**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.
SW515: FOUNDATION EDUCATIONAL AGREEMENT FORM

Student Name: _____________________________________________________________
Student ID#: ____________________________ Student E-mail: _______________________
Term/Year: ____________________________
Method Concentration: __________________ Practice Area Concentration: ______________
Minor Concentration (if applicable): ____________________
Fieldwork Site Name: ____________________ Field Instructor’s Name: _____________________
Fieldwork Site Address: ____________________ FI E-mail: ____________________________
Secondary FI’s Name (if applicable): _______________ Secondary 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 (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>
</table>
|  • Advocate for client access to the services of social work  
  • Practice person reflection and self-correction to assure continual professional development  
  • Attend to professional roles and boundaries  
  • Demonstrates professional demeanor in behavior, appearance, and communication  
  • Practice personal reflection and self-correction to assure continual professional development  
  • Engage in career-long learning  
  • Use supervision and consultation | Assignments must be behaviorally specific and measurable. 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. | 4 | 4 | 3 |

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>
<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>
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<tbody>
<tr>
<td>- Advocate for client access to the services of social work</td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>- Engage in career-long learning</td>
<td></td>
</tr>
<tr>
<td>- Use supervision and consultation</td>
<td></td>
</tr>
</tbody>
</table>

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

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

Practice Behaviors (Activities, knowledge and skills) | 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.
--- | ---
- Recognize and manage personal values in a way that allows professional values to guide practice;
- Make 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;
- Tolerate ambiguity in resolving ethical conflicts; and
- Apply strategies of ethical reasoning to arrive at principled decisions

<table>
<thead>
<tr>
<th>Student Rating</th>
<th>Field Instructor Rating</th>
<th>Secondary Field Instructor Rating**</th>
</tr>
</thead>
</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 you have 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.</th>
</tr>
</thead>
</table>
| • Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;  
• Analyze models of assessment, prevention, intervention, and evaluation; and  
• Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues | Assignments must be behaviorally specific and measurable. |

<table>
<thead>
<tr>
<th>End of Term Skill Development Rating*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Rating</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 #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. <strong>Assignments must be behaviorally specific and measurable.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;</td>
<td></td>
</tr>
<tr>
<td>• Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;</td>
<td></td>
</tr>
<tr>
<td>• Recognize and communicate their understanding of the importance of difference in shaping life experiences; and</td>
<td></td>
</tr>
<tr>
<td>• View themselves as learners and engage those with whom they work as informants</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 #5 – SOCIAL & ECONOMIC JUSTICE**
Advance human rights and social and economic justice.

<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>
<th>Field Instructor Rating</th>
<th>Secondary Field Instructor Rating**</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Understand the forms and mechanisms of oppression and discrimination;</td>
<td>Assignments must be behaviorally specific and measurable.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Advocate for human rights and social and economic justice; and</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Engage in practices that advance social and economic justice</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 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.</th>
<th>Student Rating</th>
<th>Field Instructor Rating</th>
<th>Secondary Field Instructor Rating**</th>
</tr>
</thead>
</table>
| • Use practice experience to inform scientific inquiry and  
  • Use research evidence to inform practice               | 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 you have 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and</td>
<td></td>
</tr>
<tr>
<td>• Critique and apply knowledge to understand person and environment</td>
<td></td>
</tr>
<tr>
<td><strong>Assignments must be behaviorally specific and measurable.</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Rating</th>
<th>Field Instructor Rating</th>
<th>Secondary Field Instructor Rating **</th>
</tr>
</thead>
</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 #8 – SOCIAL POLICY
Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Practice Behaviors (Activities, knowledge and skills)

| 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. |
| Student Rating | Field Instructor Rating | Secondary Field Instructor Rating** |

- Analyze, formulate, and advocate for policies that advance social well-being; and
- Collaborate with colleagues and clients for effective policy action

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 #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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and</td>
<td><strong>Assignments must be behaviorally specific and measurable.</strong></td>
</tr>
<tr>
<td>• Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services</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 #10 – 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. Assignments must be behaviorally specific and measurable.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;</td>
<td></td>
</tr>
<tr>
<td>• Use empathy and other interpersonal skills; and</td>
<td></td>
</tr>
<tr>
<td>• Develop a mutually agreed-on focus of work and desired outcomes</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:

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>
<th>Student Rating</th>
<th>Field Instructor Rating</th>
<th>Secondary Field Instructor Rating**</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Collect, organize, and interpret client data;</td>
<td>Assignments must be behaviorally specific and measurable.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Assess client strengths and limitations;</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>- Develop a mutually agreed-on intervention goals and objectives;</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Select appropriate intervention strategies</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 Skill Development Rating**

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.</th>
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<th>Field Instructor Rating</th>
<th>Secondary Field Instructor Rating**</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Initiate actions to achieve organizational goals;</td>
<td>Assignments must be behaviorally specific and measurable.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Implement prevention interventions that enhance client capacities;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Help clients resolve problems;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● negotiate, mediate, and advocate for clients; and</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Facilitate transitions and endings</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 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.</th>
<th>Student Rating</th>
<th>Field Instructor Rating</th>
<th>Secondary Field Instructor Rating**</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Critically analyze, monitor, and evaluate interventions</td>
<td>Assignments must be behaviorally specific and measurable.</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 you have a secondary field instructor
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:
   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.

7. Submission of timesheets is ___ 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: __________________________

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: