



BSW Field Practicum #1 - SCWK 3300
Learning Contract, Midterm Evaluation, Final Evaluation

Student Information:	
Name	
MUN Email Address	

Field Instructor Information:	
Name(s)	
Email address(es)	
Telephone number(s)	

Agency Mentor Information (where no on-site Field Instructor):	
Name(s)	
Email address(es)	
Telephone number(s)	

Field Setting:	
Agency	
Program	
Location	

Grading Scale	
Meets Expectations (ME)	Consistently demonstrates an acceptable level of: <ul style="list-style-type: none"> • theory and skills; • creativity and critical thinking; • analytical skills; • communication skills; • professional and ethical behavior.
Needs improvement (NI)	Demonstrates a minimal level of: <ul style="list-style-type: none"> • theory and skills; • creativity and critical thinking; • analytical skills; • communication skills; • professional and ethical behavior.
Is not meeting expectations (NM)	Fails to demonstrate a minimal level of: <ul style="list-style-type: none"> • theory and skills; • creativity and critical thinking; • analytical skills; • communication skills; • professional and ethical behavior.

OUTCOME 1:		
To Function Efficiently and Effectively Within Field Setting and Community Context		
Objectives: By the end of the FIRST practicum, the student is expected to:		
1.1 explain field setting mandates, programs, services, policies, and procedures;	MIDTERM	FINAL
<ul style="list-style-type: none"> • Review policy/procedure manual or equivalent • Review organizational chart or equivalent • Review website/pamphlets • Review field setting standards regarding safety, dress code, and respectful workplace behavior • Review with staff formal and informal behavioral norms within the field setting • Shadow agency staff to learn their roles • Identify how agency roles overlap and complement each other • Discuss with field instructor/agency mentor how the field setting integrates social justice, advocacy, and human rights into service delivery 		
1.2 identify the specific needs/concerns and requirements of the people served by the agency and how the agency/program responds to those needs;	MIDTERM	FINAL
<ul style="list-style-type: none"> • Discuss with field setting staff the needs of service recipients (individuals, families, groups, organizations, communities) • Identify and understand the benefits, strengths, and challenges of programs and services offered by the field setting • Identify and learn about collateral agencies relevant to the specific population (complete agency visits, review agency websites, etc.) • Identify services and programs available in the community to diverse populations • Review material relevant to the practicum 		
1.3 participate in the work of the field setting/community in an ethical and effective manner using an anti-oppressive lens;	MIDTERM	FINAL
<ul style="list-style-type: none"> • Review the CASW Code of Ethics and Guidelines for Ethical Practice • Identify and record in weekly logs examples of ethical principles and challenges in practice • Analyze at least one required recording to identify and discuss relevant ethical principles • Discuss with field instructor/agency mentor how to integrate anti-oppressive principles into practice • Apply ethical and anti-oppressive principles and practices throughout all aspects of the practicum 		
1.4 meet field setting/community standards for documentation;	MIDTERM	FINAL
<ul style="list-style-type: none"> • Review course material on assessment and documentation practices • Explain the importance of social work documentation in relation to field setting requirements and provincial legislation • Complete documentation assigned by the field instructor/agency mentor/staff in accordance with agency requirements • Discuss quality of documentation with field instructor/agency mentor • Meet deadlines for field setting documentation 		
1.5 describe sources of oppression within the field setting, community, and student;	MIDTERM	FINAL

<ul style="list-style-type: none"> • Be open to hearing about people’s experiences of oppression and, where appropriate, advocating in partnership with them or on their behalf • Participate in staff meetings and identify possible oppressive practices within the field setting • Discuss with field instructor/agency mentor personal biases, cultural influences, beliefs, and behaviors that may contribute to oppression or to an anti-oppressive stance 		
1.6 explain the skills of advocacy at individual, organizational, and societal levels of practice;	MIDTERM	FINAL
<ul style="list-style-type: none"> • Learn how micro and macro level advocacy occurs within the field setting and within the broader community • Discuss with field instructor/agency mentor effective advocacy techniques 		
1.7 work effectively as a member of the team.	MIDTERM	FINAL
<ul style="list-style-type: none"> • Review course or other material on factors contributing to effective team functioning • Discuss in field instruction how to be a contributing team member • Solicit feedback on student role as a team player from team/colleagues and field instructor/agency mentor • Identify organizational factors, societal beliefs, group norms and individual beliefs impacting team functioning 		
Midterm comments:		

OUTCOME 2: To Function Effectively within a Teaching and Learning Context		
Objectives: By the end of the FIRST practicum, the student is expected to:		
2.1 engage in the practicum as an adult learner as evidenced by independent learning and self-direction;	MIDTERM	FINAL
<ul style="list-style-type: none"> • Prepare for daily tasks within the field setting • Seek learning opportunities by meeting with field instructor/agency mentor and staff to identify appropriate learning experiences/work assignments • Identify and regularly discuss with field instructor/agency mentor course material relevant to field setting 		
2.2 prepare for and participate actively in weekly field instruction sessions;	MIDTERM	FINAL
<ul style="list-style-type: none"> • Prepare proposed agendas, including questions, issues for discussion, and learning needs • Assume responsibility for your learning • Complete and submit logs and recordings in a timely fashion 		
2.3 transfer knowledge from one situation to another.	MIDTERM	FINAL
<ul style="list-style-type: none"> • Examine topics from courses and readings - identify how these are relevant in the field setting • Incorporate knowledge into work with service recipients and colleagues • Identify this knowledge in discussion with field instructor/agency mentor 		
Midterm comments:		

OUTCOME 3: To Function Effectively Integrating Theory in Practice		
Objectives: By the end of the FIRST practicum, the student is expected to:		
3.1 identify theories/approaches used in practice;	MIDTERM	FINAL
<ul style="list-style-type: none"> • Observe field setting staff and identify the theories/approaches used to achieve goals • Learn about the theories/approaches to populations served by the field setting 		
3.2 apply theories/approaches from social work and other courses;	MIDTERM	FINAL
<ul style="list-style-type: none"> • Identify the theories/approaches most relevant to field setting practice • Select and apply theories/approaches to be used in specific interventions • Obtain feedback from field instructor/agency mentor/staff on the integration of theory and practice 		
3.3 identify and implement strategies for respectfully sharing knowledge with field setting staff and service recipients;	MIDTERM	FINAL
<ul style="list-style-type: none"> • Provide at least one presentation to field setting staff, volunteers, and/or community on a mutually selected topic • Actively participate in formal and informal discussions with colleagues • Reflect on the value of critical thinking and analysis in collaborative practice • Continue to develop critical thinking skills 		
3.4 develop respectful working relationships with service recipients/communities grounded in ethical practice and a commitment to social justice;	MIDTERM	FINAL
<ul style="list-style-type: none"> • Identify relationship-building skills appropriate for working with diverse populations • Discuss with field instructor/agency mentor about how ethical principles impact relationship building • Share information with service recipients about their rights and responsibilities, including informed consent. 		
3.5 select and apply theories and interventions to undertake comprehensive assessments of services recipients;	MIDTERM	FINAL
<ul style="list-style-type: none"> • Shadow field instructor/agency mentor/staff who are completing assessments to observe the integration of theory and practice • Engage in planning for assessments, including identifying theories/approaches and skills to be used • Discuss with field instructor/agency mentor/staff the assessment plan • Apply assessment skills and knowledge to understand the needs, strengths, and goals of service recipients (individual, family, group, organization, community) including their personal, social, community, and political context • In consultation with the field instructor/agency mentor, critically reflect upon the assessments, including theories/approaches used 		
3.6 implement planned interventions within at least two practice areas (individuals, families, groups, committees, organizations, communities).	MIDTERM	FINAL
<ul style="list-style-type: none"> • Shadow field instructor/agency mentor/staff who are completing interventions to observe the integration of theory and practice • Discuss the nature of interventions appropriate to the field setting mandate (i.e., number of 		

interviews, groups meetings)

- Consult with field instructor/agency mentor to select service recipients (individuals, families, groups, committees, organizations, communities) and determine appropriate interventions
- Apply intervention skills and knowledge in working with service recipients
- In consultation with the field instructor/agency mentor critically reflect upon the interventions, including theories/approaches used

Midterm comments:

