Office of Field Instruction

SW 691: School Based Interpersonal Practice Educational Agreement Instructions

Introduction
The Council on Social Work Education (CSWE) has established specific competencies for social work education. Students are required to develop assignments specific to their fieldwork site, each term, to show how they will achieve proficiency in each competency. Fieldwork site assignments must be individualized using the bulleted practice behaviors as abilities to strive toward. Practice behaviors are defined as a blend of activities, knowledge and skills. Because students will complete an Educational Agreement form every term, assignments should be developmentally focused to allow students to experience beginning, middle, and end stages of learning over the course of their education.

Social Work Competencies
The goal is for students to achieve proficiency in each competency listed below and to find ways to integrate classroom knowledge with practice experiences.

1. Professional Identity
2. Organizational Context
3. Values & Ethics
4. Critical Thinking
5. Human Behavior & The Social Environment
6. Diversity
7. Social & Economic Justice
8. Social Policy
9. Engagement
10. Assessment
11. Research
12. Intervention
13. Evaluation
14. Professional Behavior

Field Instruction Learning Process after Field Orientation
A. The student and field instructor set up a meeting.
B. The student shares their Field Instruction Skill Inventory with the field instructor.
C. The student reviews their course syllabi with their field instructor to identify applicable classroom assignments that can be designated as a fieldwork site assignment.
D. The student develops fieldwork site specific assignments for each competency with their field instructor.
E. The student sets up weekly supervision meetings with their field instructor and establishes a Supervision Agenda template.
   a. The following are the suggested categories for the Supervision Agenda:
      i. Administrative issues
      ii. Progress related to fieldwork site assignments
      iii. Reflection on Privilege, Oppression, Diversity, and Social Justice issues (PODS)
      iv. Reflection on personal and professional growth and development utilizing the Field Instruction Skill Inventory
   If there is a secondary LMSW field instructor, the student also meets with them for an hour per week utilizing an Agenda.

Submission Protocol for the Educational Agreement Form
A. The form must be completed each term and becomes contract for field placement.
B. At the beginning of each term, the student and the field instructor complete the original form in ink, sign/date the form, and turn it into the OFI office by the posted due date for review by their assigned field liaison (no faxes, copies, etc.).
C. Upon review of the form, the field liaison will make comments, sign the form, and e-mail the student to come pick up the form from the OFI office.
D. Students may be expected to revise the form based on field liaison feedback and recommendations.
E. The Educational Agreement form becomes a part of the student’s permanent record upon graduation and can be utilized, with the student’s permission, by licensing boards and employers after graduation.
F. It is recommended that students make a copy of the form for future reference. Completed forms cannot be released by OFI.

Evaluation Process
A. Site Visit
   a. Your field liaison will contact you and your field instructor to arrange the required fieldwork site meeting to evaluate your progress.
   b. Student prepares for the site visit with the field liaison by:
      i. Explaining and discussing how their fieldwork site operates, and how they have acclimated to the setting.
ii. Discussing how they chose the fieldwork site assignments with related progress on the practice behaviors.
iii. Reflecting and discussing on how PODS issues have impacted their placement experience.
iv. Discussing and reflecting on the progress they have made with regard to their personal and professional growth and development related to their skill development.

