



### BSW LEARNING CONTRACT AND EVALUATION **PART II TOTAL POINTS: 124**

<b>BSW Student Name:</b>	
<b>BSW Field Instructor/Task Supv. Name:</b>	
<b>BSW Field Agency Name:</b>	
<b>BSW Faculty Field Coordinator/Liaison:</b>	

Learning contracts are developed jointly by the student and Field Instructor at the beginning of the semester. Students and the practicum agency share joint responsibility in selecting field activities and tasks that ensure mastery of all program goals and practice behaviors. The third column details how the BSW Field Instructor will know or measure the student's performance. Measurement may occur through discussions, observations, or the student presenting data or information from the specified task in the second column. The student and Field Instructor must sign the initial approval page prior to submitting.

**At the conclusion of the semester**, the Field Instructor will assess the student's level of performance for each *practice behavior indicator* in the last column. The Field Instructor should discuss the final evaluation with the student. It is permissible and encouraged to type/write notes detailing feedback and growth opportunities. Student performance will be rated according to the following scale:

- 0 = Unsatisfactory/Not Applicable** (no evidence of practice behavior/there has not been adequate opportunity to complete the practice task[s] or behavior)
- 1 = Emergent Performance** (*some evidence of the practice behavior beginning to emerge*)
- 2 = Marginal Performance** (*Meets minimum level of performance in demonstrating practice behavior.*)
- 3 = Meeting Performance Expectations** (*efforts consistently demonstrates practice behavior at an acceptable level of performance for a BSW student; this is the minimal expected level of performance for all BSW students*)
- 4 = Exceeding Performance Expectations** (*efforts consistently exceed expectations in demonstrating the practice behavior through exceptional performance.*)

**NOTE: Not Applicable** -*Only if there has not been adequate opportunity to complete the task or objective (appropriate at mid-term only)*

DIRECTIONS: Detail activities and tasks that can be performed within the agency that will help master the behavioral competencies and achieve the overall course outcomes. Students should use their knowledge of the agency, discussion with their TS/FI and others within the agency. Be sure to look at ALL other course assignments and consider how you can incorporate them into the LP.

Program Goals	BSW Practice Behaviors	Field Learning Activities/Practice Tasks	Method of Evaluation of practice behavior	Practice Behavior Indicators' Outcomes	Rating	Mid-Term	Final
<b>(1.) Ethical and Professional Behavior</b>	1. The BSW Student will demonstrate ethical and professional behavior	Identify tasks within the agency and from seminar assignments that will demonstrate the ability to use the COE to make ethical decisions within the agency. <ul style="list-style-type: none"> <li>Review COE's, child welfare laws, and agency policy.</li> <li>Practice confidentiality, allow self-determination, etc. in services provided to assigned clients.</li> <li>Utilize in-text citation and references during the completion of assignments requiring a literature review, and/or research.</li> <li>Identify the ethical decision making model to be used during the internship, and any additional COE's.</li> </ul>	How will your field instructor measure your progress throughout the semester? Students should complete this prior to submitting to their FI/TS and then allow the FI/TS to change and modify as needed.	1a. Make ethical decisions by applying the standards of the NASW <i>Code of Ethics</i> , relevant laws and regulations, models for ethical decision-making, ethical conduct in research, and additional code of ethics as appropriate to the context.			
		<ul style="list-style-type: none"> <li>Identify specific tasks to help reflect on student's personal values and to contribute to the positive maintenance of professional practice.</li> </ul>		1b. Accurately use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.			
		<ul style="list-style-type: none"> <li>What specific professional behaviors will be demonstrated?</li> <li>What standard of professional dress will be implemented?</li> </ul>		1c. Attend to professional demeanor in behavior, appearance, and in oral, written, and electronic communication.			