OUTCOME 4: To Function with Appropriate Self-Awareness		
Objectives: By the end of the FIRST practicum, the student is expected to:		
4.1 utilize reflective thinking and relate knowledge derived from personal/familial experiences to practice situations;	MIDTERM	FINAL
<ul style="list-style-type: none"> • Reflect on differences and similarities between yourself and service recipients • Critically analyze how personal, social, and cultural experiences impact your practice 		
4.2 critically reflect on strengths and address areas for growth;	MIDTERM	FINAL
<ul style="list-style-type: none"> • Identify your personal and professional strengths and challenges in weekly logs • Reflect on - then explore with field instructor/agency mentor your personal beliefs and behaviours which inhibit building and maintaining effective relationships • Strategize with field instructor/agency mentor how to address these beliefs and behaviours • Continue to build your skills in self-reflective practice and critical thinking 		
4.3 develop and implement strategies for self-care.	MIDTERM	FINAL
<ul style="list-style-type: none"> • Review course material and other resources on self-care strategies • Discuss self-care strategies with field instructor/agency mentor • Select preferred strategies and record in weekly log • Plan and implement self-care strategies 		
Midterm comments:		

OUTCOME 5: To Function within a Professional Context		
Objectives: By the end of the FIRST practicum, the student is expected to:		
5.1 demonstrate understanding of and respect for social work's purpose, values, ethical principles, and roles in the field setting/community;	MIDTERM	FINAL
<ul style="list-style-type: none"> • Incorporate social work values and ethical principles into discussions within the field setting • Discuss with field instructor/agency mentor situations, issues, policies, and procedures where social work values and ethical principles are not evident • Describe in weekly log how you integrate social work values and ethical principles into practice 		
5.2 develop an understanding of the impact of the political and social context on the field setting and service recipients;	MIDTERM	FINAL
<ul style="list-style-type: none"> • Critically review and discuss with field instructor/agency mentor the macro policies, strategies, and position papers to determine their impact on the field setting and service recipients • Discuss with colleagues the impact of the social and political context on practice • Participate in relevant social action, as negotiated with your field instructor/agency mentor 		
5.3 establish relationship boundaries conforming to the CASW Code of Ethics and Guidelines for Ethical Practice, and the expectations of the field setting/community;	MIDTERM	FINAL
<ul style="list-style-type: none"> • Review the sections of the CASW Code of Ethics and Guidelines for Ethical Practice addressing boundary issues • Discuss with field instructor/agency mentor any existing/potential challenges with relationship boundaries 		
5.4 use self-disclosure in an ethical manner.	MIDTERM	FINAL
<ul style="list-style-type: none"> • Discuss with field instructor/agency mentor appropriate self-disclosure in relation to the CASW Code of Ethics and Guidelines for Ethical Practice • Practice using appropriate self-disclosure in interactions with service recipients and colleagues 		
Midterm comments:		

MIDTERM EVALUATION

(To be completed by Field Instructor during the sixth week of the practicum)

List completed recordings and comment on their quality:

--

List goals to be achieved between midterm and the end of the field practicum:

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Do you have any concerns about the student's values, knowledge, skill, performance and professional suitability? Please elaborate.

--

Is the student at risk of failing?

Yes

No

If **Yes**, please clearly describe where the student is encountering problems in any of the five outcome areas, what the problems are, and what the student must do to meet or exceed expectations.

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The number of hours completed to date:

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Has this midterm evaluation been read by the student?

Yes

No

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FINAL EVALUATION

(To be completed by Field Instructor during the last week of the practicum)

List recordings completed since midterm and comment on their quality:

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Do you have any concerns about the student's values, knowledge, skill, performance and professional suitability? Please elaborate.

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Final summary of student learning and areas for growth, including recommendations for second practicum.

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The number of hours completed:

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Has this final evaluation been read by the student?

	Yes		No	
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Electronic Signature Page

Learning Contract		
	Name	Date
Student		
Field Instructor		
Agency Mentor		
(Memorial University Use Only)		
Field Liaison		

Midterm Evaluation		
	Name	Date
Student		
Field Instructor		
Agency Mentor		
(Memorial University Use Only)		
Field Liaison		

Final Evaluation		
	Name	Date
Student		
Field Instructor		
Agency Mentor		
(Memorial University Use Only)		
Field Liaison		