B. End of the Term Evaluation Process
   a. The student reviews the evaluation rating scale with their field instructor.
      i. **AC = Advanced Competence (5):** Able to independently and skillfully demonstrate awareness, knowledge, and expertise. Fieldwork site assignments are completed in a highly competent manner and the student demonstrates high levels of understanding and proficiency.
      ii. **C = Competent (4):** Consistently demonstrates awareness, knowledge, and skills. Fieldwork site assignments are completed in a competent manner, and the student demonstrates increasing levels of understanding and proficiency.
      iii. **EC = Emerging Competence (3):** Inconsistently demonstrates awareness, knowledge, and skills. Fieldwork site assignments are completed with some difficulty, and the student has not demonstrated an adequate level of understanding and proficiency. Additional training may be necessary.
      iv. **IP = Insufficient Progress (2):** Rarely demonstrates awareness, knowledge, and skills. Fieldwork site assignments are completed with many difficulties and the student is unable to demonstrate an adequate level of understanding and proficiency. Corrective action and additional training are required.
      v. **UP = Unacceptable Progress (1):** Unable to demonstrate awareness, knowledge, and skills. Most Fieldwork site assignments are completed with a high degree of difficulty and the student is unable to demonstrate a fundamental level of understanding and proficiency.
      vi. **NA = No Opportunity** – Fieldwork site assignment was unable to be completed due to not having an opportunity this term to do so for any variety of reasons. If the ratings on the Educational Agreement form show 3 or more “NA” scores (no opportunity), then the student will automatically receive a grade of Incomplete (“I”) for the term. The field instructor will be required to explain why these scores were given in their narrative. This grade of Incomplete will be changed after the student has completed the assigned work or developed and created a new assignment and completed these.
   b. Students review fieldwork site assignments with field instructor.
      i. It is suggested that the student and the field instructor each rate the student’s accomplishments of the identified fieldwork site assignment separately on the form in the spaces provided and compare their ratings in an evaluation meeting.
      ii. At the end of each term, an evaluation score of 2 or below on the fieldwork site assignment requires an explanation. Evaluations submitted without a comment for a score of 2 will be returned to the student.
      iii. If there is a secondary LMSW field instructor, they also complete the ratings and sign the Term Validation page.
   c. Student and field instructor must complete the Term Validation page. Signatures provide an official record of the hours logged and the evaluation ratings.
   d. Student and field instructor must complete the required narratives. Field instructors follow the guidelines appropriate to each term and the progress of the student. Students prepare a guided self-reflection on their field experience and address differing levels of their work depending on the term of field placement they are in. The guidelines can be found here: [http://ssw.umich.edu/programs/msw/ofi/agreementsForms.html](http://ssw.umich.edu/programs/msw/ofi/agreementsForms.html)

C. Grading Process
   a. The grade will be determined based on the following information sources and documents:
      i. The student’s Educational Agreement Form.
      ii. The field instructor’s assignment, rating, and written narrative regarding the student’s performance.
      iii. Records, reports, logs, and other written materials produced by the student.
      iv. Verbal assessments of specific aspects of the student's performance provided by the field instructor and/or secondary field instructor during the site visit and other times, as well as input from other fieldwork personnel involved in field instruction.

For the grading policy, please refer to the OFI Field Manual, Vol. 3, Chapter 11, Section 9, which can be found here: [http://ssw.umich.edu/programs/msw/ofi/fieldInstructionManual.pdf](http://ssw.umich.edu/programs/msw/ofi/fieldInstructionManual.pdf). Grades are determined based on the number of points a student earns on the Educational Agreement form, the field instructor narrative, and verbal and written input from all parties involved in field instruction. The rating scale for grading is based on an average number of points determined by adding the scores for the assignments and dividing the scores by the number of assignments: 42 or higher = Satisfactory; 41-28 = Marginal; 27 or below = Unsatisfactory.

**Do not submit these instructions with the Educational Agreement Form. Give a copy of these instructions to your field instructor. Keep a copy of the form for your records, OFI CANNOT release completed forms.**
SW 691: School Based Interpersonal Practice Educational Agreement Form

Student Name: _____________________________________________________________________________
Student ID#: ______________________________________    Student E-mail: ____________________________
Term/Year: _______________________________________
Method Concentration: _____________________________    Practice Area Concentration: ____________________
Minor Concentration (if applicable): ___________________________
Fieldwork Site Name: _______________________________________Address : ___________________________________________
Field Instructor’s Name: _____________________________________ FI E-mail: _________________________________________
Secondary FI’s Name (if applicable):  __________________________  FI E-mail: _________________________________________

Field work schedule – include days and hours:
____________________________________________________________________________________________________________
____________________________________________________________________________________________________________
____________________________________________________________________________________________________________

Coverage in the event of absence, as well as make-up arrangements:
____________________________________________________________________________________________________________
____________________________________________________________________________________________________________
____________________________________________________________________________________________________________

