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	Examples
0. No Knowledge (this is an expected level to be at in a foundation placement or a new practice setting)	
1. Knowledge recall "I remember."	* Lists the steps in the agency's standardized mental health assessment process. * Lists the steps in completing a community needs assessment.
2. Comprehension "I understand."	* Accurately explains the reasons for each step in a mental health assessment. * Accurately explains the reasons for each step in the needs assessment process.
3. Application "I use."	* Uses the standardized assessment process with an assigned client/consumer. * Completes each step in a community needs assessment.
4. Advanced Practice - Analysis, Synthesis, Evaluation	
Analysis "I take apart and differentiate."	* Looks at each step in the assessment process, with an eye to how each step supports the next. * Breaks down the steps in the community assessment and decides which questions call for demographic data and which questions ask for community member opinions.
Synthesis "I create or refine."	* Develops a revised format for mental health assessments, incorporating more items related to client strengths of needs assessment questions and revises instrument to reflect more culturally relevant data gathering techniques.
Evaluation "I judge based on information."	* Completes a pilot study using two mental health assessment tools and evaluates results from each along specified quality criteria * Using data from community participant evaluations, evaluates overall satisfaction with revised needs assessment process

Adapted from "Learning domains or Bloom's taxonomy" by Donald Clark, created June 5, 1999 and updated May 21, 2000.
Retrieved 5/14/03 from the www: http://www.nwlink.com/~donclark/hrd/bloom.html

Examples of Learning Goals and Strategies

Foundation Year:

Competency Area: Agency and community-specific competencies

Competency Item: Laws, policies and procedures related to agency services and operations

Baseline Level of Competence: 0

Desired Level: 2 – Comprehension

Measurable Goal: I will be able to accurately describe to my field instructor the major laws, policies and procedures that guide social work practice in the adoptions unit.

Learning Strategies:

- Ask field instructor to direct me to the laws, policies and procedures that direct our work in adoptions.
- Read and take notes on all relevant laws, policies and procedures.
- Have follow-up discussion with field instructor around how each law and policy fits into our practice. Ask any questions I have related to how these are implemented.
- Schedule time in supervision to describe, in my own words, these laws, policies and procedures. Ask for feedback.

Direct Practice – Concentration Year:

Competency Area: Direct Practice Methods Concentration competencies

Competency Item: Advanced differential assessment with individuals, families and groups

Baseline Level of Competence: 1 – Recall

Desired Level: 3 – Application

Measurable Goal: I will be able to accurately apply DSM IV criteria in four client mental health assessments.

Learning Strategies:

- Be assigned 4 clients for assessment over the course of my field placement.
- Follow agency assessment guidelines in interviews with each client. (Ask for coaching as needed from field instructor if I get stuck or confused.)
- Study common diagnoses in DSM IV, differential diagnoses and discuss with my field instructor and other social workers on team.
- Use readings and notes from psychopathology class as reference.
- Complete draft diagnostic assessments for each client and seek feedback on each from field instructor.
- Make changes as needed in assessment after feedback from field instructor. Reflect on where I need to focus future learning.
- Present final two cases to our treatment team for expanded feedback before doing final assessment draft.

Community Practice – Concentration Year

Competencies Area: Community Practice Methods Concentration competencies

Competency Item: Proposals for policy, program or community interventions, from needs through evaluation

Baseline Level of Competence: 3 – Application

Desired Level: 4 – Advanced

Measurable Goal: I will draft a revised policy for child support enforcement for potential use in X county.

Learning Strategies:

- Collect and policies currently in place in Minnesota and Wisconsin related to child support enforcement.
- Analyze policies to see components of policies.
- Analyze policies to highlight similarities and differences between them.
- Research best practices in child support enforcement.
- Draft revised policy and give copy to my field instructor for feedback.
- Make changes as needed in draft policy and distribute to agency child support team for discussion and feedback.
- Take lead in making changes needed in order to have draft policy ready for Board review.

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