

## SECTION IV: LEARNING CONTRACTS AND STUDENT EVALUATION PROCEDURES

The field learning contracts and students evaluations are combined into one document to facilitate monitoring and evaluation of students' performance in field. The foundation learning contract/student evaluation is designed to facilitate the student's application of the knowledge, skills, and values necessary for generalist social work. The concentration learning contract/student evaluation is designed to provide students with opportunities to engage in more advanced social work practice (e.g., assess complex problems, integrate multiple theories and skills and conduct intervention with multiple systems, etc.).

*Foundation Field Learning Contract and Student Evaluation (Appendix E, pp. 45-54)*

*Concentration Field Placement Learning Contract and Student Evaluation (Child and Family Welfare Appendix, F, pp. 56-68)*

### EVALUATION PROCEDURES

Students are evaluated twice during the field internship semester, at mid-term and the end of the semester. The mid-term evaluation should reflect reasonable expectations for student performance during the first 6-8 weeks of field placement. If the student's performance is below expectation, the field instructor, the student and field coordinator will meet and determine the actions that need to be taken to improve student performance. Corrective actions to be taken will be recorded on the Corrective Action Agreement (Appendix G, P. 89) that will be signed by the field instructor, student and field coordinator. The final evaluation at the end of the semester should be based on whether or not the student has completed the terms of the learning contract in a satisfactory manner.

The following scale is used to evaluate the student performance in the field:

4.0 = A	Performance is exceptionally high on performance task.
3.0-3.9 = B	Performance is generally high on performance task.
2.0-2.9 = C	Performance is typically not above minimal expectations.
1.0-1.9 = D	Performance sometimes falls below what is minimally expected.
Below 1.0 = F	Performance is typically below what is minimally expected.
NA/	Not applicable. <b>Only applicable for mid-term evaluation. Student must be evaluated on all practice behaviors at the end of the semester. Field instructors should discuss and provide opportunities for each practice behavior. If field instructor</b>

**anticipates a problem in this area, the MSW Field Coordinator should be contacted.**

The student grade is determined by adding the rating score given to each practice behavior and dividing the sum by the number of practice behaviors rated. Example: A student is rated on 42 practice behaviors with a sum total of 150;  $150 \div 42 = 3.57$  (student's grade).

The field supervisor and the student should, discuss, sign and date the evaluation prior to submission to the field coordinator.

**MISSISSIPPI VALLEY STATE UNIVERSITY  
DEPARTEMENT OF SOCIAL WORK  
MASTER OF SOCIAL WORK PROGRAM**

**SW 681 FIELD INTERNSHIP II  
CONCENTRATION FIELD – CHILD AND FAMILY WELFARE**

**LEARNING CONTRACT & STUDENT EVALUATION**

This document is a working agreement between the field instructor, the student and the University. It includes the learning contract and student evaluation. The contract is based on the program goals for the MSW program and the core competencies set forth by the Council on Social Work Education. One additional competency has been added to emphasize rural social work practice. The learning contract must be completed by the end of the second week of the field placement. It can be revised at any time the field instructor, student and field coordinator conclude that a revision is necessary. The student and field instructor should identify activities and tasks that the student will engage in to meet the competencies outlined in this contract. The monitoring and evaluation criteria also need to be established.

The evaluation of the student should be based on expectation outlined in the learning contract. Mid-Term evaluation should reflect reasonable expectations for student performance the first 6-8 weeks of field placement. Evaluation of student at the end of the semester should be based upon whether or not the student has completed the terms of the learning contract in a satisfactory manner.

Student \_\_\_\_\_

Agency \_\_\_\_\_

Agency Field Instructor \_\_\_\_\_

Semester \_\_\_\_\_

Year \_\_\_\_\_

Learning Contract     Mid-Term Evaluation     Final Evaluation

Please use the following scale to determine the mid -term and final grade for each student. Grade is determined by adding the rating score given to each practice behavior and dividing the sum by the number of practice behaviors rated. Example: A student is rated on 42 practice behaviors with a sum total of 150;  $150 \div 42 = 3.57$  (student's grade).

4.0 = A	Performance is exceptionally high on performance task.
3.0-3.9 = B	Performance is generally high on performance task.
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NA	Not applicable. <b>Only applicable for mid-term evaluation. Student must be evaluated on all practice behaviors at the end of the semester. Field instructors should discuss and provide opportunities for each practice behavior. If field instructor anticipates a problem in this area, the MSW Field Coordinator should be contacted.</b>

**Note: Complete columns 2 and 3 (List of Activities and Methods of Evaluation). This will be the learning contract. Return to Internship Coordinator for review and signature. The learning contract will be returned to the Field Instructor at the end of the semester for final evaluation (column 4).**

<b>Core Competencies</b>	<b>List of Activities</b>  <b>Please list the activities/tasks that student will engage in during this placement to demonstrate the practice behaviors listed under core competencies</b>	<b>Methods of Evaluation</b>  <b>How will the intern's performance be evaluated (e.g., through face-to-face supervision, observation, review of client record, etc.)?</b>	<b>Evaluation</b>
<p><b>1. Identify as a professional social worker and conduct oneself accordingly.</b></p> <p><i>Practice behaviors:</i></p> <p>a) Advocate for client access to social work services within the context of child and family services.</p> <p>b) Function within clearly defined professional roles and boundaries based on the needs of the client, the agency context, the type of services provided, and differential use of self.</p> <p>c) Identify opportunities for social work involvement in identifying and responding to the needs of children and families with particular emphasis on rural environment.</p> <p>d) Demonstrate professional demeanor in</p>			<p>a) 1 2 3 4</p> <p>b) 1 2 3 4</p> <p>c) 1 2 3 4</p> <p>d) 1 2 3 4</p>

<p>behavior, appearance, and communication appropriate for the clinical relationship and setting.</p>			
<p><b>2. Apply social work ethical principles to guide professional practice.</b></p> <p><i>Practice behaviors:</i></p> <p>a) Integrate the use of complex social work practice knowledge and skills in the application of social work values and ethics with children and families.</p> <p>b) Apply ethical decision-making skills in working with rural children and families.</p>			<p>a) 1 2 3 4</p> <p>b) 1 2 3 4</p>
<p><b>3. Apply critical thinking to inform and communicate professional judgments.</b></p> <p><i>Practice behaviors:</i></p> <p>a) Evaluate, integrate, synthesize, and apply theories incorporating strengths-based approaches to practice with children and families.</p> <p>b) Critically evaluate, select, and implement evidence-informed assessment, intervention, and evaluation tools and techniques with rural children and families.</p>			<p>a) 1 2 3 4</p> <p>b) 1 2 3 4</p>

<p>c) Communicate effectively, in oral and written form, with diverse clients and with other professionals.</p>			<p>c) 1 2 3 4</p>
<p><b>4. Engage diversity and difference in practice.</b></p> <p><i>Practice behaviors:</i></p> <p>a) Develop and expand programs in rural area and small communities where resources meet the needs of clients.</p> <p>b) Accurately identify and assess issues among diverse client populations in a rural environment.</p> <p>c) Recognize how factors related to diversity may influence client functioning and help-seeking behaviors.</p> <p>d) Implement assessment, develop and implement intervention and evaluation tools that are culturally sensitive and appropriate to diverse clients.</p>			<p>a) 1 2 3 4</p> <p>b) 1 2 3 4</p> <p>c) 1 2 3 4</p> <p>d) 1 2 3 4</p>
<p><b>5. Advance human rights and social economic justice.</b></p> <p><i>Practice behaviors:</i></p> <p>a) Understand the forms and mechanisms of oppression and discrimination.</p>			<p>a) 1 2 3 4</p>

<p>b) Advocate for vulnerable populations, especially those who suffer from the impact of racial, economic and social oppression, and inequality.</p> <p>c) Advocate for social and economic justice on behalf of at-risk families, adults, and children in rural environments.</p>			<p>b) 1 2 3 4</p> <p>c) 1 2 3 4</p>
<p><b>6. Engage in research-informed practice and practice-informed research.</b></p> <p><i>Practice behaviors:</i></p> <p>a) Critically apply research findings to practice, evaluate practice, programs, and policies, conduct basic and applied research, and utilize relevant quantitative and qualitative designs and data analysis.</p> <p>b) Generate and apply research knowledge to critical discussions on best practices for children and families.</p>			<p>a) 1 2 3 4</p> <p>b) 1 2 3 4</p>
<p><b>7. Apply knowledge of human behavior and the social environment.</b></p> <p><i>Practice behaviors:</i></p> <p>a) Integrate knowledge of rural values and autonomous social work</p>			<p>a) 1 2 3 4</p>



<p>practice with children and families.</p> <p>b) Apply appropriate theories, models, and research to diverse client systems and circumstances.</p> <p>c) Demonstrate effective leadership skills in social services and child welfare agencies, including application of leadership theories, interpersonal skills, problem-solving skills, and decision-making techniques.</p> <p>d) Demonstrate the ability to critically evaluate and select from multiple theories when working with children and families.</p> <p>e) Demonstrate the ability to assess strengths and needs of children and families living in poverty with special emphasis on rural environments.</p>			<p>b) 1 2 3 4</p> <p>c) 1 2 3 4</p> <p>d) 1 2 3 4</p> <p>e) 1 2 3 4</p>
<p><b>8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</b></p> <p><i>Practice behaviors:</i></p> <p>a) Demonstrate ability to effectively develop a budget, manage administrative processes, and engage in program planning and development</p>			<p>a) 1 2 3 4</p>

<p>(including grant and proposal writing) in child and family welfare organizations; and</p> <p>b) Analyze the impact of social policies on children and families, workers and agencies and demonstrate leadership skills for influencing policy formulation and change.</p>			<p>b) 1 2 3 4</p>
<p><b>9. Respond to contexts that shape practice</b></p> <p><i>Practice behavior:</i></p> <p>a) Effectively assess, advocate and intervene in legislative, judicial, and administrative policy processes to improve services for children and families.</p>			<p>a) 1 2 3 4</p>
<p><b>10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</b></p> <p><i>Practice behaviors:</i></p> <p>a) Conduct multidimensional assessments on complex issues that include client system and environmental strengths and stressors such as cultural, economic and social/relationship factors.</p> <p>b) Apply bio-psycho-</p>			<p>a) 1 2 3 4</p>

<p>social-cultural-spiritual perspective in advanced social work practice with children and their families.</p>			<p>b) 1 2 3 4</p>
<p><b>11. Rural Competency: 2.1.11 Demonstrate knowledge and skills to apply a bio-psychosocial-cultural-spiritual perspective in advanced social work practice with children and families.</b></p> <p><i>Practice behavior:</i></p> <p>a) Utilize advanced social work knowledge, value and skills in order to appropriately assess and intervene in the lives of children and families in a rural setting.</p>			<p>a) 1 2 3 4</p>
<p><b>12. Rural Competency: 2.1.12 Integrate knowledge of rural values and customs into autonomous social work practice with children and families.</b></p> <p><i>Practice behavior:</i></p> <p>a) Demonstrate knowledge of local resources in rural settings in order to effectively empower children and families to enhance their capacities.</p>			<p>a) 1 2 3 4</p>

**Narrative Evaluation**

Please identify the major strengths and/or area(s) in which student growth was most notable.  
Identify areas that need enhancing:

Additional comments:

Student comments:

**Recommended Grade** \_\_\_\_\_

**SIGNATURES (Certify that student has read and received a copy of this evaluation and has been informed of his/her right to disagree. In cases in which student is in disagreement with the evaluation, he/she is entitled to write a statement under student comment above, or attach a written statement to evaluation).**

**Student** \_\_\_\_\_ **Date** \_\_\_\_\_  
**Signature**

**Field Instructor** \_\_\_\_\_ **Date** \_\_\_\_\_  
**Signature**

**Field Coordinator** \_\_\_\_\_ **Date** \_\_\_\_\_  
**Signature**