SW515: Foundation Educational Agreement Instructions

Introduction
The Council on Social Work Education (CSWE) has established competencies and corresponding Practice Behaviors 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, to become competent in the corresponding Practice Behaviors, and to find ways to integrate classroom knowledge with practice experience.

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

First Steps After Pre-Field Orientation
A. The student and field instructor set up a meeting.
B. The student shares their Generative Interview Question Sheet, their Inventory of Experiences, and the What? So What? Now What? Reflection Tool received in Pre-field Orientation.
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 in concert with their field instructor, the required Educational Agreement where they identify fieldwork site specific assignments focusing on developing proficiency in the identified practice behaviors.
E. The student sets up weekly supervision meetings with their field instructor and establishes a Supervision Agenda template. The following are the suggested categories for the Supervision Agenda:
   1. Administrative issues.
   2. Progress related to fieldwork site assignments and developing proficiency on the corresponding Practice Behaviors.
   4. Reflection on personal and professional growth, skill development and the identification and development of Key Learning Experience Summaries.

If there is a secondary LMSW field instructor, the student also meets with them for an hour per week utilizing this Agenda.

Development And Initial Submission of the Educational Agreement Form
A. The form must be completed each term and becomes a contract for field placement. At the beginning of each term, students in conjunction with their field instructor, develop a specific fieldwork site assignment that addresses each competency and reflects developing proficiency with the corresponding Practice Behaviors. Assignments must be behaviorally specific and measurable.
B. The original Educational Agreement form must be completed in ink, signed and dated and turned into the OFI office by the posted due date for review by the assigned Field Liaison (no faxes, photo copies, etc. will be accepted).
C. Upon review of the form, the Field Liaison will make comments and/or add suggestions, sign the form, and e-mail the student to come pick up the form from the OFI office. Students may be expected to revise the form based on Field Liaison feedback and recommendations.
D. 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.
E. It is recommended that students make a copy of the form for future reference. Completed forms cannot be released by OFI.

Fieldwork Site Visit
A. Each term, the assigned Field Liaison contacts the field instructor and the student to arrange a required fieldwork site visit to evaluate the student’s progress to date. Students prepare for the site visit by:
   1. Discussing how their fieldwork site operates, how they have acclimated to the setting, and sharing some of their successes and challenges.
   2. Discussing the fieldwork site assignments as related to developing proficiency with the corresponding Practice Behaviors.
3. Sharing a Key Learning Experience Summary utilizing the established template and training module the student received in their SW531 Foundation Field Seminar.
4. Reflecting on how PODS issues have impacted their placement experience.
5. Reflecting on the progress they have made with regard to their personal and professional growth and overall skill development.

Final Evaluation and Submission of the Educational Agreement

A. **Practice Behavior Rating Scale:** At the end of term, the field instructor rates the student on their level of proficiency as demonstrated in the completed assignment related to the identified Practice Behaviors using the scale below. There are 41 core Practice Behaviors with ratings from 0-5.
   - **Mastery (5):** Student demonstrates depth of understanding of social work as a discipline; ability to use knowledge fluently and poses appropriate questions for consultation; ability to anticipate challenges and problems before they arise; ability to deal with complex situations holistically and confidently; sound judgment over time; and the ability to take full responsibility for own work/tasks and seeks supervision as consultation appropriately.
   - **Advance Competence/Proficient (4):** Student demonstrates good working knowledge of practice and sees the “big” picture; awareness of appropriate questions to ask and able to access resources to address questions; ability to apply solutions and assess the effectiveness of approaches; capacity to cope with complex situations through deliberate analysis and planning; capacity to use own judgment and see actions in terms of longer range goals and ability to excel with minimal supervision for overall work/tasks.
   - **Competent/Skilled (3):** Student demonstrates a working knowledge of key aspects of practice; beginning understanding of questions to ask; limited ability to break down, examine information and recommend solutions; appreciation for the complexity of situations but only able to achieve partial resolution; beginning ability to use own judgment, and the need for continuous supervision for overall work/tasks.
   - **Beginning/Emerging Competence (2):** Student demonstrates capacity to build knowledge related to practice; limited understanding of what questions to ask; developing awareness of how problems and solutions are connected; little capacity to deal with complexity; minimal or “textbook” knowledge to inform judgment and the need for direct supervision for tasks and overall work.
   - **Did Not Demonstrate (1):** Student unable to demonstrate ability to ask relevant questions; unable to demonstrate the ability to build knowledge related to practice and unable to demonstrate awareness, knowledge, and skills.
   - **NA = No Opportunity (0):** Student did not have an opportunity to address this practice behavior and therefore proficiency could not be determined. 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.

B. **Term Validation Page:** Students and field instructors must complete the Term Validation page on the Educational Agreement form. Signatures provide an official record of the hours logged and the Practice Behavior ratings. If there is a secondary LMSW field instructor, they also must complete the Practice Behavior ratings and sign the Term Validation page.

C. **Required Narratives:** Students and field instructors 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 narrative on their field experience and address differing levels of their work depending on the term of field placement they are in. The guidelines for these narratives can be found here: [http://ssw.umich.edu/programs/msw/ofi/agreementsForms.html](http://ssw.umich.edu/programs/msw/ofi/agreementsForms.html).

D. **Determining the Final Grade:** The final grade is based on the following sources and documents:
   1. The student’s Educational Agreement Form. Grades will be assigned utilizing the points earned on the Practice Behavior ratings: 82 points or more = Satisfactory; 81-62 points = Marginal; 61 points or below = Unsatisfactory. Incomplete forms will affect the grade.
   2. The field instructor’s written narrative regarding the student’s performance.
   3. Records, reports, logs, and other written materials produced by the student.
   4. 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.
   5. Grades are also determined by evaluating the student’s professional behavior in the fieldwork setting. Students are required to:
      a. Maintain appropriate professional behaviors such as attendance, time management, meeting deadlines, professional appearance and professional demeanor at all times.
      b. Maintain open relationships with their field instructor(s), their Field Liaison, colleagues, client groups, the community, the School of Social Work, and learn to give and receive constructive feedback.
      c. Exhibit personal responsibility, accountability and the ability to collaborate, and follow through on commitments.
d. Demonstrate active listening and professional communication (oral and written) that is timely, responsible, expressed in a sensitive manner and exhibits self-awareness and self-correction.

The final evaluation should be shared with the student so that a discussion can ensue regarding identified strengths and areas for improvement as the student moves forward towards graduation. Please remember that the assigned Field Liaison is available for consultation throughout the student’s field experience so please either call or e-mail them if you have questions.

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.
SW515: FOUNDATION EDUCATIONAL AGREEMENT FORM

Student Name: ____________________________________________  Student ID#: ________________________________
Student E-mail: __________________________________________
Term/Year: ____________________________
Practice Method Concentration: ____________________________  Practice Area: ________________________________
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 social work 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 1.0 – PROFESSIONAL IDENTITY

Identifies as a professional social worker and conduct oneself accordingly.

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<tr>
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**Assignments must be behaviorally specific and measurable.**

1.1 Student advocates for client access to the services of social work
1.2 Student practices personal reflection and self-correction to assure continual professional development
1.3 Student attends to professional roles and boundaries
1.4 Student demonstrates professional demeanor in behavior, appearance, and communication
1.5 Student engages in career-long learning
1.6 Student uses supervision and consultation

**ENTER TOTAL POINTS EARNED**

If a rating of 0 (No Opportunity) or 1 (Did Not Demonstrate) is given, an explanation is required:

**SEE COMPLETE DEFINITIONS FOR THESE RATINGS ON PAGE 2**

*Mastery (5), Advanced/Proficient (4), Competent/Skilled (3), Beginning/Emerging (2), Did Not Demonstrate (1), No Opportunity (0)

If there are 3 or more "0" scores (no opportunity), then the student will automatically receive a grade of Incomplete ("I") for the term.

**Applicable only if there is a secondary field instructor"
**COMPETENCY 1.0 – PROFESSIONAL IDENTITY**

Identifies as a professional social worker and conduct oneself accordingly.

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1.1 Student demonstrates the ability to advocate for client access to the services of social work

1.2 Student practices personal reflection and self-correction to assure continual professional development

1.3 Student attends to professional roles and boundaries

1.4 Student demonstrates professional demeanor in behavior, appearance, and communication

1.5 Student engages in career-long learning

1.6 Student uses supervision and consultation

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If there are 3 or more "0" scores (no opportunity), then the student will automatically receive a grade of Incomplete ("I") for the term.

**Applicable only if there is a secondary field instructor
COMPETENCY 2.0 – 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.

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<td>2.1 Student recognizes and manages personal values in a way that allows professional values to guide practice</td>
<td></td>
<td></td>
<td>Assignments must be behaviorally specific and measurable.</td>
</tr>
<tr>
<td>2.2 Student makes ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work Statement of Principles</td>
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<td></td>
<td></td>
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<tr>
<td>2.3 Student tolerates ambiguity in resolving ethical conflicts</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2.4 Student applies strategies of ethical reasoning to arrive at principled decisions</td>
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ENTER TOTAL POINTS EARNED

If a rating of 0 (No Opportunity) or 1 (Did Not Demonstrate) is given, an explanation is required:

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*Applicable only if there is a secondary field instructor
COMPETENCY 3.0 – CRITICAL THINKING

Apply critical thinking to inform and communicate professional judgments.

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Assignments must be behaviorally specific and measurable.

| 3.1 Student distinguishes, appraises, and integrates multiple sources of knowledge, including research-based knowledge, and practice wisdom | | | |
| 3.2 Student analyzes models of assessment, prevention, intervention, and evaluation | | | |
| 3.3 Student demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues | | | |

ENTER TOTAL POINTS EARNED

If a rating of 0 (No Opportunity) or 1 (Did Not Demonstrate) is given, an explanation is required:

SEE COMPLETE DEFINITIONS FOR THESE RATINGS ON PAGE 2

*Mastery (5), Advanced/Proficient (4), Competent/Skilled (3), Beginning/Emerging (2), Did Not Demonstrate (1), No Opportunity (0)

If there are 3 or more "0" scores (no opportunity), then the student will automatically receive a grade of Incomplete ("I") for the term.

**Applicable only if there is a secondary field instructor
COMPENCY 4.0 – DIVERSITY

Engage diversity and difference in practice.

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<tr>
<td><strong>4.1</strong> Student recognizes the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</td>
<td></td>
<td></td>
<td>Assignments must be behaviorally specific and measurable.</td>
</tr>
<tr>
<td><strong>4.2</strong> Student Gained sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</td>
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<tr>
<td><strong>4.3</strong> Student recognizes and communicates their understanding of the importance of difference in shaping life experiences</td>
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<tr>
<td><strong>4.4</strong> Student views themselves as learners and engages those with whom they work as informants</td>
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If there are 3 or more “0” scores (no opportunity), then the student will automatically receive a grade of Incomplete (“I”) for the term.

**Applicable only if there is a secondary field instructor
## COMPETENCY 5.0 – SOCIAL & ECONOMIC JUSTICE

Advance human rights and social and economic justice.

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<tr>
<td>5.1 Student understands the forms and mechanisms of oppression and discrimination</td>
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<td>Assignments must be behaviorally specific and measurable.</td>
</tr>
<tr>
<td>5.2 Student advocates for human rights and social and economic justice</td>
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<tr>
<td>5.3 Student engages in practices that advance social and economic justice</td>
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*Mastery (5), Advanced/Proficient (4), Competent/Skilled (3), Beginning/Emerging (2), Did Not Demonstrate (1), No Opportunity (0)

If there are 3 or more “0” scores (no opportunity), then the student will automatically receive a grade of Incomplete ("I") for the term.

**Applicable only if there is a secondary field instructor
**COMPETENCY 6.0 – RESEARCH**

Engage in research-informed practice and practice-informed research.

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</tr>
<tr>
<td>6.1 Student uses practice experience to inform scientific inquiry</td>
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<td></td>
</tr>
<tr>
<td>6.2 Student uses research evidence to inform practice</td>
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**Assignments must be behaviorally specific and measurable.**

**ENTER TOTAL POINTS EARNED**

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*Mastery (5), Advanced/Proficient (4), Competent/Skilled (3), Beginning/Emerging (2), Did Not Demonstrate (1), No Opportunity (0)

If there are 3 or more "0" scores (no opportunity), then the student will automatically receive a grade of Incomplete ("I") for the term.

**Applicable only if there is a secondary field instructor**
COMPETENCY 7.0 – HUMAN BEHAVIOR & THE SOCIAL ENVIRONMENT

Apply knowledge of human behavior and the social environment.

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<tr>
<td>7.1 Student utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation</td>
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<tr>
<td>7.2 Student critiques and applies knowledge to understand person and environment</td>
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ENTER TOTAL POINTS Earned

If a rating of 0 (No Opportunity) or 1 (Did Not Demonstrate) is given, an explanation is required:

FIELD-BASED ASSIGNMENT
At the beginning of each term, the student, in conjunction with the field instructor, develops a specific fieldwork site assignment that addresses this competency and reflects developing proficiency with the corresponding Practice Behaviors on the left.

Assignments must be behaviorally specific and measurable.

