

8010 Learning Contract 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. **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.
7. 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.
8. 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

<u>Level</u>	<u>Examples</u>
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."	<ul style="list-style-type: none"> * 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."	<ul style="list-style-type: none"> * 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."	<ul style="list-style-type: none"> * 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."	<ul style="list-style-type: none"> * 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."	<ul style="list-style-type: none"> * 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."	<ul style="list-style-type: none"> * 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.



8010 Learning Contract

Student name: Ima G. Student

Field Agency: Healthy County Child Protection

Field Instructor and Task Supervisor name(s) Yurmy Mentor

Dates of internship: 9/05-5/06

Agency and Community-Specific Competency Area Competencies Assessment

Priority areas	Competency Items	Baseline Level of Competence (LOC)	Desired Level of Competence (LOC)
x	Relevant laws, policies and procedures	0	2
	Community resources used and referral procedures used	0	3
	Formal and informal mechanisms of power (i.e. "politics")	1	2
x	Critical awareness of how agency's context shapes practice	0	3
	Role of Social Work within agency	0	3
	Functioning within structure of agency and service delivery system AND critically analyze needed changes	1	3

Level of Competence Scale:

- 0 – No Knowledge
- 1 – Recall (can remember information)
- 2 – Comprehension (understands and can explain in own words)

- 3 – Application (can use knowledge or skill appropriately in practice)
- 4 – Advanced Practice (can analyze, synthesize and thoughtfully evaluate information/theory/concept/skills; level is what might be expected in experienced post-Masters practitioner)

Agency and Community-Specific Competency Area Goals

Goals: Agency and Community Specific Competencies	Midyear progress, changes, Instructor and student comments	Mid-term LOC	Final progress, comments, level of competency	Final LOC
<p>Goal 1: By mid-internship, I will understand and be able to summarize State and HC laws and policies applying to my position</p> <p>Learning Strategies- I will shadow other SWs and my FI, asking questions. I will read training materials and discuss my understanding with FI in supervision. I will complete samples of all relevant paperwork and review them with FI prior to doing this for an actual client</p>	<p>FI: Ima is where I would expect her to be at this point. She has read and has a good basic understanding of CP policies and documents she has come in contact with. She has completed samples, and will soon be using documents on her own with clients Ima: I have asked a lot of questions of my FI and other SW's, have gotten a good idea of how different workers do things differently</p>	2	<p>FI: Ima has completed this goal and has moved beyond comprehension to application She is capable of doing the work of this unit with a sophisticated understanding of how laws and policies effect the work Ima: I still feel that I have a lot to learn in this area, but I have been able to serve my clients in keeping with CP policy.</p>	3
<p>Goal 2:By end of internship I will demonstrate understanding of how local, state and federal issues impact CP practice, and apply this understanding to my own practice.</p> <p>Learning Strategies Discuss relevant issues with FI and other team members Read relevant local and state policy statements and discuss them in supervision. Attend relevant county meetings. Understanding will be measured in context of supervisory meetings and field seminar discussions</p>	<p>FI: We have had a number of discussions in supervision about how the course of specific cases she has seen are related to larger issues. We plan to have her attend county CP task force meetings next semester</p>	1	<p>FI: Ima has shown a lot of insight into the political context in which we work. She attended task force meetings and followed critical legislative issues closely, and brought this discussion to supervision. I have observed her work with clients in a matter which is sensitive to the impact of larger systems in a way that has help families avoid pitfalls. Ima: In addition to the above, I brought these issues to seminar group and used this as a basis for discussion with my FI. This work was very eye-opening- I think I have a start on how to translate what I comprehend into ways to work effectively within the context of the work.</p>	3
<p>Goal 3:</p> <p>Learning Strategies</p>				

Foundation Social Work Methods Competency Area Competencies Assessment

Priority areas	Competency Items	Baseline Level of Competence (LOC)	Desired Level of Competence (LOC)
	Basic relationship-building skills: empathy, warmth, respect, authenticity	1	3
x	Critical thinking process to guide and evaluate assessment, intervention and evaluation with client systems	0	3
x	Theoretical frameworks supported by empirical evidence to understand: <ul style="list-style-type: none"> • Individual growth and behavior across the lifespan 	0	3
x	Theoretical frameworks supported by empirical evidence to understand: <ul style="list-style-type: none"> • Interactions among individuals and social systems 	0	3
	<u>Systems perspective</u> in assessment, contracting, intervention and evaluation phases of work with clients	0	3
x	<u>Strengths-based approach</u> in assessment, contracting, intervention and evaluation phases of work with clients	0	3
x	Conscious, intentional and appropriate use of self	1	3
x	Application of empirical research to field practice, and critical analysis of research in the light of field experience	0	3
x	<i>Required for Child Welfare scholars in public child welfare placements:</i> Risk assessment <u>process</u> including assessment tools used, description of risk factors, and indicators of neglect and abuse	0	3

