Spring \_\_\_\_\_ Summer\_\_\_\_\_ | Evaluation Year: \_\_\_\_\_\_\_\_\_**  **Student Level: BSW\_\_\_\_\_\_ MSW Foundation\_\_\_\_\_\_ MSW Advanced\_\_\_\_\_\_\_**  **Day and Time of Weekly Supervision:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

**Directions for Completing the Learning Plan and Final Field Evaluation**

The learning plan must address all nine (9) CSWE competencies listed below. Within each competency are varying practice behaviors. The practice behaviors provide the foundation for the activities/tasks under the competency. Identify and list practice activities/tasks that allow student to move toward competency and to demonstrate professional practice behaviors. It is likely that some activities will be listed in more than one competency area. **Students must identify at least three (3) practice activities/tasks per competency**.

***For the Student****:* The learning plan is a comprehensive multifaceted document that requires time and effort to complete. This process and the final product are analogous to what you will do with clients in practice. Thus, the time spent is useful for both the quality of your field education experience and for skill building in the areas of writing goals and completing complex documents.

*Preparation*: **The document must be typed within the format provided**. Once you have completed the draft, review it with your field instructor to ensure that you have captured the required information you have collaboratively agreed upon. Save the document and submit to your faculty of practice electronically via TRACS. The learning plan will be reviewed, and you will be given feedback re: edits and comments. Make sure to address all feedback and edits to initiate the learning plan. Once the learning plan is final, save an electronic version, send your field instructor a copy and ask them to save it as they will use this same document to complete the field evaluation. Last, print out a hard copy and sign and obtain your field instructor’s signature and turn in to your faculty of practice by the due date in your syllabus or within the first three weeks of your internship.

*Evaluation*: First, review the learning plan and make sure that it captures all tasks you completed during the semester. If any changes or edits were made mid semester, ensure the faculty of practice has a copy. Your field instructor will complete the evaluation and review it with you. If there is any content in the evaluation that is not accurate or that you feel does not accurately represent your work, discuss that with your field instructor and work to resolve the matter. If you need additional assistance to come to a consensus reach out to your faculty of practice.

***For the Field Instructor****:* The Educational Learning Plan identifies field placement activities that support the student's development of professional social work practice competencies and informs the end of term evaluation of students' level of competence as outlined in the *Field Evaluation*. These social work practice activities are site-specific and individualized with the goal of facilitating the student's successful professional development. Involvement in these activities will provide the evidence to support the competency ratings on the student's *Field Evaluation*. The expectation is that the student will have various experiences that will allow them to be evaluated on the observable behaviors listed in the *Field Evaluation*. Reviewing the rubric used to rate student performance is helpful in identifying specific learning activities.

The primary purpose of the evaluation is to provide the student feedback about their performance as an emerging professional. This evaluation is an official record and becomes a part of the student’s permanent educational record. Thus, it is critical that this document be accurate, complete, and legible. With regard to completing the evaluation, it is your responsibility to complete the final field evaluation by reviewing and discussing with the student. Once the evaluation meeting has been completed, both the student and the field instructor sign the document and send an electronic copy to the faculty of practice. Please keep a copy for your records.

**Rating Student Performance**

The field instructor evaluates the student’s performance with input from the student. A midterm evaluation between the field instructor and the student is a standard best practice to check the progress towards the students’ professional development. The midterm evaluation is a good time to determine if additional tasks should be added or if it has been determined that some tasks may not be feasible to complete. Adjustments to the Learning Plan may be made at this time. The student is responsible for providing the faculty of practice a copy with any changes to the Educational Learning Plan. The final field evaluation focuses on rating all competencies and behaviors using the rubric embedded in the Field Evaluation. Each rating represents a continuum running from Highly Proficient/Exceptional Competence to Inadequate/Demonstrated No Competence and is relative to the development of competency over time.

**Level of Performance**. . . . . . . . . . . . . . . . . . . . . . **Point Value**

Highly Proficient – Exceptional Competence ………… **5**

Proficient – Strong Competence……………………… **4**

Basic – Moderate Competence……………………….. **3**

Novice – Emerging Competence……………………… **2**

Inadequate – Demonstrated No Competence…………. . **1**

No Opportunity to Demonstrate or Observe…………… **0** (N/A)

The **BSW Generalist** Field Education is a generalist field placement for undergraduate students. This field placement requires students to complete 420 clock hours during the semester. Students must achieve the following learning outcomes: 1.) assessing people and resource systems 2.) providing services and resources for people in need 3.) obtaining or linking resources for people in need 4.) demonstrate the application of social work skills and knowledge

The **MSW Foundation** Field Education is a generalist field placement for first year graduate students. This field placement requires students to complete 360 clock hours during the semester concurrent with coursework. Students must achieve the following learning outcomes: 1.) assessing people and resource systems 2.) providing services and resources for people in need 3.) obtaining or linking resources for people in need 4.) demonstrate the application of social work skills and knowledge

The **MSW Advanced Practice** Field Education is a specialized field placement for students completing their final degree requirements. This field placement requires students to complete 540 clock hour during the semester. The final field placement enables students to achieve the following learning outcomes: 1.) practice clinical interventions and evaluation skills with individuals, groups and families 2.) practice administrative skills in program planning, development, evaluation and grant resources 3.) practice community development skills in assessing needs, research, evidence-based practices and resource acquisition 4.) demonstrate the application of social work skills and knowledge

**Identifying Educational Activities for the Learning Plan**

Educational activities are opportunities that allow students to move toward competency and to demonstrate the development of professional practice skills. Selecting educationally useful activities that are tied to this professional growth requires thought and planning. The following questions are useful guides to assess the value and relevance of an educational activity.

* What is the purpose of the activity? Will it give the student an opportunity to develop the practice skill/competency being evaluated?
* Does the activity build upon or encourage the student to examine knowledge or skills brought from past experience? Learning is incremental--a process of growth; learning activities need to be appropriate to the student's present level of competence.
* Does the activity challenge the student to grow and provide satisfaction in carrying it out? Doing familiar tasks or "busy work" does not increase competency.
* Is there a balance between observational and participatory activities? It is important to provide ample opportunity for the student to put theory into practice.
* How feasible is the activity? Are there agency resources to support the activity? Once an activity has begun, there should be sufficient agency resources to assure its completion.
* Does the activity give the student an opportunity to increase independent performance? Activities should permit the student to progress from supervised to self-directed practice.
* Does the activity give the student a sense of ownership and accomplishment? Activities should be clearly linked to social work competencies, allow for some autonomy, and encourage growth.
* Does the activity engage the student in thinking about the total problem/case/issue? Task focused activities increase growth when students can appreciate how they link with other pieces of the intervention plan.

**Competency 1: Demonstrate Ethical and Professional Behavior**

*Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Practice Behaviors** | **Learning Activities/Tasks**  (*What will you do*) | **Evaluation**  *(How will it be measured)* | **Target**  *(By when*) | **Mid Evaluation** | **Final Evaluation** |
| 1. Student makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context. 2. Student uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations. 3. Student demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication. 4. Student uses technology ethically and appropriately to facilitate practice outcomes. 5. Student uses supervision and consultation to guide professional judgment and behavior. |  |  | |  |  |
|  |  |
|  |  |

*Evaluation Ratings: Place n/a, 1, 2, 3, 4, or 5 on the line following each Practice Behavior that has a corresponding learning activity in order to express the degree to which you believe each has been achieved.*

**Midterm Evaluation: Strategies to increase competence in Competency 1:**

**Final Evaluation: Evidence to support ratings for Competency 1:**

**Competency 2: Engage Diversity and Difference in Practice**

*Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand 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. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Practice Behaviors** | **Learning Activities/Tasks**  (*What will you do*) | **Evaluation**  *(How will it be measured)* | **Target**  *(By when*) | **Mid Evaluation** | **Final Evaluation** |
| 1. Student applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. 2. Student presents themselves as learners and engages clients and constituencies as experts of their own experiences. 3. Student applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. |  |  | |  |  |
|  |  |
|  |  |

*Evaluation Ratings: Place n/a, 1, 2, 3, 4, or 5 on the line following each Practice Behavior that has a corresponding learning activity in order to express the degree to which you believe each has been achieved.*

**Midterm Evaluation: Strategies to increase competence in Competency 2:**

**Final Evaluation: Evidence to support ratings for Competency 2:**

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

*Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Practice Behaviors** | **Learning Activities/Tasks**  (*What will you do*) | **Evaluation**  *(How will it be measured)* | **Target**  *(By when*) | **Mid Evaluation** | **Final– Evaluation** |
| 1. Student applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. 2. Student engages in practices that advance social, economic, and environmental justice. |  |  | |  |  |
|  |  |
|  |  |

*Evaluation Ratings: Place n/a, 1, 2, 3, 4, or 5 on the line following each Practice Behavior that has a corresponding learning activity in order to express the degree to which you believe each has been achieved.*

**Midterm Evaluation: Strategies to increase competence in Competency 3:**

**Final Evaluation: Evidence to support ratings for Competency 3:**

**Competency 4: Engage in Practice-informed Research and Research-informed Practice**

*Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice*.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Practice Behaviors** | **Learning Activities/Tasks**  (*What will you do*) | **Evaluation**  *(How will it be measured)* | **Target**  *(By when*) | **Mid Evaluation** | **Final Evaluation** |
| 1. Student uses practice experience and theory to inform scientific inquiry and research. 2. Student applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. 3. Student uses and translates research evidence to inform and improve practice, policy, and service delivery. |  |  | |  |  |
|  |  |
|  |  |

*Evaluation Ratings: Place n/a, 1, 2, 3, 4, or 5 on the line following each Practice Behavior that has a corresponding learning activity in order to express the degree to which you believe each has been achieved.*

**Midterm Evaluation: Strategies to increase competence in Competency 4:**

**Final Evaluation: Evidence to support ratings for Competency 4:**

**Competency 5: Engage in Policy Practice**

*Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand 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. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Practice Behaviors** | **Learning Activities/Tasks**  (*What will you do*) | **Evaluation**  *(How will it be measured)* | **Target**  *(By when*) | **Mid Evaluation** | **Final Evaluation** |
| 1. Student identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. 2. Student assesses how social welfare and economic policies impact the delivery of and access to social services. 3. Student applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. |  |  | |  |  |
|  |  |
|  |  |

*Evaluation Ratings: Place n/, 1, 2, 3, 4, or 5 on the line following each Practice Behavior that has a corresponding learning activity in order to express the degree to which you believe each has been achieved.*

**Midterm Evaluation: Strategies to increase competence in Competency 5:**

**Final Evaluation: Evidence to support ratings for Competency 5:**

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

*Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness*.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Practice Behaviors** | **Learning Activities/Tasks**  (*What will you do*) | **Evaluation**  *(How will it be measured)* | **Target**  *(By when*) | **Mid Evaluation** | **Final Evaluation** |
| 1. Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. 2. Student uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. |  |  | |  |  |
|  |  |

*Evaluation Ratings: Place n/a, 1, 2, 3, 4, or 5 on the line following each Practice Behavior that has a corresponding learning activity in order to express the degree to which you believe each has been achieved.*

**Midterm Evaluation: Strategies to increase competence in Competency 6:**

**Final Evaluation: Evidence to support ratings for Competency 6:**

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

*Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Practice Behaviors** | **Learning Activities/Tasks**  (*What will you do*) | **Evaluation**  *(How will it be measured)* | **Target**  *(By when*) | **Mid - Evaluation** | **Final – Evaluation** |
| 1. Student collects and organizes data and applies critical thinking to interpret information from clients and constituencies. 2. Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies. 3. Student develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. 4. Student selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. |  |  | |  |  |
|  |  |
|  |  |

*Evaluation Ratings: Place n/a, 1, 2, 3, 4, or 5 on the line following each Practice Behavior that has a corresponding learning activity in order to express the degree to which you believe each has been achieved*

**Midterm Evaluation: Strategies to increase competence in Competency 7:**

**Final Evaluation: Evidence to support ratings for Competency 7:**

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

*Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Practice Behaviors** | **Learning Activities/Tasks**  (*What will you do*) | **Evaluation**  *(How will it be measured)* | **Target**  *(By when*) | **Mid Evaluation** | **Final– Evaluation** |
| 1. Student critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies. 2. Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. 3. Student uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes. 4. Student negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies. 5. Student facilitates effective transitions and endings that advance mutually agreed-on goals. |  |  | |  |  |
|  |  |
|  |  |

*Evaluation Ratings: Place n/a, 1, 2, 3, 4, or 5 on the line following each Practice Behavior that has a corresponding learning activity in order to express the degree to which you believe each has been achieved*

**Midterm Evaluation: Strategies to increase competence in Competency 8:**

**Final Evaluation: Evidence to support ratings for Competency 8:**

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

*Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Practice Behaviors** | **Learning Activities/Tasks**  (*What will you do*) | **Evaluation**  *(How will it be measured)* | **Target**  *(By when*) | **Mid - Evaluation** | **Final – Evaluation** |
| 1. Student selects and uses appropriate methods for evaluation of outcomes. 2. Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. 3. Student critically analyzes, monitors, and evaluates intervention and program processes and outcomes. 4. Student applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. |  |  | |  |  |
|  |  |
|  |  |

*Evaluation Ratings: Place n/a, 1, 2, 3, 4, or 5 on the line following each Practice Behavior that has a corresponding learning activity in order to express the degree to which you believe each has been achieved*

**Midterm Evaluation: Strategies to increase competence in Competency 9:**

**Final Evaluation: Evidence to support ratings for Competency 9:**

**ADDITIONAL EVALUATION - FINAL ONLY**

**Directions:** Agency field instructor completes the additional evaluation of students’ overall demonstration of professionalism in social work practice. Place a 0, 1, 2, 3, 4, or 5 on the line following each category in order to express the degree to which you believe each has been achieved.

|  |  |  |
| --- | --- | --- |
| 1. **Professional Identity** | **Final**  **Evaluation** | **Notes**  **(optional)** |
| 1. Advocate for client access to social work services. |  |  |
| 1. Practice personal reflection and self-correlation to assure continual professional development. |  |  |
| 1. Demonstrate professional demeanor in behavior, appearance, and communication |  |  |
| 1. Attend to professional roles and boundaries. |  |  |
| 1. **Critical Thinking** | **Final**  **Evaluation** | **Notes**  **(optional)** |
| 1. Distinguish among, appraise, and integrate multiple sources of knowledge (including research-based knowledge) and practice wisdom. |  |  |
| 1. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. |  |  |
| 1. **Ethical Practice** | **Final**  **Evaluation** | **Notes**  **(optional)** |
| 1. Recognize and manage personal values in a way that allows professional values to guide practice. |  |  |
| 1. Make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, of the State Board of Social Work Code of Conduct |  |  |
| 1. **Human Rights and Social Economic Justice** | **Final**  **Evaluation** | **Notes**  **(optional)** |
| 1. Understand the forms and mechanisms of oppression and discrimination. |  |  |
| 1. Advocate for human rights and social economic justice. |  |  |
| 1. Engage in practices that advance social and economic justice. |  |  |

**ADDITIONAL COMMENTS*:*** *(optional)*

**FIELD PRACTICUM CONTRACT**

|  |  |  |  |
| --- | --- | --- | --- |
| **Field Educational Learning Plan Initiated** | | | |
| Student Signature: |  | Date: |  |
| Field Instructor Signature: |  | Date: |  |
| Faculty of Practice Signature: |  | Date: |  |
| Task Supervisor:  *(if applicable)* |  | Date: |  |
|  |  |  |  |
| **Midterm Assessment Conducted** | | | |
| Student Signature: |  | Date: |  |
| Field Instructor Signature: |  | Date: |  |
| Faculty of Practice Signature: |  | Date: |  |
| Task Supervisor:  *(if applicable)* |  | Date: |  |
|  |  |  |  |
| **Final Field Evaluation Acknowledgements** | | | |
| Student Signature: |  | Date: |  |
| Field Instructor Signature: |  | Date: |  |
| Faculty of Practice Signature: |  | Date: |  |
| Task Supervisor:  *(if applicable)* |  | Date: |  |