SEE COMPLETE DEFINITIONS FOR THESE RATINGS ON PAGE 2
*Mastery (5), Advanced/Proficient (4), Competent/Skilled (3), Beginning/Emerging (2), Did Not Demonstrate (1), No Opportunity (0)
If there are 3 or more "0" scores (no opportunity), then the student will automatically receive a grade of Incomplete ("I") for the term.
**Applicable only if there is a secondary field instructor
**COMPETENCY 8.0 – SOCIAL POLICY**

Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

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<td>8.1 Student analyzes, formulates, and advocates for policies that advance social well-being</td>
<td></td>
<td></td>
<td>Assignments must be behaviorally specific and measurable.</td>
</tr>
<tr>
<td>8.2 Student collaborates with colleagues and clients for effective policy action</td>
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<td></td>
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**ENTER TOTAL POINTS EARNED**

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*Mastery (5), Advanced/Proficient (4), Competent/Skilled (3), Beginning/Emerging (2), Did Not Demonstrate (1), No Opportunity (0)

If there are 3 or more "0" scores (no opportunity), then the student will automatically receive a grade of Incomplete ("I") for the term.

**Applicable only if there is a secondary field instructor**
COMPETENCY 9.0 – ORGANIZATIONAL CONTEXT

Respond to contexts that shape practice.

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</tbody>
</table>

If a rating of 0 (No Opportunity) or 1 (Did Not Demonstrate) is given, an explanation is required:

SEE COMPLETE DEFINITIONS FOR THESE RATINGS ON PAGE 2

*Mastery (5), Advanced/Proficient (4), Competent/Skilled (3), Beginning/Emerging (2), Did Not Demonstrate (1), No Opportunity (0)
If there are 3 or more "0" scores (no opportunity), then the student will automatically receive a grade of Incomplete ("I") for the term.

**Applicable only if there is a secondary field instructor
COMPETENCY 10.a – ENGAGEMENT

Engage with individuals, families, groups, organizations, and communities.

<table>
<thead>
<tr>
<th>PRACTICE BEHAVIOR RATING</th>
<th>Field Instructor Rating</th>
<th>Secondary Field Instructor Rating</th>
<th>FIELD-BASED ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the end of term, the field instructor rates the student on their level of competency as demonstrated in the completed assignment related to these Practice Behaviors using the scale below.</td>
<td></td>
<td></td>
<td>At the beginning of each term, the student, in conjunction with the field instructor, develops a specific fieldwork site assignment that addresses this competency and reflects developing proficiency with the corresponding Practice Behaviors on the left.</td>
</tr>
<tr>
<td>10.a.1 Student substantively and affectively prepares for action with individuals, families, groups, organizations, and communities</td>
<td></td>
<td></td>
<td>Assignments must be behaviorally specific and measurable.</td>
</tr>
<tr>
<td>10.a.2 Student uses empathy and other interpersonal skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.a.3 Student develops mutually agreed-on focus of work and desired outcomes</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ENTER TOTAL POINTS EARNED

If a rating of 0 (No Opportunity) or 1 (Did Not Demonstrate) is given, an explanation is required:

SEE COMPLETE DEFINITIONS FOR THESE RATINGS ON PAGE 2

*Mastery (5), Advanced/Proficient (4), Competent/Skilled (3), Beginning/Emerging (2), Did Not Demonstrate (1), No Opportunity (0)

If there are 3 or more "0" scores (no opportunity), then the student will automatically receive a grade of Incomplete ("I") for the term.

**Applicable only if there is a secondary field instructor
**COMPETENCY 10.b – ASSESSMENT**

Assess individuals, families, groups, organizations, and communities.

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<td><strong>At the end of term, the field instructor rates the student on their level of competency as demonstrated in the completed assignment related to these Practice Behaviors using the scale below.</strong></td>
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<td><strong>At the beginning of each term, the student, in conjunction with the field instructor, develops a specific fieldwork site assignment that addresses this competency and reflects developing proficiency with the corresponding Practice Behaviors on the left.</strong></td>
</tr>
<tr>
<td>10.b.1 Student collects, organizes, and interprets client data</td>
<td></td>
<td></td>
<td>Assignments must be behaviorally specific and measurable.</td>
</tr>
<tr>
<td>10.b.2 Student assesses client strengths and limitations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.b.3 Student develops mutually agreed-on intervention goals and objectives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.b.4 Student selects appropriate intervention strategies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ENTER TOTAL POINTS EARNED</strong></td>
<td></td>
<td></td>
<td></td>
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If a rating of 0 (No Opportunity) or 1 (Did Not Demonstrate) is given, an explanation is required:

SEE COMPLETE DEFINITIONS FOR THESE RATINGS ON PAGE 2

*Mastery (5), Advanced/Proficient (4), Competent/Skilled (3), Beginning/Emerging (2), Did Not Demonstrate (1), No Opportunity (0)*

If there are 3 or more "0" scores (no opportunity), then the student will automatically receive a grade of Incomplete ("I") for the term.

**Applicable only if there is a secondary field instructor**
COMPETENCY 10.c – INTERVENTION

Intervene with individuals, families, groups, organizations, and communities.

<table>
<thead>
<tr>
<th>PRACTICE BEHAVIOR RATING</th>
<th>Field Instructor Rating *</th>
<th>Secondary Field Instructor Rating **</th>
</tr>
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<tbody>
<tr>
<td>At the end of term, the field instructor rates the student on their level of competency as demonstrated in the completed assignment related to these Practice Behaviors using the scale below.</td>
<td>10.c.1 Student initiates actions to achieve organizational goals</td>
<td></td>
</tr>
<tr>
<td>10.c.2 Students implements prevention interventions that enhance client capacities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.c.3 Student helps clients resolve problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.c.4 Student negotiates, mediates, and advocates for clients</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.c.5 Student facilitates transitions and endings</td>
<td></td>
<td></td>
</tr>
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</table>

FIELD-BASED ASSIGNMENT

At the beginning of each term, the student, in conjunction with the field instructor, develops a specific fieldwork site assignment that addresses this competency and reflects developing proficiency with the corresponding Practice Behaviors on the left.

Assignments must be behaviorally specific and measurable.

FIELD BASED ASSIGNMENT

At the beginning of each term, the student, in conjunction with the field instructor, develops a specific fieldwork site assignment that addresses this competency and reflects developing proficiency with the corresponding Practice Behaviors on the left.

Assignments must be behaviorally specific and measurable.

ENTER TOTAL POINTS EARNED

If a rating of 0 (No Opportunity) or 1 (Did Not Demonstrate) is given, an explanation is required:

SEE COMPLETE DEFINITIONS FOR THESE RATINGS ON PAGE 2

*Mastery (5), Advanced/Proficient (4), Competent/Skilled (3), Beginning/Emerging (2), Did Not Demonstrate (1), No Opportunity (0)
If there are 3 or more “0” scores (no opportunity), then the student will automatically receive a grade of Incomplete (“I”) for the term.
**Applicable only if there is a secondary field instructor
COMPETENCY 10.d – EVALUATION

Evaluate individuals, families, groups, organizations, and communities.

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<td>At the beginning of each term, the student, in conjunction with the field instructor, develops a specific fieldwork site assignment that addresses this competency and reflects developing proficiency with the corresponding Practice Behaviors on the left.</td>
</tr>
<tr>
<td>10.d.1 Student critically analyzes, monitors, and evaluates interventions</td>
<td></td>
<td></td>
<td>Assignments must be behaviorally specific and measurable.</td>
</tr>
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</table>

ENTER TOTAL POINTS EARNED

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*Mastery (5), Advanced/Proficient (4), Competent/Skilled (3), Beginning/Emerging (2), Did Not Demonstrate (1), No Opportunity (0)
If there are 3 or more "0" scores (no opportunity), then the student will automatically receive a grade of Incomplete ("I") for the term.
**Applicable only if there is a secondary field instructor
Term Validation Page
Complete this at END of each term.

Field Evaluation Submission Instructions

1. Enter total points earned on Practice Behavior Ratings.

2. Enter number of credits registered for this term.

3. Enter total clock hours logged. Submission of timesheets is not required.

4, 5, 6: Enter dates and signatures. Signatures provide an official record of hours logged and ratings given on Practice Behaviors.

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. The narrative must be signed and dated by the field instructor.
   B. Attach the student’s narrative to this form.

8. Submit all forms to the OFI office by the established deadline.

1. Tally All Points Earned on the Practice Behavior Ratings and Enter TOTAL Points Here: ______________________

2. Enter Number of Credits Registered For This Term: ____________________________

3. Enter Total Clock Hours of Fieldwork Logged This Term: ____________________________
   SW515: 1 credit = 114 clock hours    SW691: 1 credit = 57 clock hours

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: ____________

OFI Field Liaison Name and Credentials (print): ______________________________________________________________

OFI Field Liaison Signature: ____________________________ Date: _______________________

OFI Field Liaison Remarks: