

THE UNIVERSITY of TENNESSEE at
CHATTANOOGA
DEPARTMENT OF SOCIAL WORK
AY 2007-2008

Field Education Learning Agreement and Evaluation Form II

NOTE: The final version of this form must be typed in Word and submitted.

Student Name: Amber Lawson

Date of First Draft: 1/17/08 **Date of Final Draft:**

Name of Agency: Signal Centers – Relative Caregiver Program

Field Instructor (s): Elizabeth Wood

Field Instructor Contact Phone # (for any questions regarding final grade assigned):
(423) 648-7065

I have reviewed the Field Learning Agreement II and have discussed all the content areas with my field instructor(s).

Student Signature

Date

For students who express a major difference of opinion regarding the results of this report, a supplemental statement may be attached to this report.

Indicate if a supplemental statement is attached: YES NO

I have reviewed the Field Learning Agreement II and have discussed all the content areas with the student intern.

Field Instructor Signature

Date

FIELD EDUCATION STUDENT LEARNING OUTCOME #1: Apply culturally competent evidence-based practice skills adaptable to meet the needs of individuals and groups with diverse backgrounds by utilizing understandable language and multi-culturally sensitive communication skills. (Program Goal #2)

LINKED WITH PROGRAM OBJECTIVES # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Specific tasks and assignments student will undertake to demonstrate competency of this objective: **(Tasks for Field Education II should demonstrate more advanced knowledge, skills, values, and perspectives).** The first task is required; the student must identify an additional 2 tasks. *S = skill; K = knowledge; V = value; J = judgment; P = perspective*

SPRING SEMESTER

1. Complete case evaluation cultural competence checklist (K, S, V, J, P)
2. **Develop and complete a cultural competence self-assessment to evaluate and enhance my own cultural competence level as a social worker and review with Field Instructor.**
3. **Prepare cultural competence presentation to share with agency staff.**

Comments/Notes:

Evaluation of student's completion of tasks and assignments for Field Education Objective #1 (Fall Semester):

- 5 = **Excels:** Student consistently functions with a very high degree of competency in this particular area
 4 = **Competent:** Student demonstrates consistent growth and change; functions with better-than-average competence in this area
 3 = **Adequate:** Student's performance in this area fulfills minimum competency requirements.
 2 = **Needs to Work:** Student's performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change.
 1 = **Unsatisfactory:** Student's level of performance consistently low; minimum evidence of growth and change.

FI RATING (1 to 5)		Student Self-RATING (1 to 5)
_____	1. Complete case evaluation cultural competence checklist (K, S, V, J, P)	_____
_____	4. Develop and complete a cultural competence self-assessment to evaluate and enhance my own cultural competence level as a social worker and review with Field Instructor.	_____
_____	2. Prepare cultural competence presentation to share with agency staff.	_____

Comments:

FIELD EDUCATION STUDENT LEARNING OBJECTIVE #2: Synthesize and integrate varied sources to inform decisions and create solutions and appropriate problem-solving strategies congruent with the social work knowledge base. (Program Goals #3, #4)

LINKED WITH PROGRAM OBJECTIVES # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Specific tasks and assignments student will undertake to demonstrate competency of this objective:

(Tasks for Field Education II should demonstrate more advanced knowledge, skills, values, and perspectives). The student must identify 2-3 tasks for this learning objective. *S = skill; K = knowledge; V = value; J = judgment; P = perspective*

SPRING SEMESTER

1. Participate in Relative Caregiver Program Community Advisory Board Meetings.
2. Utilize out-of-class peer group meetings to share information sources, resources, and strategies.
3. Take advantage of NASW membership by utilizing tools and services available to strengthen social work knowledge base.

Comments/Notes:

Evaluation of student's completion of tasks and assignments for Field Education Objective #1 (Fall Semester):

- 5 = **Excels:** Student consistently functions with a very high degree of competency in this particular area
 4 = **Competent:** Student demonstrates consistent growth and change; functions with better-than-average competence in this area
 3 = **Adequate:** Student's performance in this area fulfills minimum competency requirements.
 2 = **Needs to Work:** Student's performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change.
 1 = **Unsatisfactory:** Student's level of performance consistently low; minimum evidence of growth and change.

FI RATING (1 to 5)		Student Self-RATING (1 to 5)
_____	1. Participate in Relative Caregiver Program Community Advisory Board Meetings.	_____
_____	2. Utilize out-of-class peer group meetings to share information sources, resources, and strategies.	_____
_____	3. Take advantage of NASW membership by utilizing tools and services available to strengthen social work knowledge base.	_____

Comments:

FIELD EDUCATION STUDENT LEARNING OBJECTIVE #3: Demonstrate professional behavior congruent with the social work Code of Ethics and apply strategies to effectively identify, address, and resolve ethical conflicts in professional practice. (Program Goals #2, #3, #4, #5)

LINKED WITH PROGRAM OBJECTIVES # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 *S = skill; K = knowledge; V = value; J = judgment; P = perspective*

Specific tasks and assignments student will undertake to demonstrate competency of this objective: (Tasks for Field Education II should demonstrate more advanced knowledge, skills, values, and perspectives). The first two tasks are required; the student must identify an additional 1-2 tasks. *S = skill; K = knowledge; V = value; J = judgment; P = perspective*

<p>SPRING SEMESTER</p> <ol style="list-style-type: none"> 1. Identify one area of personal growth to focus on in terms of ethical and professional conduct and implement at least two strategies to address personal growth area; these tasks should be reflected in supervisory agendas. 2. Identify areas of vulnerability and apply strategies to strengthen the maintenance of healthy professional boundaries. 3. Research existing agency policies to deal with ethical conflicts by meeting with program director and looking through written agency policies and discuss possible change strategies with Field Instructor. Prepare presentation and present at a staff meeting. 4. Consistently uphold the six Ethical Principles of the NASW Code of Ethics. Discuss practical applications of each principle with Field Instructor. 	<p><u><i>Comments/Notes:</i></u></p>
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Evaluation of student's completion of tasks and assignments for Field Education Objective #1 (Fall Semester):

5 = **Excels:** Student consistently functions with a very high degree of competency in this particular area
4 = **Competent:** Student demonstrates consistent growth and change; functions with better-than-average competence in this area
3 = **Adequate:** Student's performance in this area fulfills minimum competency requirements.
2 = **Needs to Work:** Student's performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change.
1 = **Unsatisfactory:** Student's level of performance consistently low; minimum evidence of growth and change.

FI RATING (1 to 5) _____		Student Self-RATING (1 to 5) _____
_____	1. Identify one area of personal growth to focus on in terms of ethical and professional conduct and implement at least two strategies to address personal growth area; these tasks should be reflected in supervisory agendas.	_____
_____	2. Identify areas of vulnerability and apply strategies to strengthen the maintenance of healthy professional boundaries.	_____
_____	5. Research existing agency policies to deal with ethical conflicts by meeting with program director and looking through written agency policies and discuss possible change strategies with Field Instructor. Prepare presentation and present at a staff meeting.	_____
_____	3. Consistently uphold the six Ethical Principles of the NASW Code of Ethics.	_____

	Discuss practical applications of each principle with Field Instructor.	
<i>Comments:</i>		
<p>FIELD EDUCATION STUDENT LEARNING OBJECTIVE #4: Apply strategies for continuous self-evaluation including supervision and consultation, and feedback from peers and other sources for self development. (Program Goals #1, #4, #5)</p> <p>LINKED WITH PROGRAM OBJECTIVES # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 <i>S = skill; K = knowledge; V = value; J = judgment; P = perspective</i></p> <p>Specific tasks and assignments student will undertake to demonstrate competency of this objective: (Tasks for Field Education II should demonstrate more advanced knowledge, skills, values, and perspectives).. The first two tasks are <u>required</u>; the student must identify an additional 1-2 tasks. <i>S = skill; K = knowledge; V = value; J = judgment; P = perspective</i></p>		
<p>SPRING SEMESTER</p> <ol style="list-style-type: none"> 1. Utilize supervision and consultation from a variety of sources to honestly evaluate strengths and limitations through the use of constructive feedback (this must be reflected in the supervisory agendas). 2. Demonstrate a willingness to accept challenges and take risks in field learning environment (i.e. adult learner). 3. Seek feedback from peers in online social work forum regarding personal development as a professional social worker. 4. Keep a journal of Field experiences, reactions, and personal growth. Review personal progress and use as a tool to aid in self-evaluation and self-development. 	<u>Comments/Notes:</u>	
<p>Evaluation of student's completion of tasks and assignments for Field Education Objective #1 (Fall Semester):</p> <p>5 = Excels: Student consistently functions with a very high degree of competency in this particular area</p> <p>4 = Competent: Student demonstrates consistent growth and change; functions with better-than-average competence in this area</p> <p>3 = Adequate: Student's performance in this area fulfills minimum competency requirements.</p> <p>2 = Needs to Work: Student's performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change.</p> <p>1 = Unsatisfactory: Student's level of performance consistently low; minimum evidence of growth and change.</p>		
<p>FI RATING (1 to 5)</p> <p>_____</p> <p>_____</p>	<ol style="list-style-type: none"> 1. Utilize supervision and consultation from a variety of sources to honestly evaluate strengths and limitations through the use of constructive feedback (this must be reflected in the supervisory agendas). 2. Demonstrate a willingness to accept challenges and take risks in field learning environment (i.e. adult learner). 	<p>Student Self-RATING (1 to 5)</p> <p>_____</p> <p>_____</p>

<p>_____</p> <p>_____</p>	<p>3. Seek feedback from peers in online social work forum regarding personal development as a professional social worker.</p> <p>4. Keep a journal of Field experiences, reactions, and personal growth. Review personal progress and use as a tool to aid in self-evaluation and self-development.</p>	<p>_____</p> <p>_____</p>
<p><i>Comments:</i></p>		
<p>FIELD EDUCATION STUDENT LEARNING OBJECTIVE #5: Understand the forms and mechanisms of oppression and discrimination and apply innovative social change strategies which promote both social and economic justice. (Program Goals #1, #4, #5) LINKED WITH PROGRAM OBJECTIVES # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 <i>S = skill; K = knowledge; V = value; J = judgment; P = perspective</i></p>		
<p>Specific tasks and assignments student will undertake to demonstrate competency of this objective: (Tasks for Field Education II should demonstrate more advanced knowledge, skills, values, and perspectives). The first task is <u>required</u>; the student must identify an additional 2 tasks. <i>S = skill; K = knowledge; V = value; J = judgment; P = perspective</i></p>		
<p>SPRING SEMESTER</p> <ol style="list-style-type: none"> 1. Develop a resource (be creative) for your field agency that addresses social and economic justice and diversity. 2. Assess needs of clients in relation to particular areas and create a resource grouping plan based on area needs. 3. Develop and lead a group for teens addressing gender inequity in schools. 		<p><u>Comments/Notes:</u></p>
<p>Evaluation of student's completion of tasks and assignments for Field Education Objective #1 (Fall Semester):</p> <p>5 = Excels: Student consistently functions with a very high degree of competency in this particular area 4 = Competent: Student demonstrates consistent growth and change; functions with better-than-average competence in this area 3 = Adequate: Student's performance in this area fulfills minimum competency requirements. 2 = Needs to Work: Student's performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change. 1 = Unsatisfactory: Student's level of performance consistently low; minimum evidence of growth and change.</p>		
<p>FI RATING (1 to 5)</p> <p>_____</p> <p>_____</p> <p>_____</p>	<ol style="list-style-type: none"> 1. Develop a resource (be creative) for your field agency that addresses social and economic justice and diversity. 2. Assess needs of clients in relation to particular areas and create a resource grouping plan based on area needs. 3. Develop and lead a group for teens addressing gender inequity in schools. 	<p>Student Self-RATING (1 to 5)</p> <p>_____</p> <p>_____</p> <p>_____</p>

<i>Comments:</i>		
FIELD EDUCATION STUDENT LEARNING OBJECTIVE #6: Understand and appreciate the history of the social work profession in the context of contemporary social policy and practice and utilize this knowledge to inform practice. (Program Goals #1, #4, #5) LINKED WITH PROGRAM OBJECTIVES # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 <i>S = skill; K = knowledge; V = value; J = judgment; P = perspective</i>		
Specific tasks and assignments student will undertake to demonstrate competency of this objective: (Tasks for Field Education II should demonstrate more advanced knowledge, skills, values, and perspectives). The first three tasks are <u>required</u> ; the student must identify an additional 2 tasks. <i>S = skill; K = knowledge; V = value; J = judgment; P = perspective</i>		
SPRING SEMESTER		<u>Comments/Notes:</u>
<ol style="list-style-type: none"> 1. Compare and contrast an intervention/treatment used currently and one used 20 years ago; discuss with field instructor in terms of impact on clients, diversity, social justice, self-determination, etc. 2. Identify and research a social work intervention method or theory used in the past that is no longer used; determine reasons why and possible ways it could have been adapted and improved; discuss with Field Instructor. 3. Utilize knowledge gained from examining historical social work methods in previous tasks; discuss application of knowledge with Field Instructor. 		
Evaluation of student's completion of tasks and assignments for Field Education Objective #1 (Fall Semester):		
5 = Excels: Student consistently functions with a very high degree of competency in this particular area 4 = Competent: Student demonstrates consistent growth and change; functions with better-than-average competence in this area 3 = Adequate: Student's performance in this area fulfills minimum competency requirements. 2 = Needs to Work: Student's performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change. 1 = Unsatisfactory: Student's level of performance consistently low; minimum evidence of growth and change.		
FI RATING (1 to 5) _____ _____ _____	<ol style="list-style-type: none"> 1. Compare and contrast an intervention/treatment used currently and one used 20 years ago; discuss with field instructor in terms of impact on clients, diversity, social justice, self-determination, etc. 2. Identify and research a social work method or theory used in the past that is no longer used; determine reasons why and possible ways it could have been adapted and improved; discuss with Field Instructor. 3. Utilize knowledge gained from examining historical social work methods in previous 	Student Self-RATING (1 to 5) _____ _____ _____

	tasks; discuss application of knowledge with Field Instructor.	
<i>Comments:</i>		
FIELD EDUCATION STUDENT LEARNING OBJECTIVE #7: Apply a range of social work theories and evidence-based interventions with individuals, families, small groups, organizations, and communities in all types of settings. (Program Goals #1, #4, #5) LINKED WITH PROGRAM OBJECTIVES # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10		
Specific tasks and assignments student will undertake to demonstrate competency: (Tasks for Field Education II should demonstrate more advanced knowledge, skills, values, and perspectives). The first three tasks are <u>required</u> ; the student must identify 1 additional task. <i>S = skill; K = knowledge; V = value; J = judgment; P = perspective</i>		
SPRING SEMESTER <ol style="list-style-type: none"> 1. Conduct a single subject design with a selected client group (discuss rationale, method, and proposed intervention with Field Instructor). 2. Prepare a handout for agency staff on a selected area of evidenced-based practice relevant to field setting (a minimum of 6 empirical articles should be cited); upload this handout to e-portfolio. 3. Create a chart of various theories and methods (ecological, systems, feminist, humanistic, strengths) - comparing each and outlining which may work best when creating intervention plans for relative caregivers – to present at an agency staff training. 	<u>Comments/Notes:</u>	
Evaluation of student’s completion of tasks and assignments for Field Education Objective #1 (Fall Semester): 5 = Excels: Student consistently functions with a very high degree of competency in this particular area 4 = Competent: Student demonstrates consistent growth and change; functions with better-than-average competence in this area 3 = Adequate: Student’s performance in this area fulfills minimum competency requirements. 2 = Needs to Work: Student’s performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change. 1 = Unsatisfactory: Student’s level of performance consistently low; minimum evidence of growth and change.		
FI RATING (1 to 5) _____ _____ _____ _____	<ol style="list-style-type: none"> 1. Conduct a single subject design with a selected client group (discuss rationale, method, and proposed intervention with Field Instructor). 2. Prepare a handout for agency staff on a selected area of evidenced-based practice relevant to field setting (a minimum of 6 empirical articles should be cited); upload this handout to e-portfolio. 3. Create a chart of various theories and 	Student Self-RATING (1 to 5) _____ _____ _____ _____

_____	methods (ecological, systems, feminist, humanistic, strengths) - comparing each and outlining which may work best when creating intervention plans for relative caregivers – to present at an agency staff training.	_____
<i>Comments:</i>		
FIELD EDUCATION STUDENT LEARNING OBJECTIVE #8: Apply appropriate strategies for analyzing, formulating, influencing, and advocating for desired changes at all levels of government, and demonstrate a commitment to the principles of social and economic justice. (Program Goals #1, #4, #5) LINKED WITH PROGRAM OBJECTIVES # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10		
Specific tasks and assignments student will undertake to demonstrate competency: (Tasks for Field Education II should demonstrate more advanced knowledge, skills, values, and perspectives). The first three tasks are <u>required</u> ; the student must identify 1 additional tasks. <i>S = skill; K = knowledge; V = value; J = judgment; P = perspective</i>		
SPRING SEMESTER 1. Attend and participate in the 2008 Social Work Legislative Conference. 2. Identify an issue with local, state, national, and global linkages. Critique this issue at these levels during supervisory sessions with field instructor. 3. Perform agency outreach by meeting with community social service agency representatives to encourage collaboration in effectively meeting clients' varying needs.		<u>Comments/Notes:</u>
Evaluation of student's completion of tasks and assignments for Field Education Objective #1 (Fall Semester): 5 = Excels: Student consistently functions with a very high degree of competency in this particular area 4 = Competent: Student demonstrates consistent growth and change; functions with better-than-average competence in this area 3 = Adequate: Student's performance in this area fulfills minimum competency requirements. 2 = Needs to Work: Student's performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change. 1 = Unsatisfactory: Student's level of performance consistently low; minimum evidence of growth and change.		
FI RATING (1 to 5) _____ _____ _____	1. Attend and participate in the 2008 Social Work Legislative Conference. 2. Identify an issue with local, state, national, and global linkages. Critique this issue at these levels during supervisory sessions with field instructor. 3. Perform agency outreach by meeting with community social service agency representatives to encourage	Student Self-RATING (1 to 5) _____ _____ _____

collaboration in effectively meeting clients' varying needs.		
<i>Comments:</i>		
FIELD EDUCATION STUDENT LEARNING OBJECTIVE #9: Critically evaluate and analyze the effectiveness of evidence-based interventions with individuals, families, small groups, organizations, and communities, using a variety of qualitative and quantitative methods. (Program Goals #1, #4, #5)		
LINKED WITH PROGRAM OBJECTIVES # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10		
Specific tasks and assignments student will undertake to demonstrate competency: (Tasks for Field Education II should demonstrate more advanced knowledge, skills, values, and perspectives). The first three tasks are <u>required</u> ; the student must identify an additional 2 tasks. <i>S = skill; K = knowledge; V = value; J = judgment; P = perspective</i>		
SPRING SEMESTER		<u>Comments/Notes:</u>
<ol style="list-style-type: none"> 1. Collect and analyze field data; discuss findings with field instructor. 2. Prepare and present a formal presentation of field research project findings to agency staff. 3. Analyze responses from recent client satisfaction surveys; discuss possible change areas with agency staff. 		
Evaluation of student's completion of tasks and assignments for Field Education Objective #1 (Fall Semester):		
5 = <u>Excels:</u> Student consistently functions with a very high degree of competency in this particular area 4 = <u>Competent:</u> Student demonstrates consistent growth and change; functions with better-than-average competence in this area 3 = <u>Adequate:</u> Student's performance in this area fulfills minimum competency requirements. 2 = <u>Needs to Work:</u> Student's performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change. 1 = <u>Unsatisfactory:</u> Student's level of performance consistently low; minimum evidence of growth and change.		
FI RATING (1 to 5)		Student Self-RATING (1 to 5)
_____	<ol style="list-style-type: none"> 1. Collect and analyze field data; discuss findings with field instructor. 2. Prepare and present a formal presentation of field research project findings to agency staff. 3. Analyze responses from recent client satisfaction surveys; discuss possible change areas with agency staff. 	_____
_____		_____
_____		_____
<i>Comments:</i>		
FIELD EDUCATION STUDENT LEARNING OBJECTIVE #10: Function professionally within an organizational system and when appropriate, effect positive change. (Program Goals #1, #4, #5)		
LINKED WITH PROGRAM OBJECTIVES # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10		
Specific tasks and assignments student will undertake to demonstrate competency: (Tasks for Field Education II should demonstrate more advanced knowledge, skills, values, and perspectives). The first three tasks are <u>required</u> ; the student must identify an additional 2 tasks. <i>S = skill; K = knowledge; V = value; J = judgment; P = perspective</i>		

SPRING SEMESTER		<u>Comments/Notes:</u>
<ol style="list-style-type: none"> 1. Attend a professional meeting or event outside of agency. 2. Be able to work with clients independently in a variety of settings (i.e. support groups, home visits). 3. Complete paperwork throughout client files independently. 		
Evaluation of student's completion of tasks and assignments for Field Education Objective #1 (Fall Semester):		
<p>5 = Excels: Student consistently functions with a very high degree of competency in this particular area</p> <p>4 = Competent: Student demonstrates consistent growth and change; functions with better-than-average competence in this area</p> <p>3 = Adequate: Student's performance in this area fulfills minimum competency requirements.</p> <p>2 = Needs to Work: Student's performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change.</p> <p>1 = Unsatisfactory: Student's level of performance consistently low; minimum evidence of growth and change.</p>		
FI RATING (1 to 5) _____ _____ _____	<ol style="list-style-type: none"> 1. Attend a professional meeting or event outside of agency. 2. Be able to work with clients independently in a variety of settings (i.e. support groups, home visits). 3. Complete paperwork throughout client files independently. 	Student Self-RATING (1 to 5) _____ _____ _____
<i>Comments:</i>		