

**University of Maryland, Baltimore County
Baccalaureate Social Work Program
Office of Field Education**

Learning Agreement and Evaluation

Student Last Name:		
Student First Name:		
Student ID:		
Agency:		
Field Instructor:		
Semester:	Fall 20_____	Spring 20_____
Faculty Field Liaison:		
Supervision:	Day:	Time:

A. Instructional Guide:

This document addresses three distinct components of the field placement experience (1) the Learning Agreement, (2) the Mid-Term Evaluation, and (3) the Final Evaluation. The nine (9) sections of this document reflect the 9 core competencies and 31 behaviors established by the Council on Social Work Education, 2015 Educational Policies and Accreditation Standards (EPAS) – these are national standards of performance. The behaviors operationalize each competency by describing the knowledge, values, skills, and cognitive and affective processes that comprise each competency.

- (1) Section “(1)” is the Learning Agreement section, which includes Measurable Learning Objectives, Goals, and Assignments:

The Learning Agreement is a contract between the student and the field instructor regarding learning goals for this semester. It will reflect the kinds of generalist learning experiences the student will have in the agency in relationship to the core competencies, related behaviors, and integrated dimensions while working with individuals, families, groups, organizations, and communities. The Learning Agreement portion of this document is critical to establishing the expectations for the placement and is to be completed **collaboratively** between the student and field instructor. It should be worded using very concrete, specific, behavioral terms that can be easily measured. In other words, it is like a field “treatment plan”. **Each competency should have 2 – 3 goals, objectives, tasks and/or assignments listed.**

Bad Example: “Student will become a better social worker”

Good Example: “Student will co-facilitate 2 process groups per week by Nov. 1”

- (2) Column “(2)” is the Mid-Term Evaluation section:

The Mid-Term Evaluation consists of ratings (rating criteria follows) of the student’s **performance** pertaining to the identified behaviors approximately mid-way through the

semester. It is good practice to set aside time in supervision PRIOR to the mid-term due date to review the Learning Agreement goals and assess the degree of progress made toward achieving them. Mid-Term results should help to guide the remaining weeks of the field placement for this term and should indicate areas for modification and growth. In order to help students improve their **performance**, please develop **a plan for improvement** for areas where the student’s **performance** is assessed to fall below the target competency rating.

(3) Column “(3)” is the Final Evaluation section:

The Final Evaluation allows the field instructor to rate the student’s **performance** for the entire semester pertaining to the 31 identified behaviors. The focus in both the mid-term and final evaluations should be an ACCURATE assessment of the student’s achievement and competence level of the identified behaviors, core competencies and associated dimensions.

B. How to use this document to assess student performance of behaviors and achievement of competencies?

This document is to be submitted 3 times during the semester. The 1st submission is the Learning Agreement, the 2nd submission is the Mid-Term Evaluation, and the 3rd submission is the Final Evaluation.

In the Learning Agreement section, please identify measurable learning objectives, goals, and specific assignments that correspond to the competency and the integrated dimensions listed. The student and field instructor must complete **at least two** learning goals, objectives, tasks, and/or assignments **under EACH competency category.**

Sample:

Competency #1: Demonstrate Ethical and Professional Behavior				
(1) Learning Agreement Measurable Learning Objectives, Goals, and Assignments:				
<ul style="list-style-type: none"> • Discuss common ethical issues for the setting and how to handle them with field instructor. Talk with colleagues about ethical dilemmas they have encountered and how they arrived at decisions. • Ask field instructor about rules related to use of personal and agency technology; discuss and abide by these guidelines. 				
	Identified Behaviors	Dimension(s)	(2) Mid-Term Rating (1-5)	(3) Final Rating (1-5)
1.1	Social Work Students: make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes	Knowledge; Values; Skills; C/A Processes	2	3

	of ethics as appropriate to context;			
1.2	use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;	Values; C/A Processes	3	4

Evaluation Rating Instructions:

The standard by which a field placement student is to be compared for evaluation rating purposes is that of a social work student at the generalist practice level. For example, a 1st semester BSW student’s performance should be measured against the expected level of practice competency of beginning BSW level practitioner. During the evaluation process, the student, field instructor, and task supervisor (if applicable) should refer to the accompanying Learning Agreement goals compiled for this student at the beginning of the semester. The field instructor determines the final ratings.

Rating Criteria:

5	Outstanding	The field placement student CONSISTENTLY EXCEEDS expectations related to the identified behavior.
4	Proficient	The field placement student CONSISTENTLY MEETS expectations related to the identified behavior.
3	Developing	The field placement student GENERALLY MEETS expectations related to the identified behavior.
2	Needs improvement	The field placement student INCONSISTENTLY MEETS expectations related to this identified behavior. There are performance indicators that the student can meet the expectations in the near future with additional guidance and direction.
1	Unsatisfactory	Despite being given opportunities, the field placement student NEVER MEETS expectations related to this identified behavior.
N/O		The field placement did not have an opportunity to demonstrate this identified behavior by the date of this evaluation.

Comments Sections:

Comments supporting your ratings must be made under all categories. Please be sure to comment on those areas in which you think the field placement student is particularly strong (“5” ratings) and those areas that need improvement (“1” or “2” ratings). Additional comments may be made at the end of the evaluation.

Field Education Competency-Based Learning Agreement and Evaluation

Competency #1: Demonstrate Ethical and Professional Behavior				
(1) Learning Agreement Measurable Learning Objectives, Goals, and Assignments:				
	Identified Behaviors	Dimension(s)	(2) Mid-Term Rating (1-5)	(3) Final Rating (1-5)
1.1	Social Work Students: make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;	Knowledge; Values; Skills; C/A Processes		
1.2	use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;	Values; C/A Processes		
1.3	demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;	Knowledge; Values; Skills; C/A Processes		
1.4	use technology ethically and appropriately to facilitate practice outcomes; and	Knowledge; Values; Skills; C/A Processes		
1.5	use supervision and consultation to guide professional judgment and behavior.	Knowledge; Values; C/A Processes		
	Overall mid-term rating for competency #1		MT	
	Overall final rating for competency #1			Final

In your comments, please provide examples of specific behaviors and integrated dimensions to support your ratings.

Midterm Comments:

Final Comments:

--

Competency #2: Engage Diversity and Difference in Practice				
(1) Learning Agreement Measurable Learning Objectives, Goals, and Assignments:				
	Identified Behaviors	Dimension(s)	(2) Mid-Term Rating (1-5)	(3) Final Rating (1-5)
2.1	Social Work Students: apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;	Knowledge; Values; Skills; C/A Processes		
2.2	present themselves as learners and engage clients and constituencies as experts of their own experiences; and	Knowledge; Skills; C/A Processes		
2.3	apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	Values; C/A Processes		
	Overall mid-term rating for competency #2		MT	
	Overall final rating for competency #2			Final

In your comments, please provide examples of specific behaviors and integrated dimensions to support your ratings.

Midterm Comments:

--

Final Comments:

--

Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice				
(1) Learning Agreement Measurable Learning Objectives, Goals, and Assignments:				
	Identified Behaviors	Dimension(s)	(2) Mid-Term Rating (1-5)	(3) Final Rating (1-5)
3.1	Social Work Students: apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and	Knowledge; Values; Skills; C/A Processes		
3.2	engage in practices that advance social, economic, and environmental justice.	Knowledge; Values; Skills; C/A Processes		
	Overall mid-term rating for competency #3		MT	
	Overall final rating for competency #3			Final

In your comments, please provide examples of specific behaviors and integrated dimensions to support your ratings.

Midterm Comments:

Final Comments:

Competency #4: Engage in Practice-informed Research and Research-informed Practice				
(1) Learning Agreement Measurable Learning Objectives, Goals, and Assignments:				
	Identified Behaviors	Dimension(s)	(2) Mid-Term Rating (1-5)	(3) Final Rating (1-5)
4.1	Social Work Students: use practice experience and theory to inform scientific inquiry and	Knowledge; Skills		

	research;			
4.2	apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and	Knowledge; Skills; C/A Processes		
4.3	use and translate research evidence to inform and improve practice, policy, and service delivery.	Knowledge; Values; Skills; C/A Processes		
	Overall mid-term rating for competency #4		MT	
	Overall final rating for competency #4			Final

In your comments, please provide examples of specific behaviors and integrated dimensions to support your ratings.

Midterm Comments:

Final Comments:

Competency #5: Engage in Policy Practice

(1) Learning Agreement Measurable Learning Objectives, Goals, and Assignments:

	Identified Behaviors	Dimension(s)	(2) Mid-Term Rating (1-5)	(3) Final Rating (1-5)
5.1	Social Work Students: identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;	Knowledge		
5.2	assess how social welfare and economic policies impact the delivery of and access to social services; and	Knowledge; Skills; C/A Processes		
5.3	apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and	Knowledge; Values; Skills; C/A Processes		

	social, economic, and environmental justice.			
	Overall mid-term rating for competency #5		MT	
	Overall final rating for competency #5			Final

In your comments, please provide examples of specific behaviors and integrated dimensions to support your ratings.

Midterm Comments:

Final Comments:

Competency #6: Engage with Individuals, Families, Groups, Organizations, & Communities				
(1) Learning Agreement Measurable Learning Objectives, Goals, and Assignments:				
	Identified Behaviors	Dimension(s)	(2) Mid-Term Rating (1-5)	(3) Final Rating (1-5)
6.1	Social Work Students: apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and	Knowledge; Skills; C/A Processes		
6.2	use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	Knowledge; Values; Skills; C/A Processes		
	Overall mid-term rating for competency #6		MT	
	Overall final rating for competency #6			Final

In your comments, please provide examples of specific behaviors and integrated dimensions to support your ratings.

Midterm Comments:

--

Final Comments:

--

Competency #7: Assess Individuals, Families, Groups, Organizations, & Communities				
(1) Learning Agreement Measurable Learning Objectives, Goals, and Assignments:				
	Identified Behaviors	Dimension(s)	(2) Mid-Term Rating (1-5)	(3) Final Rating (1-5)
7.1	Social Work Students: collect and organize data, and apply critical thinking to interpret information from clients and constituencies;	Knowledge; Skills; C/A Processes		
7.2	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;	Knowledge; Values; Skills; C/A Processes		
7.3	develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and	Knowledge; Values; Skills; C/A Processes		
7.4	select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	Knowledge; Values; Skills; C/A Processes		
	Overall mid-term rating for competency #7		MT	
	Overall final rating for competency #7			Final

In your comments, please provide examples of specific behaviors and integrated dimensions to support your ratings.

Midterm Comments:

Final Comments:

Competency #8: Intervene with Individuals, Families, Groups, Organizations, & Communities				
(1) Learning Agreement Measurable Learning Objectives, Goals, and Assignments:				
	Identified Behaviors	Dimension(s)	(2) Mid-Term Rating (1-5)	(3) Final Rating (1-5)
8.1	Social Work Students: critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;	Knowledge; Values; Skills; C/A Processes		
8.2	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;	Knowledge; Values; Skills; C/A Processes		
8.3	use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;	Knowledge; Values; Skills		
8.4	negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and	Knowledge; Values; Skills; C/A Processes		
8.5	facilitate effective transitions and endings that advance mutually agreed-on goals.	Knowledge; Skills		
	Overall mid-term rating for competency #8		MT	
	Overall final rating for competency #8			Final

In your comments, please provide examples of specific behaviors and integrated dimensions to support your ratings.

Midterm Comments:

Final Comments:

Competency #9: Evaluate Practice with Individuals, Families, Groups, Organizations, & Communities

(1) Learning Agreement Measurable Learning Objectives, Goals, and Assignments:

	Identified Behaviors	Dimension(s)	(2) Mid-Term Rating (1-5)	(3) Final Rating (1-5)
9.1	Social Work Students: select and use appropriate methods for evaluation of outcomes;	Knowledge; Values; Skills; C/A Processes		
9.2	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;	Knowledge; Skills; C/A Processes		
9.3	critically analyze, monitor, and evaluate intervention and program processes and outcomes; and	Knowledge; Skills; C/A Processes		
9.4	apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	Knowledge; Values; Skills; C/A Processes		
	Overall mid-term rating for competency #9		MT	
	Overall final rating for competency #9			Final

In your comments, please provide examples of specific behaviors and integrated dimensions to support your ratings.

Midterm Comments:

Final Comments:

--

Essential Social Work Skills and Behaviors:				
	Social Work Students:	Dimension(s)	(2) Mid-Term Rating (1-5)	(3) Final Rating (1-5)
1	maintain professionalism in terms of dress and on time attendance;	Knowledge; Values; Skills; C/A Processes		
2	establish and maintain appropriate relationships with clients and agency personnel;	Knowledge; Values; Skills; C/A Processes		
3	accept constructive feedback and make the necessary changes; and	Knowledge; Skills; C/A Processes		
4	engage in assigned tasks and complete in a timely manner.	Knowledge; Skills; C/A Processes		

Field Instructor's Summary Narrative:

Include any additional comments that could help to clarify or highlight aspects of this student's field placement experience, progress toward, or achievement of professional social work competencies:

--

(1) Learning Agreement Signatures:

Student: _____

Field Instructor: _____

Task Supervisor (if applicable): _____

Faculty Field Liaison: _____

(2) Mid-Term Signatures:

Student: _____

Field Instructor: _____

Task Supervisor (if applicable): _____

Faculty Field Liaison: _____

Total number of hours completed by mid-term: _____

The student's signature does not imply agreement or disagreement with the evaluation; it indicates only that the student has read it.

Student's Comments (optional):

(3) Final Signatures:

Student: _____

Field Instructor: _____

Task Supervisor (if applicable): _____

Faculty Field Liaison: _____

Total number of hours completed by final: _____

The student's signature does not imply agreement or disagreement with the evaluation; it indicates only that the student has read it.

Student's Comments (optional):