Competencies Assessment/Learning Contract/Evaluation

Instructions

1. **Review** and make sure you understand the “Working Version of Bloom’s Cognitive Levels of Complexity” (see next page). This is the scale that you will use to assess current and desired levels of competence, and to benchmark your progress through your field experience.

2. For each competency area, there are a series of competency items (followed by a goal planning page). Use the Bloom’s scale to **assess your level of competence** (LOC) for each competency item. At the beginning of your field placement, it is expected that for some items your baseline LOC will be 0, and that it will be rare for your LOC to be higher than a 2.

3. On the basis of your assessment and in consultation with your field instructor, **designate priority areas for learning** (by checking the appropriate box) based on what can be accomplished and supported in your particular field placement by assignments, projects or other activities. No matter what your placement is or your experience level, you should have at least one priority in each competency area. There is no fixed limit to the number of priority items you may have. Usually, in fact, the different items “work together” to strengthen a competency and you may see the need to prioritize multiple items in an area.

4. Using your designated priority areas as a guide, **develop 8-10 meaningful learning goals**, including at least one in the Diversity and Social Justice area. (It is not required, and not practical for every priority area to be translated into a goal. Again, consult with your field instructor about what is achievable.) If this is your concentration placement, it is expected that at least 2-3, or even more, of your goals will be in your concentration knowledge and skill area. You may choose more goals in an area that is of particular interest to you or relevance to your placement, but in general, you are strongly encouraged to choose goals across the breadth of the areas. More than 10 total goals are too many, since you will be carefully tracking your progress on each throughout your placement. Each goal should be specific, competency-based, and measurable (see examples).

5. **For each goal, develop a learning strategy.** This should be concrete activities that move you in the direction of accomplishing each specific goal (see examples).

6. If you are a IV-E scholar, you also need to complete the IV-E addendum found on page 137 of this manual. Please complete the level of competence ratings, then develop your specific learning goals using the same format as the rest of your Learning Contract.

7. **Review your completed learning contract** with your field instructor (and task supervisor if you have one), make revisions if needed, then all should **sign**. Give copies of the signed contract to your field liaison, field instructor (and task supervisor). Your liaison may have additional suggestions for learning areas and strategies. The contract is not final until the field instructor and field liaison have signed it.

8. You and your field instructor will **use this same document to complete the mid-year and final evaluation**, as well as to make “mid-course corrections” with respect to goals and learning strategies.

9. The learning contract is intended to be a flexible tool to aid you and your FI/TS in developing and evaluating the internship experience. **Use it creatively!** If you or your FI/TS have any questions about whether you are using it appropriately, contact your field liaison.
A Working Version of Bloom's Cognitive Levels of Complexity (Level 4)

- Advanced Practice - Analysis, Synthesis, Evaluation
  - Synthesis
    - Analyses how each step in the assessment process supports the next step in the assessment process.
  - Evaluation
    - Synthesizes
      - Analyzes
        - Evaluates needs assessment activities overall satisfaction with revised needs assessment process.

- Application
  - Uses the standardized assessment process with an assigned client/consumer.
  - Synthesizes the reasons for each step in the needs assessment process.
  - Evaluates the reasons for each step in the needs assessment.

- Comprehension
  - Uses the standardized assessment process with an assigned client/consumer.
  - Synthesizes the reasons for each step in the needs assessment process.
  - Evaluates the reasons for each step in the needs assessment.

- Knowledge/Recall
  - Uses the standardized assessment process with an assigned client/consumer.
  - Synthesizes the reasons for each step in the needs assessment process.
  - Evaluates the reasons for each step in the needs assessment.

0. No knowledge (this is an expected level to be at in a foundation placement or a new practice setting)
Examples of Learning Goals and Strategies

**Learning Strategies**
- Read text to identify key ideas.
- Engage in discussion to explore connections between ideas.
- Reflect on how these strategies can be applied in real-world contexts.

**Examples of Learning Goals**
- Understand the principles of community psychology.
- Develop skills in research methodology.
- Apply knowledge to real-world issues.

**Examples of Learning Outcomes**
- Demonstrate proficiency in critical thinking.
- Communicate effectively both orally and in writing.
- Collaborate effectively in teams.

**Examples of Assessment**
- Pre-test assessments to identify prior knowledge.
- Mid-term and final exams to evaluate learning progress.
- Peer evaluations to assess collaborative skills.

**Examples of Course Policies**
- Attendance policy: 80% attendance required.
- Participation requirements: 2-3 contributions per week.
- Collaboration: encouraged within groups of 3-4 students.

**Examples of Course Standards**
- Grading criteria: 40% participation, 40% exams, 20% final project.
- Late work policy: no extensions allowed.
- Course calendar: available online.

**Examples of Course Activities**
- Discussion forums: online platforms for academic debates.
- Guest lectures: experts in community psychology.
- Field trips: visits to community centers and social service agencies.

**Examples of Course Resources**
- Library resources: access to academic journals and databases.
- Online databases: ProQuest, JSTOR, PubMed.
- Educational software: SPSS, Stata.

**Course哲学:**
- Community psychology: an holistic approach to understanding social behavior.
- Social justice: promoting equity and fairness in society.
- Critical thinking: developing analytical skills for problem-solving.

**Course Objectives**
- Understand the theoretical foundations of community psychology.
- Develop skills in conducting research.
- Apply knowledge to real-world problems.
Goal writing examples

**Goal Examples:** Use complete sentences.

- I will gain knowledge in....
- I will learn and apply agency policies....
- I will understand and intervene on social justice issues faced by clients
- I will learn and practice assessment, intervention and terminations skills
- I will practice strength based, systemic social work skills
- I will utilize critical thinking in supervision and team consultation

**Strategies:** may be bullets

- Read about....
- Observe or shadow....
- Co-facilitate
- Develop
- Research community resources
- Provide case work for 2-5 clients
- Do assessments and develop case plans
- Identify barriers faced by clients by listening to their stories
- Implement case plans and overcome any barriers
- Organize a community meeting
- Meet with Legislators
- Review progress in supervision
- Present case or ethical dilemma in seminar
- Present a case in team meeting
- Practice self care weekly; Learn de-escalation techniques