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Foundation Social Work Methods Competency Area Goals

Goals: Social Work Methods Competencies	Midyear progress, changes, Instructor and student comments	Mid-term LOC	Final progress, comments, level of competency	Final LOC
<p>Goal 1: By internship end, I will demonstrate skills in conscious use of self in CP work</p> <hr style="border-top: 1px dashed black;"/> <p>Learning Strategies I will discuss successes and failures in use of self in supervision and seminar I will use process recordings to analyze this along with my FI, and act on recommendations and strategies</p>	<p>FI: Ima has done 1 process recording which we have reviewed. She has already made a great deal of progress in understanding the impact of Use of Self, including her forthright discussion in supervision of mistakes she made that limited her success in a case she was teaming- I welcome this. Ima: I still have a long way to go on this goal- self-disclosure has been a big part of my discussions with Yurmy.</p>	2	<p>FI: As Ima has taken on cases on her own, she has increasingly shown an ability to consciously engage in use of self in a way that created good working relationships with difficult clients. She did her 2nd process recording on a particularly hard session in which she did very well. Ima: I have made a lot of progress on this this year- I have learned how much I have left to learn.</p>	3
<p>Goal 2:By internship end, I will have a working understanding of risk assessment process...and be able to use it in practice.</p> <hr style="border-top: 1px dashed black;"/> <p>Learning Strategies I will make use of all assessment tools and scales used by HCCP, use supervision to hone my understanding of how they are used in CP process</p>	<p>FI: Early in the internship, Ima and I reviewed good and bad examples of assessments done by HCCP. She has sat in on assessments, and has done a mock assessment. She will start doing her own next semester. Ima: I am where I think I should be on this goal, am looking forward to doing assessments, will use supervision assertively.</p>	1	<p>FI: Ima has done a number of assessments independently, and has demonstrated a good understanding of risk factors and indicators of abuse and neglect. Ima: I have used supervision to help me better understand the process and risk factors- I feel I have accomplished this goal.</p>	3
<p>Goal 3:By internship end, I will be able to apply a strengths-based perspective to county CP social work</p> <hr style="border-top: 1px dashed black;"/> <p>Learning Strategies I will use supervision to analyze cases in terms of a strength-based approach in work with my clients. I will bring materials related to strength-based approach from class to supervision, discuss how these can be used in my work with clients</p>	<p>FI: It has initially been a challenge for Ima to find strengths to build on in some of the families she saw while shadowing and teaming. She accepted feedback on this openly, and is working hard in supervision to specifically analyze cases in light of this approach. Ima: I have been surprised how hard it has been to apply a strengths-based approach in this work, have discussed with Yurmy how the system sometimes seems not to support this approach.</p>	1	<p>FI: I think this has been a real growth area for Ima this semester. She has been careful to address strengths and resources families have to build on in every case discussion, and has shown some creativity when these are hard to see. There are specific cases where I think outcomes have been affected positively by her using this approach. Ima: This has been one of the harder areas for me this year- Yurmy has really helped me integrate this approach into my work.</p>	3

Diversity and Social Justice Competency Area Competencies Assessment

Priority areas	Competency Items	Baseline Level of Competence (LOC)	Desired Level of Competence (LOC)
x	Professional stance of understanding, affirmation and respect for individuals, families, communities and colleagues from diverse backgrounds	2	3
x	Understanding of Risk in practice: factors that contribute to being at risk, dynamics of risk, how group membership effects access to resources	1	3
x	Diversity within and between groups that influences practice	1	3
x	Relating practice to issues of human and civil rights, national and global issues of oppression and social justice	0	2
x	Needs and responses individuals, families and communities experiencing oppression, and the strengths they use to survive and overcome it.	0	3
x	Analysis and management of one's own culture, frame of reference, multiple social identities, biases and power/privilege as it impacts practice	3	3
x	Practice strategies with persons and communities of diverse backgrounds, Including: <ul style="list-style-type: none"> • Communication, collaboration, empowerment, advocacy • Defining, designing, implementing and evaluating service that is culturally relevant 	1	3
x	Practice strategies and policies that challenge discrimination, oppression and economic disparity.	0	2
x	Required of Child Welfare Scholars: Critical analysis and understanding of how cultural and racial factors are used to assess risk in a child welfare setting	0	3

Level of Competence Scale:

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3 – Application (can use knowledge or skill appropriately in practice)

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Diversity and Social Justice Competency Area Goals

Goals: Diversity and Social Justice Competencies	Midyear progress, changes, Instructor and student comments	Mid-term LOC	Final progress, comments, level of competency	Final LOC
<p>Goal 1: By internship end, I will have an increased understanding of appropriate practice strategies with clients from the communities I am serving, including an understanding of the impact of the culture of poverty on client responses to CP workers and services, and be able to demonstrate this understanding in work with my clients.</p> <p>Learning Strategies I will use supervision, seminar discussion and class material and additional reading to learn culturally relevant communication and means of collaboration I will use supervision and process recording to track my consciousness of culturally relevant service</p>	<p>FI: Ima attended Culture of Poverty training with the team. I have given her articles to read on issues specific to cultural groups served by HCCP, and we have discussed these in supervision- she has also brought in articles and discussions from class and seminar. Her 1st process recording reflected her having prepared to see a family from another culture. Ima: Culture of poverty training was very helpful. MY FI has asked me to be able to summarize ideas about culturally appropriate strategies.</p>	2	<p>FI: Ima has been able to demonstrate an ability to connect well with client from other cultures and to apply appropriate practice strategies to an extent at least that which I would expect of a 1st year SW student, if not more. Her 2nd process recording and supervisory discussions reflect this. Ima: This was a very important goal for me starting out, as I am of a culture different than that of most of my clients. My interest and passion for learning to step into the frames of my clients has deepened, and I plan to continue this work in my next placement.</p>	3
<p>Goal 2: By internship end, I will increase my insight into how cultural and racial factors affect child welfare practice in HC, and be able to integrate this insight into my work.</p> <p>Learning Strategies I will use supervision to discuss what I observe in day-to-day practice on the part of SWs, use field liaison and seminar for help if discussion with FI feels difficult I will conduct a survey of CP outcomes by race within my team for a class, and share results with my FI.</p>	<p>FI: We have discussed observations Ima has made based on her observations. She has brought challenging questions to supervision based on discussions in class and seminar. Ima: I feel that I am beginning to understand how cultural issues affect CP decisions and outcomes- this has been challenging, since I sometimes see team members doing things that seem biased to me- Yurmy has made it safe for me to discuss these perceptions. I will do the survey next semester. Addition to goal: Ima will present survey results to the team</p>	2	<p>FI: I think Ima has not only worked with her clients in a way that is very sensitive to how cultural factors affect outcomes, but has been able to challenge the entire team to do so as well. She presented survey results to the team that fostered a lively discussion about our need to improve the way we work in this area. She made a real contribution to us in this area. Ima: Doing the survey really opened my eyes to some of the ways our hidden biases impact what happens to clients in this system. Presenting to the team was very challenging, but I thought it was well-received.</p>	4!
<p>Goal 3:</p>				

Learning Strategies

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Professional Social Work Identity/ Responsibilities Competency Area Competencies Assessment

Priority areas	Competency Items	Baseline Level of Competence (LOC)	Desired Level of Competence (LOC)
x	Social Work as a profession and how it is distinguished from other helping professions	0	2
	Ethical standards as outlined in the NASW Code of Ethics and MN Board of Social Work Standards of Practice	0	3
	Non-discriminatory practice	2	3
	Ethical commitments to clients and colleagues	1	3
	Practice within scope of competency	1	3
x	Professional boundaries	1	3
x	Use of supervision and consultation	0	3
	Commitment to ongoing professional development, including reading of emerging literature and participation in continuing education	3	3

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Professional Social Work Identity/ Responsibilities Competency Area Goals

Goals: Professional Social Work Identity/Responsibilities Competencies	Midyear progress, changes, Instructor and student comments	Mid-term LOC	Final progress, comments, level of competency	Final LOC
<p>Goal 1:By internship end, I will have an understanding of what appropriate boundaries are for me in doing CP social work, and demonstrate appropriate boundaries in practice.</p> <hr style="border-top: 1px dashed black;"/> <p>Learning Strategies I will use supervision and seminar to discuss and analyze appropriateness of my boundaries based on client responses and my own reactions to field work I will observe how boundaries of different SWs on my team differ and how they discuss these differences, and process this with my FI and in seminar</p>	<p>FI: Ima has shared observations in supervision of how different workers have different boundaries, and has also had the chance to test her own boundaries (see foundation goal 1 above)</p> <p>Ima: As stated above, this has been somewhat challenging for me. It has been helpful to see how various workers manage boundaries differently, and I am beginning to have a sense of what works for me.</p>	2	<p>FI: I think Ima has shown significant progress in being able to practice with appropriate boundaries for this type of work, and has risen to the challenge well. Ima: This is still a very uncomfortable area for me, and I sometimes get nervous when clients seem to want to know more about me than I am comfortable with. I have a long way to go on this one.</p>	3
<p>Goal 2:</p> <hr style="border-top: 1px dashed black;"/> <p>Learning Strategies</p>				
<p>Goal 3:</p> <hr style="border-top: 1px dashed black;"/> <p>Learning Strategies</p>				

Professional Work Skills Competency Area Competencies Assessment

Priority area	Competency Items	Baseline Level of Competence (LOC)	Desired Level of Competence (LOC)
	Teamwork	3	3
	Collaboration	2	3
	Giving constructive feedback	2	3
x	Receiving feedback	1	3
	Written communication	2	3
	Verbal (oral or alternative) communication	3	3
x	Non-verbal communication	1	3
	Practical problem-solving	3	3
	Agency relationship skills	3	3
	Collegial relationship skills, including cross-cultural working relationships	2	3
x	Time management	1	3
x	Organization of work	1	2

Level of Competence Scale:

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Professional Work Skills Competency Area Goals

Goals: Professional Work Skills Competencies	Midyear progress, changes, Instructor and student comments	Mid-term LOC	Final progress, comments, level of competency	Final LOC
<p>Goal 1:By internship end, I will improve my ability to learn from and use positive and challenging feedback</p> <p>Learning Strategies I will actively request feedback from my FI at each weekly supervision meeting I will observe any responses of defensiveness to challenging feedback, or deflecting positive feedback, and discuss these with FI, field liaison, and in seminar</p>	<p>FI: It was very helpful for Ima and me to discuss our differing styles before we really got started. This alerted us to potential pitfalls, and helped us structure a feedback format into each supervisory session Ima: It was initially difficult for me seek and respond to feedback from Yurmy, so building it into sessions has been helpful. With the help of my seminar group, I have gained understanding of what I bring that makes this hard for me.</p>	2	<p>FI: I have seen clear evidence of Ima being able to take feedback and apply it to her work, sometimes in a very challenging way. I think this will continue to be a goal for Ima (perhaps in particular with respect to POSITIVE feedback), but she has made progress. Ima: I agree with Yurmy that I have a long way to go, but I think I have overcome a lot of insecurity in being able to be honest with an authority figure.</p>	3
<p>Goal 2: By end of internship, I will gain consciousness of congruence between verbal and non-verbal communication, and demonstrate this knowledge in practice.</p> <p>Learning Strategies If possible, I will videotape a client interaction and review it with my FI. Otherwise, I will have my FI observe client interactions and discuss non-verbal communication in supervision</p>	<p>FI: We have discussed and role-played on non-verbal communication. We will be looking for an opportunity to tape a client interaction next semester. Ima: Yurmy gave me valuable feedback about how to present myself as confident, assertive and open in client situations.</p>	2	<p>FI: I was able to observe Ima with a family through a 1 way mirror, and found her non-verbal communication to be quite congruent, in a way I don't think she could when she started. Ima: Both being observed and doing my process recordings helped me make a better link between what was happening to me internally and what I wanted to present to clients.</p>	3
<p>Goal 3:</p> <p>Learning Strategies</p>				

Mid-Placement Comments and Feedback

How is the Student Progressing? What are the student's strengths? Are there further areas the student should focus on for improvement?

Comments from Field Instructor:

Ima really wants to learn, is intelligent and has an inquiring mind. Her consciousness of diversity issues, and her willingness to try things is great, the latter in particular given some fear of feedback and authority figures I think she brings. I think that use of self and boundaries are difficult in this area- Ima has made what I think are a couple wonderful mistakes, and is learning a lot from them- I want her to continue with this

Comments from Task Supervisor (if applicable):

Comments from Student:

It has been really interesting learning to work with a supervisor who has a different style from me. I agree with Yurmy that I have more work to do on boundaries.

Comments from Faculty Field Liaison:

Both Ima and FI are really stepping up to the big issues here- great, challenging placement so far!

What feedback or suggestions do you have for the School of Social Work at this time?

Feedback from Field Instructor:

I love the new paperwork format!!

Feedback from Task Supervisor:

Feedback from Student:

Liaison feedback and seminar have been very helpful. I found it hard to use the numbering system on the learning contract.

End of Placements Comments and Feedback

How has the student progressed? Are there further areas that the student should focus on for continued professional development?

Comments from Field Instructor:

Ima has gone beyond my expectations for a 1st year student. She has not backed away from any challenge, and has been a very effective worker and team member

Comments from Task Supervisor (if applicable):

Comments from Student:

I have learned so much here, and am very grateful to my FI and liaison.

Comments from Faculty Field Liaison:

Great placement.

What feedback do you have for the School of Social Work at this time?

Feedback from Field Instructor:

Boy, I sure do like the new paperwork format! I also liked being kept in the loop by the SSW

Feedback from Task Supervisor (if applicable):

Feedback from Students

I wish there was a 2nd year seminar.

Signatures

Initial contract signatures:

Student _____

Field Instructor _____

Task Supervisor _____

SSW Field Liaison _____

Mid-year evaluation signatures:

Student _____

Field Instructor _____

Task Supervisor _____

SSW Field Liaison _____

Final evaluation signatures:

Student _____

Field Instructor _____

Task Supervisor _____

SSW Field Liaison _____