				1d. Use technology ethically and appropriately to facilitate practice outcomes.			
				1e. Use supervision and consultation to guide professional judgment and behavior.			
<b>(2.) DIVERSITY AND DIFFERENCE IN PRACTICE</b>	2. The BSW Student will engage diversity and difference in practice			2a. The student demonstrates the ability to effectively apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.			
				2b. The student demonstrates the ability to present his or herself as a learner and engage clients and constituents as experts of their own experiences.			
				2c. The student effectively applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.			
<b>Program Goals</b>	<b>BSW Practice Behaviors</b>	<b>Field Learning Activities/Practice Tasks</b>	<b>Method of Evaluation of practice behavior</b>	<b>Practice Behavior Indicators' Outcomes</b>	<b>Rating</b>	<b>Mid-Term</b>	<b>Final</b>
<b>(3.) HUMAN RIGHTS AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE</b>	3. The BSW Student will advance human rights and social and economic justice.			3a. The student effectively applies an understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.			
				3b. The student engages in practice that advances social, economic, and environmental justice.			
<b>(4.) PRACTICE-INFORMED</b>	4. The BSW			4a. The student uses practice experience and theory to inform scientific inquiry and research.			

<b>RESEARCH AND RESEARCH-INFORMED PRACTICE</b>	Student will engage in research-informed practice and practice-informed research.			4b. The student applies critical thinking to engage in analysis of quantitative and qualitative research methods & findings.			
				4c. The student translates research evidence to inform and improve practice, policy, & service delivery.			
<b>(5.) POLICY PRACTICE</b>	5. The BSW Student will engage in effective policy practice to advance social and economic well-being and to deliver effective social work.			5a. The student identifies social policy at the local, state, and federal levels that impact wellbeing, service delivery, and access to social services.			
				5b. The student assesses how social welfare and economic policies impact the delivery of, and access to, social services.			
				5c. The student applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.			
<b>Program Goals</b>	<b>BSW Practice Behaviors</b>	<b>Field Learning Activities/Practice Tasks</b>	<b>Method of Evaluation of practice behavior</b>	<b>Practice Behavior Indicators' Outcomes</b>	<b>Rating</b>	<b>Mid-Term</b>	<b>Final</b>
<b>(6.) ENGAGEMENT WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES</b>	6. The BSW Student will effectively engage with diverse individuals, families, groups, organizations, and communities.			6a. The student effectively applies knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.			
				6b. The student uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.			
<b>(7.) ASSESSMENT WITH INDIVIDUALS,</b>	7. The BSW Student will effectively assess			7a. The student to collects and organizes data, and applies critical thinking to interpret information from clients and constituencies.			

<b>FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES</b>	diverse individuals, families, groups, organizations, and communities with regard to social work practice.			7b. The student to effectively applies knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.			
				7c. The student develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.			
				7d. The student selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.			
<b>Program Goals</b>	<b>BSW Practice Behaviors</b>	<b>Field Learning Activities/Practice Tasks</b>	<b>Method of Evaluation of practice behavior</b>	<b>Practice Behavior Indicators' Outcomes</b>	<b>Rating</b>	<b>Mid-Term</b>	<b>Final</b>
<b>(8.) INTERVENTION WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES</b>	8. The BSW Student will effectively intervene with individuals, families, groups, organizations, and communities			8a. The student critically selects and implements interventions to achieve practice goals and enhance capacities of clients/constituents.			
				8b. The student applies knowledge of HBSE, person-in-environment perspective, and other multidisciplinary theoretical frameworks in interventions with clients and constituents.			
				8c. The student utilizes inter-professional collaboration, as appropriate, to achieve beneficial practice outcomes.			

				8d. The student negotiates, mediates, and advocates with, and on behalf of, diverse clients and constituencies.			
				8e. The student facilitates effective transitions and endings that advance mutually agreed-on goals.			
<b>(9.) EVALUATION OF PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES</b>	9. The BSW Student will evaluate social work processes and outcomes with individuals, families, groups, organizations, and communities.			9a. Student selects and uses appropriate methods for evaluation of outcomes.			
				9b. The student applies knowledge of HBSE, person-in-environment perspective, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.			
				9c. Student critically analyzes, monitors, & evaluates interventions & program processes & outcomes.			
				9d. Student applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.			
<b>TOTAL RATING</b>							

**Comments on student's overall performance:**

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***Learning Contract Part II A (P. B. 1016) Approval***

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Field Student Signature                      Date

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Field Instructor Signature                      Date

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Task Supervisor [If applicable]                      Date

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Field Coordinator                      Date

***Learning Contract Part II B (P. B. 17 – 31) Approval***

\_\_\_\_\_  
Field Student Signature                      Date

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Field Instructor Signature                      Date

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Task Supervisor [If applicable]                      Date

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Field Coordinator                      Date