Supervision - frequency and with whom:
________________________________________________________________________________________ ____________________
________________________________________________________________________________________ ____________________
________________________________________________________________________________________ ____________________

Other staff with whom the student will be working to complete assignments (include names and titles):
__________________________________________________________________________________ __________________________
_____________________________________________________________________________________ _______________________
_____________________________________________________________________________________ _______________________
_____________________________________________________________________________________ _______________________  

Social work professionals are expected to adhere to the standards and ethics of the profession as articulated in the National
Association of Social Workers’ (NASW) Code of Ethics* and the standards of the Council on Social Work Education (CSWE). All
parties have read the NASW Code of Ethics and by signing, agree to adhere to the values, ethics, and standards of the profession as
specified. All parties will demonstrate personal responsibility and accountability for their own time and actions in relation to their
fieldwork. All parties agree to invest in the problem-solving process if challenges arise in placement and to effectively advocate for
themselves in a constructive manner utilizing established channels for conflict resolution.

Student Signature: _______________________________________________________   Date: _______________________________
Field Instructor Signature: _________________________________________________   Date: _______________________________
Secondary Field Instructor Signature (if applicable): ____________________________    Date: ______________________________
Field Liaison Signature: ___________________________________________________   Date: ______________________________

*The NASW Code of Ethics can be found at: http://www.socialworkers.org/pubs/code/code.asp
Example

This is for instructional purposes only. Please do not use this assignment as your own.

COMPETENCY #1 – PROFESSIONAL IDENTITY

Definition: Identifies as a professional social worker and conducts oneself as a representative of the profession, its mission and core values.

<table>
<thead>
<tr>
<th>GOAL: Student is able to demonstrate proficiency in these practice behaviors upon completing the identified assignment.</th>
<th>Develop in conjunction with the field instructor a specific fieldwork site assignment that reflects how the practice behaviors listed on the left will be achieved. Assignments must be measurable and behaviorally specific and FOCUS ON YOUR PRACTICE AREA.</th>
<th>Student Rating</th>
<th>Field Instructor Rating</th>
<th>Secondary Field Instructor Rating**</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Knows what constitutes a professional relationship and can articulate how the role of a professional social worker differs from other professional roles</td>
<td>I will conduct myself as a professional at all times, engage in professional relationships with my client groups/colleagues as measured by the feedback I receive from my field instructor regarding my development in my role as a professional social worker at my fieldwork site.</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>• Establishes professional boundaries and maintains confidentiality</td>
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<tr>
<td>• Demonstrates how individual biases, values, and life experiences can influence the development of professional relationships</td>
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</tbody>
</table>

If a score of 2 or below is given, an explanation is required:

End of term optional student/field instructor comments:

*AC = Advanced Competence (5), C = Competent (4), EC = Emerging Competence (3), IP = Insufficient Progress (2), UP = Unacceptable Progress (1), NA = No Opportunity
If there are 3 or more "NA" scores (no opportunity), then the student will automatically receive a grade of Incomplete ("I") for the term (see pg. 2).

**Applicable only if you have a secondary field instructor
## COMPETENCY #1 – PROFESSIONAL IDENTITY

**Definition:** Identifies as a professional social worker and conducts oneself as a representative of the profession, its mission and core values.

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<tr>
<td>- Identifies as a professional social worker and defends and conducts oneself as a representative of the profession, its mission and core values</td>
<td></td>
</tr>
<tr>
<td>- Articulates what constitutes a professional relationship and demonstrates skills in understanding of role differences between teacher, consultant, psychologists, counselors, principals, social workers, and private therapists and demonstrates the ability to practice within the educational setting’s structure</td>
<td></td>
</tr>
<tr>
<td>- Consistently establishes professional boundaries</td>
<td></td>
</tr>
<tr>
<td>- Is able to interpret, articulate and demonstrates how individual biases, values, and life experiences can or have influenced the development of professional relationships</td>
<td></td>
</tr>
</tbody>
</table>

If a score of 2 or below is given, an explanation is required:

**End of Term Skill Development Rating***

<table>
<thead>
<tr>
<th>End of Term Skill Development Rating*</th>
<th>Student Rating</th>
<th>Field Instructor Rating</th>
<th>Secondary Field Instructor Rating**</th>
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If there are 3 or more "NA" scores (no opportunity), then the student will automatically receive a grade of Incomplete ("I") for the term (see pg. 2).

**Applicable only if you have a secondary field instructor

**End of term optional student/field instructor comments:**


**COMPETENCY #2 – ORGANIZATIONAL CONTEXT**

 Definition: Demonstrates an understanding of the organizational structure of the field placement setting, how it operates, the services offered, and its service delivery system.

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<th>End of Term Skill Development Rating*</th>
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- Demonstrates the ability to express and present appropriate professional, clinical opinions that meet the expectations of the educational setting
- Is able to articulate the organizational structure of the educational setting, how it operates, the services offered, and its service delivery system
- Demonstrates an ability to articulate the mandate, purpose, and organizational structure of the educational setting and identify the formal and informal decision-making process within the educational setting
- Demonstrates skills in understanding the reciprocal influences of home, school and community
- Knowledge of State and National special education laws and other legal aspects of the role of school social workers.

If a score of 2 or below is given, an explanation is required:

End of term *optional* student/field instructor comments:

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**Applicable only if you have a secondary field instructor
**COMPETENCY #3 – VALUES & ETHICS**

Definition: Demonstrates how the value base, ethical standards, and principles of the social work profession are applied to social work practice.

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<td><strong>•</strong> Demonstrates use of the NASW Code of Ethics when applying strategies of ethical reasoning to arrive at principled decisions while tolerating ambiguity</td>
<td></td>
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<tr>
<td><strong>•</strong> Recognizes and manages personal values thus allowing professional values to guide practice</td>
<td></td>
</tr>
<tr>
<td><strong>•</strong> Investigates and applies social work professional values and ethics demonstrating understanding of individual, group, organizational, and community differences in order to promote socially just practice</td>
<td></td>
</tr>
<tr>
<td><strong>•</strong> Identifies, articulates, and synthesizes personal values and demonstrates how these impact their professional work</td>
<td></td>
</tr>
</tbody>
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**End of term optional** student/field instructor comments:

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**Applicable only if you have a secondary field instructor*
COMPETENCY #4 – CRITICAL THINKING

Definition: The intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication.

**GOAL:** Student is able to demonstrate proficiency in these practice behaviors upon completing the identified assignment.

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<td><strong>End of Term Skill Development Rating</strong></td>
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</table>

- Applies critical thinking to inform and communicate professional judgments in the educational settings
- Identifies, appraises, and integrates multiple sources of knowledge including research into assignments
- Utilizes a multi-dimensional approach when determining priorities with client groups in the educational setting
- Cultivates and uses a “critical 3rd eye” which is the ability to observe and evaluate one’s own actions and consequences

If a score of 2 or below is given, an explanation is required:

End of term **optional** student/field instructor comments:

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If there are 3 or more "NA" scores (no opportunity), then the student will automatically receive a grade of Incomplete ("I") for the term (see pg. 2).

**Applicable only if you have a secondary field instructor
COMPETENCY #5 – HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT

Definition: Explores and identifies the theoretical frameworks utilized in the fieldwork setting to understand individual and organizational behavior.

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<th>End of Term Skill Development Rating*</th>
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<tbody>
<tr>
<td>• Is able to apply bio-psycho-social-spiritual theories and multi-axial diagnostic classification systems in the formulation of comprehensive assessments</td>
<td></td>
<td>Student Rating</td>
</tr>
<tr>
<td>• Synthesizes and differentially applies theories of human behavior and the social environment to guide clinical practice</td>
<td></td>
<td>Field Instructor Rating</td>
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<td></td>
<td></td>
<td>Secondary Field Instructor Rating**</td>
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**Applicable only if you have a secondary field instructor
**COMPETENCY #6 – DIVERSITY**

Definition: Demonstrates knowledge, skill, sensitivity, self-awareness and respect when working with client groups across all dimensions of diversity (i.e. clients’ abilities, age, culture, economic class, ethnicity, family structure, gender, gender expression, race, religion, and sexual orientation).

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<tr>
<td>• Considers, explores, and evaluates life experiences of client groups and colleagues that may be similar or different from own</td>
<td></td>
<td>Student Rating</td>
</tr>
<tr>
<td>• Identifies special concerns related to diversity within the educational setting and openly engages in professional discussions exploring personal bias</td>
<td></td>
<td>Field Instructor Rating</td>
</tr>
<tr>
<td>• Identifies and uses practitioner/client differences utilizing a strengths-based perspective</td>
<td></td>
<td>Secondary Field Instructor Rating**</td>
</tr>
<tr>
<td>• Recognizes and discusses critically, thoughtfully, and professionally unfamiliar cultural practices</td>
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End of term *optional* student/field instructor comments:

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If there are 3 or more "NA" scores (no opportunity), then the student will automatically receive a grade of Incomplete (*I*) for the term (see pg. 2).

**Applicable only if you have a secondary field instructor
COMPETENCY #7 – SOCIAL AND ECONOMIC JUSTICE

Definition: Identifies strategies and advocates the advancement of social and economic justice within the context of the fieldwork setting.

GOAL: Student is able to demonstrate proficiency in these practice behaviors upon completing the identified assignment.

- Recognizes that all people have basic human rights and advocates for these
- Uses knowledge of the effects of oppression, discrimination, and historical trauma of client groups to guide assessments and interventions in an educational setting

Develop in conjunction with the field instructor a specific fieldwork site assignment that reflects how the practice behaviors listed on the left will be achieved. Assignments must be measurable and behaviorally specific and FOCUS ON YOUR PRACTICE AREA.

<table>
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If there are 3 or more "NA" scores (no opportunity), then the student will automatically receive a grade of Incomplete ("I”) for the term (see pg. 2).

**Applicable only if you have a secondary field instructor
**COMPETENCY #8 – SOCIAL POLICY**

Definition: Demonstrates awareness and understanding of social policy’s impact on practice by identifying policies that impact the fieldwork setting and the populations served.

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<tr>
<td>• Communicates and advocates with stakeholders in an educational setting, the implications of policies and policy changes and the affect these have on the lives of client groups</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>• Effectively advocates for social policies that advance social and economic well-being of client groups</td>
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<tr>
<td>• Demonstrates skills in developing coalitions at the local, state, and national levels that promote student success</td>
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**Applicable only if you have a secondary field instructor*
COMPETENCY #9 – ENGAGEMENT

Definition: Communicates effectively and establishes collaborative relationships, rapport, and alliances with individuals, families, groups, communities, and other professionals while setting aside personal biases, values and beliefs to achieve the mission of the fieldwork site.

GOAL: Student is able to demonstrate proficiency in these practice behaviors upon completing the identified assignment.

- Demonstrates skills in engaging and maintaining the educational system (students, families, school personnel and appropriate collaterals) for service delivery
- Demonstrates skills in communicating effectively with and establishing developmentally sensitive, culturally appropriate, collaborative relationships across the various level of social work practice in an educational setting
- Effectively communicates with and establishes culturally collaborative relationships with clients while setting aside personal biases, values and beliefs to achieve the mission of the educational setting
- Demonstrates skills in advocacy to ensure that students and their families are provided services within the context of multicultural understanding that enhance families’ support of students’ learning experiences

End of Term Skill Development Rating*

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**Applicable only if you have a secondary field instructor
**COMPETENCY #10 – ASSESSMENT**

Definition: Demonstrates the ability to apply assessment strategies and other data collection methods used in the fieldwork setting.

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</thead>
<tbody>
<tr>
<td>• Demonstrates skills in gathering data utilizing multiple methods and sources to assess the needs, characteristics, and interactions of students, families, local educational agency personnel, individuals and groups in the neighborhood and community</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Demonstrates skills in providing comprehensive assessments and evaluations of students, specifically addressing the reasons for referral; utilize multiple methods of collecting data, and providing appropriate measurable goals for intervention across multiple cultural and biopsychosocial domains</td>
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<td></td>
</tr>
<tr>
<td>• Demonstrates skills in becoming familiar with education disability classifications and DSM classification criteria</td>
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If there are 3 or more "NA" scores (no opportunity), then the student will automatically receive a grade of Incomplete ("I") for the term (see pg. 2).

**Applicable only if you have a secondary field instructor"
**COMPETENCY #11 – RESEARCH**

Definition: Researches practices to improve and/or increase knowledge relevant to the fieldwork setting and populations served.

<table>
<thead>
<tr>
<th>GOAL: Student is able to demonstrate proficiency in these practice behaviors upon completing the identified assignment.</th>
<th>Develop in conjunction with the field instructor a specific fieldwork site assignment that reflects how the practice behaviors listed on the left will be achieved. Assignments must be measurable and behaviorally specific and <strong>FOCUS ON YOUR PRACTICE AREA.</strong></th>
<th>Student Rating</th>
<th>Field Instructor Rating</th>
<th>Secondary Field Instructor Rating**</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Takes initiative to locate, research, and apply applicable practices and resources relevant to the educational setting and population served</td>
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<tr>
<td>• Critically analyzes and evaluates current research studies and trends</td>
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<td>• Shares findings by means of appropriate consultation or case presentations with fieldwork colleagues</td>
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</tbody>
</table>

If a score of 2 or below is given, an explanation is required:

End of term optional student/field instructor comments:

*AC = Advanced Competence (5), C = Competent (4), EC = Emerging Competence (3), IP = Insufficient Progress (2), UP = Unacceptable Progress (1), NA = No Opportunity

If there are 3 or more "NA" scores (no opportunity), then the student will automatically receive a grade of Incomplete ("I") for the term (see pg. 2).

**Applicable only if you have a secondary field instructor
**COMPETENCY #12 – INTERVENTION**

Definition: Demonstrates the ability to apply goal-based, culturally competent, developmentally appropriate intervention strategies that reflect fieldwork site protocol and practice informed research which are best suited to meet the needs of the fieldwork setting and population served.

<table>
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<tr>
<th>GOAL: Student is able to demonstrate proficiency in these practice behaviors upon completing the identified assignment.</th>
<th>Develop in conjunction with the field instructor a specific fieldwork site assignment that reflects how the practice behaviors listed on the left will be achieved. Assignments must be measurable and behaviorally specific and <strong>FOCUS ON YOUR PRACTICE AREA.</strong></th>
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<td>• Integrates interpersonal practice modalities, strategies, and interventions and differentially applies them in an educational setting with students, families, school personnel and other appropriate collaterals</td>
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<tr>
<td>• Demonstrates skills in selecting and applying empirically supported, evidenced-based prevention and intervention methods to enhance students' learning, development and school success</td>
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<tr>
<td>• Demonstrates skills in extending services to students and families in ways that build strengths and offer maximum opportunity to participate in assessment, planning and intervention processes.</td>
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End of term optional student/field instructor comments:

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**Applicable only if you have a secondary field instructor
COMPETENCY #13 – EVALUATION

Definition: Demonstrates the ability to critically analyze, monitor, and effectively evaluate specific interventions which were applied within the fieldwork setting and develop a revised intervention strategy.

GOAL: Student is able to demonstrate proficiency in these practice behaviors upon completing the identified assignment.

- Monitors and evaluates interpersonal practice interventions in an educational setting
- Demonstrates skill in evaluating the efficacy of interventions and disseminates the findings to students, families, school personnel, other appropriate collateral, the educational setting, the community and the profession
- Demonstrates skills in utilizing instruments/tools and documentation to monitor the effectiveness of interventions

Develop in conjunction with the field instructor a specific fieldwork site assignment that reflects how the practice behaviors listed on the left will be achieved. Assignments must be measurable and behaviorally specific and focus on your practice area.

<table>
<thead>
<tr>
<th>Skill Development Rating*</th>
<th>End of Term Skill Development Rating*</th>
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<tbody>
<tr>
<td>Student Rating</td>
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<td>Secondary Field Instructor Rating**</td>
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If there are 3 or more "NA” scores (no opportunity), then the student will automatically receive a grade of Incomplete (“I) for the term (see pg. 2).
**Applicable only if you have a secondary field instructor
COMPETENCY #14 – PROFESSIONAL BEHAVIOR

Definition: Maintains open relationships with field instructor(s), field liaison, colleagues, and client groups and is able to give and receive constructive feedback.

GOAL: Student is able to demonstrate proficiency in these practice behaviors upon completing the identified assignment.

Develop in conjunction with the field instructor a specific fieldwork site assignment that reflects how the practice behaviors listed on the left will be achieved. Assignments must be measurable and behaviorally specific and FOCUS ON YOUR PRACTICE AREA.

- Exhibits professional demeanor and maintains open relationships in the fieldwork setting, the community, the School of Social Work, and with other professionals
- Exhibits personal responsibility, accountability, the ability to collaborate and follow through on commitments
- Actively listens, communicates (verbally and written) in a timely, responsible, and sensitive manner and exhibits self-awareness and self-correction
- Maintains appropriate professional behaviors (attendance, time management, meeting deadlines, appearance, demeanor)

If a score of 2 or below is given, an explanation is required:

End of term optional student/field instructor comments:

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If there are 3 or more "NA" scores (no opportunity), then the student will automatically receive a grade of Incomplete ("I") for the term (see pg. 2).
**Applicable only if you have a secondary field instructor
**Optional Minor Method**

**Enter Minor Method:** ________________________________

Students have the option of completing a minor during their advanced field placement. Requirements for the minor include the completion of specific course work and 171 of the required 912 (684 if advanced standing) field hours must be completed on minor method related field work. Students are required to identify their minor method and 3 suitable field competencies that coincide with this method (excluding competencies #1, #3, #4, and #14). Students and field instructors collaborate on the development of assignments that will allow the student to develop professional practice behaviors tagged to their minor method. The field instructor will evaluate each competency as indicated below. Hours for an optional minor method must be logged on the Term Validation page at the end of this form.

If a score of 2 or below is given, an explanation is required:

End of term optional student/field instructor comments:

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If there are 3 or more "NA" scores (no opportunity), then the student will automatically receive a grade of Incomplete ("I") for the term (see pg. 2).

**Applicable only if you have a secondary field instructor

<table>
<thead>
<tr>
<th>GOAL: Identify 3 competencies below tagged to the minor method. Student is able to demonstrate proficiency in the chosen competency and their respective practice behaviors upon completion of the identified assignment.</th>
<th>Develop in conjunction with the field instructor a specific fieldwork site assignment that reflects how the practice behaviors listed on the left will be achieved. Assignments must be measurable and behaviorally specific and FOCUS ON YOUR PRACTICE AREA.</th>
<th>Student Rating</th>
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<tr>
<td>Competency A:</td>
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<tr>
<td>Competency B:</td>
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<tr>
<td>Competency C:</td>
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</tbody>
</table>

If a score of 2 or below is given, an explanation is required:
Instructions

1. Enter credits registered on line below.

2. Enter total clock hours logged on line below.

3. Enter total clock hours logged for minor (if applicable) on line below.

4, 5, 6: Enter dates and signatures. Signatures provide official record of hours logged and skill development rating.

7. Narrative guidelines can be found here:
   http://ssw.umich.edu/programs/msw/ofi/agreementsForms.html

   A. Attach the field instructor’s narrative to this form which must be signed and dated by the field instructor.

   B. Attach the student’s narrative to this form.

8. Submission of timesheets is not required.

1. Number of Credits Registered:
   SW 515: 1 credit = 114 clock hours
   SW 691: 1 credit = 57 clock hours

2. Total Clock Hours of Fieldwork Logged This Term:

3. Total Clock Hours for Minor Method Concentration (if applicable):

4. Student Signature: ____________________________
   Date: ____________________________

5. Field Instructor Signature and Credentials: ____________________________
   Date: ____________________________

6. Secondary Field Instructor (if applicable) Signature and Credentials: ____________________________
   Date: ____________________________

Remember to keep a copy of this document for your records

FOR OFFICE USE ONLY

Term Grade: __________

Field Liaison Name and Credentials (print): ____________________________

Field Liaison Signature: ____________________________
   Date: ____________________________

Remarks: