

VIII. DIRECTIONS AND RUBRICS



DEPARTMENT OF SOCIAL WORK

BSW FIELD LEARNING CONTRACT AND EVALUATION PART I TOTAL POINTS: 118

To be filled out by BSW Field Student:

BSW Student Name:	
BSW Field Instructor Name:	
BSW Task Supervisor (If applicable):	
BSW Field Agency Name:	
BSW Faculty Field Coordinator/Liaison:	

Please indicate Semester/Year: ☐ Fall Semester ☐ Spring Semester

- I. **Agency and BSW Field Instructor (to be completed by BSW Student)** Refer to *Practice Application 5.2* in text on pg. 109
- a. **Description of field setting: Narrative summary utilizing APA criteria inclusive of in-text-citations and reference page. Failure to note sources will result in a zero for this section of the Learning Contract (LC). 50 Points**
- Agency's name, location, size and type (i.e. for profit, non-profit etc.) Mission, goals, objectives, values, philosophy, history, organizational structure and engagement in policy advocacy ---pgs. 99 - 106
 - Type of staff employed: professionals, paraprofessionals; educational requirements and the role of social work within the agency (i.e. primary, secondary/host—p.107 of text).
 - Professional organizations in which staff enroll/participate and agency training provided
 - Discuss whether or not staff receive/seek training on diversity
 - Type(s) of client(s) served (i.e. gender, age range, ethnicity, race, etc.), eligibility requirements,
 - Presenting problems of clients, Total number of clients served, how clients are referred, and average caseload of staff and intern
 - Identify those populations viewed as being more at risk for agency services.
 - Identify known forms and mechanisms of oppression and/or discrimination with populations served (Can be outside of agency)
 - Note whether or not there have been any changes in the populations served over the last five years (pg. 22-23)
 - Type of program(s)/service(s) provided (i.e. counseling, money mgmt., etc.)/ and agencies to whom are clients referred

- Funding base of the agency/programs (i.e. Federal, State, Grants, Donations, Fees, etc.), accreditation/oversight entity
 - Treatment or service interventions-- identified method of (best) practice/EBP utilized by agency and barriers to providing services
 - Type of technology utilized by the agency and how it is utilized with client services
 - Method of documentation and time frame within which it must be completed
 - Model of case management (CM) utilized (complete a literature search on CM approaches based on agency population) pg.13
 - Procedures, policies, and evaluation as it relates to case management.
- b. Unit of Service of which the Field Instructor is a part, and Agency/Field Instructor's views on field instruction: **4 points**
 Within what unit/department will you be placed and what will your role be during your internship? Detail primary tasks/services this unit provides and goals of the unit. Talk with your field instructor (FI)/task supervisor (TS). What are their views, thoughts, and perceptions of field? Document your findings here. Let the FI/TS make changes if necessary during their final review.
- c. Preferred method of teaching BSW student interns: **(4 points)** Talk with your field instructor (FI) and/or task supervisor (TS). What is their preference for teaching students? This may be modeling behaviors while the student observes, shadowing or observing and providing immediate feedback, etc. Document your findings here. Let the FI/TS make changes if necessary during their final review.
- d. Student's learning style: **(4 points)** Use the following link to complete VARK Questionnaire, record your learning style here and discuss with F.I.: <http://vark-learn.com/the-vark-questionnaire/>

II. **BSW Student (to be completed by BSW Student)** **32 Points**

- a. Assessment of **current strengths** (Student should analyze the separate areas of knowledge, skills, and values.)

Based on your knowledge of the agency, services provided, and population served, what knowledge, skills, and values do you currently possess that are strengths and will serve you, the agency, and clients well during your internship? Answer each section.

Knowledge: **4 points**

Skills: **4 points**

Values: **4 points**

- b. Student assessment of **personal limitations** (Student should analyze the separate areas of knowledge, skill, and values.)

Based on your knowledge of the agency, services provided, and population served, on what knowledge, skills, and values will you need to focus to further develop/improve upon during the internship to make you a better social worker? Answer each section.

Knowledge: **4 points**

Skills: 4 points

Values: 4 points

c. Career goals: 4 points

d. Experiences desired during the semester: 4 points

III. Educational Plan (to be completed jointly by Student and Field Instructor) 4

- a. Student Orientation to Agency (include content and time frame for the Agency's orientation process) 4 points

Orientation may include: identification of student's work location, introduction to other staff, logistics (i.e. parking, securing badges, keys, IT passwords, organizational chart/phone tree, location of forms and files, office supplies, and etc.) tour of the agency, presentations by other staff, reading or review of agency material (i.e. policies, procedures, intern/agency handbook, safety, agency jargon, making referrals, confidentiality, etc.)

- b. Practice Behavior Field Learning Activities (use attached Form)

Practice behaviors are those activities in which the Student will engage in order to meet or achieve each learning objective. Practice tasks should be clearly stated, feasible, and whenever possible, placed within a specific time frame. Please contact the Field Coordinator immediately if the Agency is unable to provide one or more Learning Activities for the required practice behaviors.

- d. Performance Measurements of Practice Behaviors (use attached Form)

Performance measures indicate the ways in which the Student's performance will be evaluated in relation to the achievement of objectives. Measures may include direct observations, staff feedback, supervisory conferences, recording (written, audio, or video), presentations, client responses, assignments, etc. Please consult with the Program's Field Coordinator or Faculty Field Liaison for ideas on how to meet the specific competency.

IV. Personnel Details (to be completed jointly by BSW Student and BSW Field Instructor) 20 Points

- a. Hours and days for field work: Discuss your days and hours for each day with your FI/TS and document them in the table below.

STICK TO THE PLAN! Approximately 36 hours per week, for a total of 540 hours at the end of the semester.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Mornings							
Afternoons							
Evenings							

- b. **Supervisory plan (day and time the required one hour of supervision for per week is done):** What days and times student will meet with FI/TS? Field is unpredictable and days/times may have to be rescheduled, but there needs to be a plan.
- c. **Holiday arrangements:** Are there days you are scheduled to be on site that are holidays? If so, when will those hours be made up? Consider school holidays. If so, students will be on site?
- d. **Sick leave arrangements:** Consider illness, personal emergency, and other crises. Who are you to contact? What is the appropriate means of communication (text, telephone call, are voice mails appropriate?) must be documented.
- e. **Special arrangements (may include such items as required medical tests, travel reimbursements, and/or required attendance at specific staff meetings, etc.):** Will you be expected to use your personal vehicle or ride with other employees for home visits? If using your own vehicle, is there a means to reimburse mileage? If there are experiences you need (such as court, participation in MDT's, etc.) and they occur outside of your designated day's document those expectations and plans to accomplish here.