SW691: Advanced Community Organizing Educational Agreement Instructions

Introduction
The Council on Social Work Education (CSWE) has established competencies for social work education that span the classroom and the field. 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 identified 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 behaviorally specific, measurable, and 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 focusing on the identified practice behaviors for each competency.

1. Professional Identity
2. Values and Ethics
3. Critical Thinking
4. Diversity
5. Social and Economic Justice
6. Research
7. Human Behavior & the Social Environment
8. Social Policy
9. Organizational Context
10. Engagement
10a. Assessment
10b. Intervention
10c. Evaluation

Field Instruction Learning Process after Pre-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 focusing on developing the identified practice behaviors.
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 a 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: Your field liaison will contact you and your field instructor to arrange the required fieldwork site meeting to evaluate your progress.
   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. Discussing and reflecting 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 scoring scale with their field instructor.

   i. **Far Exceeds Expectations (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. **Exceeds Expectations (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. **Meets Expectations (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. **Does Not Meet Expectations (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. **Unacceptable (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. Corrective action is required.

   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. Incomplete evaluations will affect the grade.

      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. Grades are also determined by evaluating the student’s Professional Behavior in the fieldwork setting. Students are required to maintain appropriate professional behaviors such as attendance, time management, meeting deadlines, professional appearance, and professional demeanor all times. Students are required to maintain open relationships with their field instructor(s), their Field Liaison, colleagues, client groups, the community and the School of Social Work and learn to give and receive constructive feedback. Students must exhibit professional demeanor and exhibit personal responsibility, accountability and the ability to collaborate, and follow through on commitments. Students must demonstrate active listening, professional communication (verbal and in writing) in a timely, responsible, and sensitive manner and exhibit self-awareness and self-correction.

The 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.
SW691: ADVANCED EDUCATIONAL AGREEMENT FORM

Student Name: ________________________________ Student E-mail: ________________________________
Student ID#: ________________________________ 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):
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

********************************************************************************************************************************************************

Entering into an educational partnership requires that all parties (students and field instructors) as social work professionals agree to:
✓ Adhere to the standards and ethics of the profession as articulated in the National Association of Social Workers’ (NASW) Code of Ethics. The NASW Code of Ethics can be found at: http://www.socialworkers.org/pubs/code/code.asp
✓ Adhere to the standards of the Council on Social Work Education (CSWE)
✓ Demonstrate a commitment to providing an inclusive and welcoming environment for all members of our community. All shall accept, assign, supervise, and evaluate qualified students regardless of race, color, sex, religion, national origin, age, familial status, marital status, disability, veteran status, height, or weight, in accordance with applicable federal and state laws including accepting and hosting students without regard for their sexual orientation, gender identity and gender expression
✓ Demonstrate personal responsibility and accountability for their own time and actions in relation to their fieldwork.
✓ Invest in the problem-solving process if challenges arise in placement and 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: __________________________
Example

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

COMPETENCY #1 – PROFESSIONAL IDENTITY
Identifies as a professional social worker and conducts oneself accordingly.

Practice Behaviors (Activities, knowledge and skills)

<table>
<thead>
<tr>
<th>Develop in conjunction with the field instructor a specific fieldwork site assignment that incorporates the practice behaviors listed on the left. Assignments must be behaviorally specific and measurable.</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>
</tr>
<tr>
<td>• Establishes professional boundaries and maintains confidentiality</td>
</tr>
<tr>
<td>• Demonstrates how individual biases, values, and life experiences can influence the development of professional relationships</td>
</tr>
</tbody>
</table>

I will conduct myself as a professional at all times, engage in professional relationships with my client groups/colleagues, advocate for my clients in a timely and professional manner as measured by the feedback I receive from my field instructor during supervision and from my colleagues.

<table>
<thead>
<tr>
<th>End of Term Skill Development Rating*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Rating</td>
</tr>
<tr>
<td>4</td>
</tr>
</tbody>
</table>

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

End of term optional student/field instructor comments:

*Far Exceeds Expectations (5), Exceeds Expectations (4), Meets Expectations (3), Does Not Meet Expectations (2), Unacceptable (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
Identifies as a professional social worker and conducts oneself accordingly.

<table>
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<tr>
<th>Practice Behaviors (Activities, knowledge and skills)</th>
<th>Develop in conjunction with the field instructor a specific fieldwork site assignment that incorporates the practice behaviors listed on the left.</th>
<th>Student Rating</th>
<th>Field Instructor Rating</th>
<th>Secondary Field Instructor Rating**</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Readily identifies as a social work professional and understands how social identities overlap and affect others</td>
<td>Assignments must be behaviorally specific and measurable.</td>
<td></td>
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<tr>
<td>• Demonstrates professional use of self with client groups and maintains professional boundaries</td>
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<tr>
<td>• Understands and identifies professional strengths, limitations, and challenges</td>
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<tr>
<td>• Consistently maintains professional boundaries</td>
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**Applicable only if you have a secondary field instructor
**COMPETENCY #2 – VALUES AND ETHICS**

Apply social work ethical principles to guide practice. As applicable, apply standards found in the International Federation of Social Workers/International Association of Social Work Ethics in Social Work Statement of Principles.

<table>
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<tbody>
<tr>
<td>• Uses the NASW <em>Code of Ethics</em> when applying strategies of ethical reasoning to arrive at principled decisions while tolerating ambiguity</td>
<td>Assignments must be behaviorally specific and measurable.</td>
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<tr>
<td>• Recognizes and manages personal bias consequently allowing professional values to guide practice decisions</td>
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<tr>
<td>• 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>
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**Applicable only if you have a secondary field instructor
### COMPETENCY #3 – CRITICAL THINKING
Apply critical thinking to inform and communicate professional judgments.

#### Practice Behaviors
(Activities, knowledge and skills)

- Applies critical thinking to inform and communicate professional judgments in the micro and macro practice arenas
- Identifies, appraises, and integrates multiple sources of knowledge including research into fieldwork site assignments
- Raises and formulates issues, questions, and problems clearly and precisely and engages in consultation
- Cultivates and uses a “critical 3rd eye” which is the ability to observe and evaluate one’s own actions and consequences

Develop in conjunction with the field instructor a specific fieldwork site assignment that incorporates the practice behaviors listed on the left. **Assignments must be behaviorally specific and measurable.**

<table>
<thead>
<tr>
<th>Student Rating</th>
<th>Field Instructor Rating</th>
<th>Secondary Field Instructor Rating**</th>
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**Applicable only if you have a secondary field instructor*
**COMPETENCY #4 – DIVERSITY**
Engage diversity and difference in practice.

<table>
<thead>
<tr>
<th>Practice Behaviors (Activities, knowledge and skills)</th>
<th>Develop in conjunction with the field instructor a specific fieldwork site assignment that incorporates the practice behaviors listed on the left.</th>
<th>Student Rating</th>
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<th>Secondary Field Instructor Rating**</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Considers, explores, and evaluates the life experiences of client groups and colleagues</td>
<td>Assignments must be behaviorally specific and measurable.</td>
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<tr>
<td>• Identifies special concerns related to diversity within the fieldwork setting and openly engages in professional discussions exploring personal bias</td>
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<tr>
<td>• Engages respectfully with client groups around issues of difference and recognizes the impact of one’s own cultural identity on practice</td>
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<tr>
<td>• Recognizes and discusses critically, thoughtfully, and professionally unfamiliar cultural practices to enhance practice decisions</td>
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**Applicable only if you have a secondary field instructor
**COMPETENCY #5 – SOCIAL & ECONOMIC JUSTICE**
Advance human rights and social and economic justice.

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<th>Practice Behaviors (Activities, knowledge and skills)</th>
<th>Develop in conjunction with the field instructor a specific fieldwork site assignment that incorporates the practice behaviors listed on the left.</th>
<th>Assignments must be behaviorally specific and measurable.</th>
<th>Student Rating</th>
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<th>Secondary Field Instructor Rating**</th>
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</thead>
<tbody>
<tr>
<td>• Recognizes that all people have basic human rights and advocates for these</td>
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<tr>
<td>• Engages in reflection related activities regarding social justice issues utilizing the PODS (privilege, oppression, diversity and social justice) lens</td>
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<tr>
<td>• Uses knowledge of the effects of oppression, discrimination, and historical trauma on client groups to guide practice decisions</td>
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<tr>
<td>• Design and implement community organizing strategies raising awareness with disenfranchised oppressed communities</td>
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**Applicable only if you have a secondary field instructor*
**COMPETENCY #6 – RESEARCH**
Engage in research-informed practice and practice-informed research.

<table>
<thead>
<tr>
<th>Practice Behaviors (Activities, knowledge and skills)</th>
<th>Develop in conjunction with the field instructor a specific fieldwork site assignment that incorporates the practice behaviors listed on the left. <strong>Assignments must be behaviorally specific and measurable.</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, where applicable, practices and resources relevant to the fieldwork setting and population served</td>
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<tr>
<td>• Critically analyzes and evaluates current research studies and trends to inform practice decisions</td>
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<tr>
<td>• Demonstrates the ability to express and present appropriate professional opinions and participates in and shares findings by means of appropriate consultation or case presentations with fieldwork colleagues</td>
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**Applicable only if you have a secondary field instructor*
COMPETENCY #7 – HUMAN BEHAVIOR & THE SOCIAL ENVIRONMENT

Apply knowledge of human behavior and the social environment.

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<th>Secondary Field Instructor Rating**</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates appropriate knowledge and theoretical frameworks when working with organizations, communities, groups, families, and individuals across the life span</td>
<td>Assignments must be behaviorally specific and measurable.</td>
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<tr>
<td>• Synthesizes and differentially applies theories of human behavior and the social environment to guide practice decisions</td>
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**Applicable only if you have a secondary field instructor
COMPETENCY #8 – SOCIAL POLICY
Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

<table>
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<tr>
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<th>Develop in conjunction with the field instructor a specific fieldwork site assignment that incorporates the practice behaviors listed on the left. Assignments must be behaviorally specific and measurable.</th>
<th>Student Rating</th>
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</thead>
<tbody>
<tr>
<td>• Communicates and advocates with stakeholders the implications of policies and policy changes and the affect on the lives of client groups</td>
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</tr>
<tr>
<td>• Effectively advocates for social policies that advance social and economic well-being of client groups</td>
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**Applicable only if you have a secondary field instructor
**COMPETENCY #9 – ORGANIZATIONAL CONTEXT**
Respond to contexts that shape practice.

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<tr>
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<th>Develop in conjunction with the field instructor a specific fieldwork site assignment that incorporates the practice behaviors listed on the left.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Effectively identifies their role(s) and demonstrate the ability to practice within the organizational structure</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates an understanding of the organizational structure of the field placement setting, how it operates, the services offered, and its service delivery system</td>
<td></td>
</tr>
<tr>
<td>• Able to articulate the mandate, purpose, and organizational structure of the fieldwork site and identify the formal and informal decision-making process within the setting</td>
<td></td>
</tr>
<tr>
<td>• Able to describe the relationship of this fieldwork site to other community organizations</td>
<td></td>
</tr>
</tbody>
</table>

*Assignments must be behaviorally specific and measurable.*

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>• Effectively identifies their role(s) and demonstrate the ability to practice within the organizational structure</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates an understanding of the organizational structure of the field placement setting, how it operates, the services offered, and its service delivery system</td>
<td></td>
</tr>
<tr>
<td>• Able to articulate the mandate, purpose, and organizational structure of the fieldwork site and identify the formal and informal decision-making process within the setting</td>
<td></td>
</tr>
<tr>
<td>• Able to describe the relationship of this fieldwork site to other community organizations</td>
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**Applicable only if you have a secondary field instructor**
COMPETENCY #10 – ENGAGEMENT
Engage with individuals, families, groups, organizations, and communities.

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</thead>
<tbody>
<tr>
<td>• Engages respectfully and expresses empathy with client groups around issues of power</td>
<td>Assignments must be behaviorally specific and measurable.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>• Effectively communicates and establishes culturally collaborative relationships with groups, communities, and other professionals to strengthen capacity while setting aside personal biases, values and beliefs to achieve the mission of the fieldwork site</td>
<td></td>
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<tr>
<td>• Engages various groups in efforts to set goals, generate program ideas, make organizational decisions, respect differences in communication and conflict styles, and take steps for collective action by formulating plans and strategies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Builds constituency support, collaborates, and negotiates with diverse groups</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

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

End of term optional student/field instructor comments:

*Far Exceeds Expectations (5), Exceeds Expectations (4), Meets Expectations (3), Does Not Meet Expectations (2), Unacceptable (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 #1Oa – ASSESSMENT
Assess individuals, families, groups, organizations, and communities.

<table>
<thead>
<tr>
<th>Practice Behaviors (Activities, knowledge and skills)</th>
<th>Develop in conjunction with the field instructor a specific fieldwork site assignment that incorporates the practice behaviors listed on the left.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop in conjunction with the field instructor a specific fieldwork site assignment that incorporates the practice behaviors listed on the left.</td>
<td>Assignments must be behaviorally specific and measurable.</td>
</tr>
</tbody>
</table>

- Identifies and applies appropriate assessment models and techniques utilized in community practice relevant to the fieldwork site
- Demonstrates skills in applying analytical techniques in assessing the strengths, needs and capacities of individuals, groups, organizations and communities which are best suited to meet the needs of the fieldwork setting

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

End of term optional student/field instructor comments:

*Far Exceeds Expectations (5), Exceeds Expectations (4), Meets Expectations (3), Does Not Meet Expectations (2), Unacceptable (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 #10b – INTERVENTION
Intervene with individuals, families, groups, organizations, and communities.

<table>
<thead>
<tr>
<th>Practice Behaviors (Activities, knowledge and skills)</th>
<th>Develop in conjunction with the field instructor a specific fieldwork site assignment that incorporates the practice behaviors listed on the left. Assignments must be behaviorally specific and measurable.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates knowledge of strategies and interventions for creating change within the scope of the mission of the fieldwork site and mobilizes constituencies around relevant issues</td>
<td></td>
</tr>
<tr>
<td>• Designs and implements asset-based intervention models which are best suited to meet the needs of the fieldwork setting that build on and strengthen the capacities of individuals, groups, organizations, communities, and the larger society in order to promote socially just practice</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates skills in negotiating differences and conflicts</td>
<td></td>
</tr>
</tbody>
</table>

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

End of term optional student/field instructor comments:

*Far Exceeds Expectations (5), Exceeds Expectations (4), Meets Expectations (3), Does Not Meet Expectations (2), Unacceptable (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 #10C – EVALUATION**
Evaluate individuals, families, groups, organizations, and communities.

<table>
<thead>
<tr>
<th>Practice Behaviors (Activities, knowledge and skills)</th>
<th>Develop in conjunction with the field instructor a specific fieldwork site assignment that incorporates the practice behaviors listed on the left. Assignments must be behaviorally specific and measurable.</th>
<th>Student Rating</th>
<th>Field Instructor Rating</th>
<th>Secondary Field Instructor Rating**</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Demonstrates and utilizes appropriate community evaluation techniques and tools and monitors community outcomes</td>
<td></td>
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</tr>
<tr>
<td>● Demonstrates the ability to use evaluative strategies to critique and monitor community-based practice in an all inclusive and participatory way that is best suited to meet the needs of the fieldwork setting</td>
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</tr>
<tr>
<td>● Understands how people inspire social and community change</td>
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<td></td>
</tr>
</tbody>
</table>

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

End of term optional student/field instructor comments:

*Far Exceeds Expectations (5), Exceeds Expectations (4), Meets Expectations (3), Does Not Meet Expectations (2), Unacceptable (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**
Term Validation Page
This is to be completed at the end of each term.

**Instructions**

1. Enter credits registered on line below.

2. Enter total clock hours logged on line below.

3, 4, 5: Enter dates and signatures. Signatures provide official record of hours logged and scoring on assignments.

6. Narrative guidelines can be found here:

   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.

7. 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. Student Signature: __________________
   Date: __________________

4. Field Instructor Signature and Credentials: __________________
   Date: __________________

5. Secondary Field Instructor (if applicable) Signature and Credentials: __________________
   Date: __________________

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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: