FOUNDATION FIELD INSTRUCTION (SOCWK 515)
FOUNDATION EDUCATIONAL AGREEMENT & EVALUATION

Name of Student:_______________________________________________________________
Student ID:_______________________________________________________________
Method Concentration:________________________________________________________
Practice Area Concentration:__________________________________________________
Minor Concentration:(if applicable)_____________________________________________
Agency Name:_______________________________________________________________
Name of Field Instructor:______________________________________________________
Term/Year:_________________________________________________________________

************************************************************************
Field Instructor Signature:_________________________ Date:_____________________
Student Signature:___________________________________________________________
Field Liaison Signature:_______________________________________________________
************************************************************************

● Students should make a copy of this Educational Agreement for their records
● This instrument serves as the student’s Learning Agreement and Evaluation for the current
term only
● Signatures indicate agreement with all items listed

As part of this agreement, please specify the following:

Work schedule (include days & hours, coverage in student's absence, make-up arrangements for
absences):_________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Supervision (include days, times, and with whom):_________________________________
_________________________________________________________________________
_________________________________________________________________________

Other staff with whom the student is expected to work to complete assignments (include names
and titles):_________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Student space and facilities:____________________________________________________
_________________________________________________________________________
_________________________________________________________________________
AGENCY SPECIFIC STUDENT LEARNING GOALS (to be completed by student in consultation with the Field Instructor). What do you want to learn this term? Consider this in terms of personal and professional growth. Some examples of learning goals are: “I want to examine my own personal biases surrounding this agency’s population” (personal goal); “I want to work on improving my skills in the interviewing process.” (professional goal). Be sure to include a PODS related goal and include how your class work will be integrated with your field placement.

1. ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________

2. ______________________________________________________________________
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3. ______________________________________________________________________
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4. ______________________________________________________________________
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5. ______________________________________________________________________
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6. ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
EVALUATION CRITERIA

The Field Instructor will complete an evaluation of the student’s performance each term utilizing this agreement. The Field Liaison will complete the overall grade for each competency and issue the final grade. It is suggested that copies be made of this instrument so that the Student and Field Instructor can complete their individual preliminary ratings and then discuss/negotiate the final ratings on the permanent instrument. Field Instructors and students are encouraged to make comments regarding all objectives. **Minimally and Does Not Meet scores require a Field Instructor comment.**

**Exceeds Expectations** – Excellent performance. Significantly exceeds expectations of acceptable levels of performance for advanced students in virtually all components of key responsibilities and assignments. Activities are handled in a highly competent manner, and the student exhibits high levels of relevant knowledge, skills and abilities (Score of 3).

**Meets Expectations** – Good performance. Meets expectations of acceptable levels of performance for advanced students in virtually all components of key responsibilities and assignments. Activities are handled in a competent manner, and the student exhibits appropriate levels of relevant knowledge, skills and abilities (Score of 2).

**Minimally Meets Expectations** – Marginal performance requires written explanation. Meets expectations of performance for advanced students in only some components of key responsibilities and assignments. Activities are handled with some difficulty, and the student has not demonstrated appropriate levels of relevant knowledge, skills and abilities. Corrective actions and additional training may be necessary (Score of 1).

**Does Not Meet Expectations** – Unsatisfactory performance requires written explanation. Performance does not meet the minimum expectations for advanced students. Corrective actions and additional training is required (Score of 0).

**Not Applicable** – No opportunity this term to complete this assignment.
**Competency 1:**
Apply critical and creative thinking within the context of professional social work practice.

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>In micro- and macro-practice situations involving diverse populations and settings, during supervisory sessions and/or case presentations and consultations:</td>
<td>Does Not Meet</td>
</tr>
<tr>
<td>• Demonstrate <strong>critical</strong> thinking</td>
<td>0</td>
</tr>
<tr>
<td>• Demonstrate <strong>creative</strong> thinking</td>
<td>0</td>
</tr>
</tbody>
</table>

List one or more assignments/activities that meet the objectives outlined above (some could meet more than one objective).

**Assignments/Activities:**
1. 
2. 

Field Instructor Comments:________________________________________________________________________

________________________________________________________________________

Student Comments:________________________________________________________________________
### Competency 2:
Demonstrate how the value base, ethical standards and principles of the social work profession are applied to social work practice.

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Does Not Meet</td>
</tr>
<tr>
<td><strong>Identifies how the following social work principles are applied to practice in the agency:</strong></td>
<td></td>
</tr>
<tr>
<td>• Acceptance</td>
<td>0</td>
</tr>
<tr>
<td>• Confidentiality</td>
<td>0</td>
</tr>
<tr>
<td>• Empathy</td>
<td>0</td>
</tr>
<tr>
<td>• Individualization</td>
<td>0</td>
</tr>
<tr>
<td>• Self-Awareness</td>
<td>0</td>
</tr>
<tr>
<td>• Self-Determination</td>
<td>0</td>
</tr>
<tr>
<td>• Applies the National Association of Social Workers (NASW) Code of Ethics to ethical dilemmas</td>
<td>0</td>
</tr>
<tr>
<td>• While applying the NASW Code of Ethics as a framework, identify several ethical dilemmas throughout the course of the field placement and explore the implications for service delivery</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates the ability to differentiate boundaries between personal and professional values</td>
<td>0</td>
</tr>
</tbody>
</table>

List one or more assignments/activities that meet the objectives outlined above (some could meet more than one objective).

Assignments/Activities:
1.

2.

Field Instructor Comments: _____________________________________________

Student Comments: _______________________________________________
**Competency 3:**
Practice without discrimination and with respect, knowledge, and skills related to *diversity dimensions*, i.e. client’s ability, age, culture, economic class, ethnicity, family structure, gender, gender identity and expression, race, religion, sex, and sexual orientation.

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates:</td>
<td>Does Not Meet</td>
</tr>
<tr>
<td>• Sensitivity and respect for the diversity of experiences and needs of clients and populations served by the agency</td>
<td>0</td>
</tr>
<tr>
<td>• Knowledge regarding differences in identity, affiliations, and culture and engages in discussions about assumptions that could lead to discriminatory practice</td>
<td>0</td>
</tr>
<tr>
<td>• Awareness of strengths and challenges associated with assessing the impact of multiculturalism and diversity in the agency setting</td>
<td>0</td>
</tr>
</tbody>
</table>

List one or more assignments/activities that meet the objectives outlined above (some could meet more than one objective).

**Assignments/Activities:**
1. 

2. 

Field Instructor Comments:  

________________________________________________________________________

________________________________________________________________________

Student Comments:  

________________________________________________________________________

________________________________________________________________________
## Competency 4:
Identify the major forms and mechanisms of oppression and discrimination and strategies to advance social and economic justice.

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>EVALUATION</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Does Not Meet</td>
</tr>
<tr>
<td>Demonstrates:</td>
<td></td>
</tr>
<tr>
<td>• Basic knowledge of community and legislative advocacy, policy formation, and the impact of policy on oppression and discrimination</td>
<td>0</td>
</tr>
<tr>
<td>• Recognition of barriers to social justice as well as practices that promote social justice, illuminate injustices, and are culturally relevant to the agency setting in the agency setting</td>
<td>0</td>
</tr>
<tr>
<td>• Awareness of the critical impact culture has on competent social work practice within the agency setting</td>
<td>0</td>
</tr>
</tbody>
</table>

List one or more assignments/activities that meet the objectives outlined above (some could meet more than one objective).

**Assignments/Activities:**
1. 
2. 

Field Instructor Comments: ____________________________________________________________

Student Comments: _________________________________________________________________
**Competency 5:**
Apply assessment, evaluation, and intervention strategies that reflect empirically based practice and are responsive to the diversity dimensions of clients and communities.

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Does Not Meet</td>
</tr>
</tbody>
</table>

**Demonstrates:**

- A beginning ability to assess, evaluate, and intervene in the practice setting  
  - Demonstrates:  
  - A beginning awareness of how diversity dimensions impact the application of assessment, evaluation, and intervention in the practice setting  
  - Knowledge of theories of change (from individual to community/society) with reference to specific change goals of the agency’s service delivery systems  
  - How the services provided in the agency setting are grounded within empirically supported theories of practice, and include evidence-based practice skills, techniques and approaches

**Applies:**

- A strength-based, ecological, and bio-psychosocial systems perspectives to assessment, intervention planning, and implementation in the context of the social work helping process with client systems served in the agency setting
- Developmental knowledge across the life-span on bio-psychosocial theory to the assessment of individuals and families
- Knowledge of risk factors, protective factors, and resiliency to assess strengths and vulnerabilities of clients, families and communities served by the agency

List one or more assignments/activities that meet the objectives outlined above (some could meet more than one objective).

**Assignments/Activities:**
1. 
2. 

**Field Instructor Comments:**

________________________________________________________________________________________

**Student Comments:**

________________________________________________________________________________________
## Competency 6:
Analyze, formulate, and promote changes in social policies.

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Analyzes the impact of social welfare policies at the national, state,</td>
<td>Does Not Meet</td>
</tr>
<tr>
<td>regional, and/or local levels</td>
<td>0</td>
</tr>
<tr>
<td>• Describes the ways in which particular groups along the diversity</td>
<td>0</td>
</tr>
<tr>
<td>dimension are underserved or inappropriately served in the agency’s</td>
<td></td>
</tr>
<tr>
<td>population.</td>
<td></td>
</tr>
<tr>
<td>• Describes the processes used to create or change formal and informal</td>
<td>0</td>
</tr>
<tr>
<td>policies and procedures and promote changes when appropriate in the</td>
<td></td>
</tr>
<tr>
<td>agency or large service delivery systems</td>
<td></td>
</tr>
</tbody>
</table>

List one or more assignments/activities that meet the objectives outlined above (some could meet more than one objective).

**Assignments/Activities:**
1. 
2. 

Field Instructor Comments: 
________________________________________________________________________
________________________________________________________________________

Student Comments: ________________________________________________________
________________________________________________________________________
**Competency 7:**
Effectively communicate with and establish culturally appropriate collaborative relationships with individuals, families, groups, communities, and other professionals in the practice setting.

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Engages respectfully with clients around issues of difference</td>
<td>Does Not Meet</td>
</tr>
<tr>
<td>• Recognizes the impact of one’s own cultural identity on their practice</td>
<td>0</td>
</tr>
<tr>
<td>• Recognize the impact of cultural competence on agency procedures, process, and service delivery</td>
<td>0</td>
</tr>
<tr>
<td>• Recognizes unfamiliar cultural practices and ask relevant questions in order to understand individual, group, or community needs</td>
<td>0</td>
</tr>
</tbody>
</table>

List one or more assignments/activities that meet the objectives outlined above (some could meet more than one objective).

**Assignments/Activities:**
1. 
2. 

Field Instructor Comments: ________________________________

Student Comments: ________________________________
**Competency 8:**
Demonstrates an understanding of the organizational structure of the agency and its service delivery system, and identifies opportunities for organizational change.

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Does Not Meet</td>
</tr>
<tr>
<td>• Analyzes the mandate, purposes, resources and organizational structure of the agency and their impact on service delivery</td>
<td>0</td>
</tr>
<tr>
<td>• Describes the relation of the agency to the organizations in the community and identifies the range of relevant services (formal and informal) available in the community and the ways these services are used for referrals and service delivery coordination by the agency</td>
<td>0</td>
</tr>
<tr>
<td>• Critically evaluates the extent to which the organizational structure and service delivery systems of the agency promote social and economic justice</td>
<td>0</td>
</tr>
</tbody>
</table>

List one or more assignments/activities that meet the objectives outlined above (some could meet more than one objective).

**Activities:**
1. 
2. 

**Field Instructor Comments:**

__________________________________________________________

**Student Comments:**

__________________________________________________________
**Competency 9:**
Utilize supervision and consultation appropriate to social work practice.

**The Field Instructor will:**
- Provide a climate for discussions on diversity that help students learn a range of professional knowledge, skills, and values which address complex, emerging cultures from the interplay of power, privilege, diversity, and social justice
- Create a climate which fosters development of student empathy, reflexive practice skills, and the development of critical conscience utilizing the N.A.S.W. Code of Ethics as a frame of reference for practice reflection
- Include, when appropriate, the secondary field instructor in field instruction activities

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>The Student will:</strong></td>
<td></td>
</tr>
<tr>
<td>• Meet all deadlines and engage in open communication and discussions that formulate and operationalize the required Educational Agreement/Evaluation</td>
<td>0 1 2 3 NA</td>
</tr>
<tr>
<td>• Be on time for supervision sessions to review performance, engage in constructive feedback with the field instructor, and to seek help appropriately</td>
<td>0 1 2 3 NA</td>
</tr>
<tr>
<td>• Effectively explore and discuss professional and personal issues that emerge during the placement from the interplay of power, privilege, diversity, and social justice</td>
<td>0 1 2 3 NA</td>
</tr>
<tr>
<td>• Demonstrate effective communication (written and oral)</td>
<td>0 1 2 3 NA</td>
</tr>
<tr>
<td>• Apply and integrate knowledge acquired in the classroom setting to practice situations</td>
<td>0 1 2 3 NA</td>
</tr>
<tr>
<td>• While applying the N.A.S.W. Code of Ethics as a framework, identify several ethical dilemmas throughout the course of the field placement and explore the implications for service delivery</td>
<td>0 1 2 3 NA</td>
</tr>
<tr>
<td>• Develop effective collaboration skills</td>
<td>0 1 2 3 NA</td>
</tr>
<tr>
<td>• Demonstrate an awareness of their own needs and motivation for becoming a professional social worker</td>
<td>0 1 2 3 NA</td>
</tr>
</tbody>
</table>

Field Instructor Comments: ____________________________________________

Student Comments: ____________________________________________
TERM EVALUATION

INSTRUCTIONS

1. Enter total number of clock hours completed.
2. Field Instructor and student MUST sign and date below.
3. Attach Field Instructor Narrative.
4. Attach Student Self-Assessment.

TOTAL CLOCK HOURS OF FIELDWORK COMPLETED THIS TERM: ________________

FIELD INSTRUCTOR SIGNATURE: _________________________________
DATE: __________

STUDENT SIGNATURE: _________________________________
DATE: __________

******************************************************************
FOR OFFICE USE ONLY

TERM GRADE: __________
FIELD LIAISON NAME (PRINT): _________________________________
FIELD LIAISON SIGNATURE: _________________________________
DATE: ________________

REMARKS:
__________________________________________________________
__________________________________________________________
__________________________________________________________

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