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

Field Instruction Learning Process after Pre-Field Orientation
A. The student and field instructor set up a meeting.
B. The student shares their Practice Behavior 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 skill development

   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. Student prepares for the site visit with the Field Liaison by:
   1. Explaining and discussing how their fieldwork site operates, and how they have acclimated to the setting.
   2. Discussing how they chose the fieldwork site assignments with related progress on the practice behaviors.
   3. Discussing and reflecting on how PODS issues have impacted their placement experience.
   4. 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

1. The student reviews the scoring scale with their field instructor.
   a. **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.
   b. **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.
   c. **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.
   d. **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.
   e. **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.
   f. **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 scores 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 this.

2. Students review fieldwork site assignments with field instructor.
   a. 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 scores in an evaluation meeting.
   b. 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.
   c. If there is a secondary LMSW field instructor, they also complete the scores and sign the Term Validation page.

3. Student and field instructor must complete the Term Validation page. Signatures provide an official record of the hours logged and the evaluation scores.

4. 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

1. The grade will be determined based on the following information sources and documents:
   a. The student’s Educational Agreement Form. Incomplete evaluations will affect the grade.
   b. The field instructor’s assignment, scoring, and written narrative regarding the student’s performance.
   c. Records, reports, logs, and other written materials produced by the student.
   d. 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.

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. 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 at 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 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. For the grading policy, please refer to the OFI Field Manual, Vol. 3, Chapter 11, which can be found here: [http://ssw.umich.edu/programs/msw/ofi/fieldInstructionManual.pdf](http://ssw.umich.edu/programs/msw/ofi/fieldInstructionManual.pdf).
SW691: ADVANCED EDUCATIONAL AGREEMENT FORM

Student Name: ___________________________ Student ID#: ___________________________ Student E-mail: ___________________________

Term/Year: ___________________________ Practice Method Concentration: ___________________________ Practice Area: ___________________________

Minor Concentration (if applicable): ___________________________ Fieldwork Site Name: ___________________________ Address: ___________________________

Field Instructor’s Name: ___________________________ F1’s Name (if applicable): ___________________________ 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.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Develop in conjunction with the field instructor a specific fieldwork site assignment that incorporates the practice behaviors listed on the left and focuses on the student’s Practice Area.</th>
<th>Student Score</th>
<th>Field Instructor Score</th>
<th>Secondary Field Instructor Score**</th>
</tr>
</thead>
<tbody>
<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><strong>Assignments must be behaviorally specific and measurable.</strong> 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.</td>
<td>4</td>
<td>4</td>
<td>3</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>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consistently establishes professional boundaries</td>
<td></td>
<td></td>
<td></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>
<td></td>
<td></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 there is a secondary field instructor
**COMPETENCY #1 – PROFESSIONAL IDENTITY**

Identifies as a professional social worker and conducts oneself accordingly.

<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 and focuses on the student’s Practice Area.</th>
<th>Student Score</th>
<th>Field Instructor Score</th>
<th>Secondary Field Instructor Score**</th>
</tr>
</thead>
<tbody>
<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>Assignments must be behaviorally specific and measurable.</td>
<td></td>
<td></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>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Consistently establishes professional boundaries</td>
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<td></td>
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<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>
<td></td>
<td></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 there is 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>
<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 and focuses on the student’s Practice Area.</th>
<th>Student Score</th>
<th>Field Instructor Score</th>
<th>Secondary Field Instructor Score**</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Demonstrates use of the NASW Code of Ethics when applying strategies of ethical reasoning to arrive at principled decisions while tolerating ambiguity</td>
<td>Assignments must be behaviorally specific and measurable.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Recognizes and manages personal values thus allowing professional values to guide practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<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>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Identifies, articulates, and synthesizes personal values and demonstrates how these impact their professional work</td>
<td></td>
<td></td>
<td></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 there is a secondary field instructor
## COMPETENCY #3 – CRITICAL THINKING

Apply critical thinking to inform and communicate professional judgments.

<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 and focuses on the student’s Practice Area.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Applies critical thinking to inform and communicate professional judgments in the educational settings</td>
<td>Assignments must be behaviorally specific and measurable.</td>
</tr>
<tr>
<td>- Identifies, appraises, and integrates multiple sources of knowledge including research into assignments</td>
<td></td>
</tr>
<tr>
<td>- Utilizes a multi-dimensional approach when determining priorities with client groups in the educational setting</td>
<td></td>
</tr>
<tr>
<td>- Cultivates and uses a “critical 3rd eye” which is the ability to observe and evaluate one’s own actions and consequences</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 there is 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 and focuses on the student’s Practice Area.</th>
<th>End of Term Assignment Score*</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Considers, explores, and evaluates life experiences of client groups and colleagues that may be similar or different from own</td>
<td>Assignments must be behaviorally specific and measurable.</td>
<td>Student Score</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 Score</td>
</tr>
<tr>
<td>• Identifies and uses practitioner/client differences utilizing a strengths-based perspective</td>
<td></td>
<td>Secondary Field Instructor Score**</td>
</tr>
<tr>
<td>• Recognizes and discusses critically, thoughtfully, and professionally unfamiliar cultural practices</td>
<td></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 there is a secondary field instructor
**COMPETENCY #5 – SOCIAL & ECONOMIC JUSTICE**

Advance human rights and social and economic justice.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Develop in conjunction with the field instructor a specific fieldwork site assignment that incorporates the practice behaviors listed on the left and focuses on the student’s Practice Area.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Activities, knowledge and skills)</td>
<td>Assignments must be behaviorally specific and measurable.</td>
</tr>
<tr>
<td>• Recognizes that all people have basic human rights and advocates for these</td>
<td></td>
</tr>
<tr>
<td>• Uses knowledge of the effects of oppression, discrimination, and historical trauma of client groups to guide assessments and interventions in an educational setting</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:

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*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 there is 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 and focuses on the student’s Practice Area.</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>
<td>Assignments must be behaviorally specific and measurable.</td>
</tr>
<tr>
<td>• Critically analyzes and evaluates current research studies and trends</td>
<td></td>
</tr>
<tr>
<td>• Shares findings by means of appropriate consultation or case presentations with fieldwork colleagues</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:

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*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 there is a secondary field instructor*
**COMPETENCY #7 – HUMAN BEHAVIOR & THE SOCIAL ENVIRONMENT**

Apply knowledge of human behavior and the social environment.

<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 and focuses on the student’s Practice Area.</th>
</tr>
</thead>
<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>
</tr>
<tr>
<td>- Synthesizes and differentially applies theories of human behavior and the social environment to guide clinical practice</td>
<td></td>
</tr>
</tbody>
</table>

Assignments must be behaviorally specific and measurable.

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 there is 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>
<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 and focuses on the student’s Practice Area.</th>
<th>Student Score</th>
<th>Field Instructor Score</th>
<th>Secondary Field Instructor Score**</th>
</tr>
</thead>
<tbody>
<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>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Effectively advocates for social policies that advance social and economic well-being of client groups</td>
<td></td>
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</tr>
<tr>
<td>• Demonstrates skills in developing coalitions at the local, state, and national levels that promote student success</td>
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<td></td>
</tr>
</tbody>
</table>

Assignments must be behaviorally specific and measurable.

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 there is a secondary field instructor
**COMPETENCY #9 – ORGANIZATIONAL CONTEXT**

Respond to contexts that shape 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 and focuses on the student’s Practice Area.</th>
<th>Student Score</th>
<th>Field Instructor Score</th>
<th>Secondary Field Instructor Score**</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates the ability to express and present appropriate professional, clinical opinions that meet the expectations of the educational setting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Is able to articulate the organizational structure of the educational setting, how it operates, the services offered, and its service delivery system</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 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</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Demonstrates skills in understanding the reciprocal influences of home, school, and community</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>• Knowledge of State and National special education laws and other legal aspects of the role of school social workers</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Assignments must be behaviorally specific and measurable.

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 there is a secondary field instructor
**COMPETENCY #10a – ENGAGEMENT**
Engage 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 and focuses on the student’s Practice Area.</th>
<th>Student Score</th>
<th>Field Instructor Score</th>
<th>Secondary Field Instructor Score**</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates skills in engaging and maintaining the educational system (students, families, school personnel, and appropriate collaterals) for service delivery</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Demonstrates skills in communicating effectively and establishing developmentally sensitive, culturally appropriate, collaborative relationships across the various level of social work practice in an educational setting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Effectively communicates and establishes culturally collaborative relationships with clients while setting aside personal biases, values and beliefs to achieve the mission of the educational setting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 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</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assignments must be behaviorally specific and measurable.**

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 there is a secondary field instructor*
COMPETENCY #10b – 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 and focuses on the student’s Practice Area.</th>
<th>Student Score</th>
<th>Field Instructor Score</th>
<th>Secondary Field Instructor Score**</th>
</tr>
</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>
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<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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<tr>
<td>• Demonstrates skills in becoming familiar with education disability classifications and DSM classification criteria</td>
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</tbody>
</table>

Assignments must be behaviorally specific and measurable.

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 there is a secondary field instructor
**COMPETENCY #10c – 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 and focuses on the student’s Practice Area.</th>
<th>Student Score</th>
<th>Field Instructor Score</th>
<th>Secondary Field Instructor Score**</th>
</tr>
</thead>
<tbody>
<tr>
<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>
<td>Assignments must be behaviorally specific and measurable.</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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</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 there is a secondary field instructor
**COMPETENCY #10d – 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 and focuses on the student’s Practice Area.</th>
<th>Student Score</th>
<th>Field Instructor Score</th>
<th>Secondary Field Instructor Score**</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Monitors and evaluates interpersonal practice interventions in an educational setting</td>
<td>Assignments must be behaviorally specific and measurable.</td>
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<tr>
<td>• Demonstrates skill in evaluating the efficacy of interventions and disseminates the findings to students, families, school personnel, other appropriate collaterals, the educational setting, the community, and the profession</td>
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<tr>
<td>• Demonstrates skills in utilizing instruments/tools and documentation to monitor the effectiveness of interventions</td>
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</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 there is 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, #2 and #3). 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:

<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 incorporates the practice behaviors for the chosen competency that focuses on the student’s Practice Area. Assignments must be behaviorally specific and measurable.</th>
<th>Student Score</th>
<th>Field Instructor Score</th>
<th>Secondary Field Instructor Score**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency A:</td>
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<tr>
<td>Competency B:</td>
<td></td>
<td></td>
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<tr>
<td>Competency C:</td>
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</tbody>
</table>

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 there is a secondary field instructor
**Term Validation Page**
This is to be completed at the end of each term.

**Instructions**
1. Enter number of registered credits.
2. Enter total clock hours logged.
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.
5. Narrative guidelines can be found here: [http://ssw.umich.edu/programs/msw/ofi/agreementsForms.html](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: