



**BSW Field Practicum #2 - SCWK 4302**  
**Learning Contract, Midterm Evaluation, Final Evaluation**

<b>Student Information:</b>	
Name	
MUN Email Address	
Telephone number(s)	

<b>Field Instructor Information:</b>	
Name(s)	
Email address(es)	
Telephone number(s)	

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

<b>Field Setting:</b>	
Agency	
Program	
Location	

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

**OUTCOME 1:**

**To Function Efficiently and Effectively Within Field Setting and Community Context**

Objectives: By the end of the SECOND practicum, students are expected to:

<b>1.1 critically analyze strengths and challenges in the agency/program structures, policies, and services;</b>	<b>MIDTERM</b>	<b>FINAL</b>
<ul style="list-style-type: none"> <li>• Review policy/procedure manual or equivalent</li> <li>• Review organizational chart or equivalent</li> <li>• Review website/pamphlets</li> <li>• Discuss agency/programs, policies, and services with service recipients and team members</li> <li>• Discuss feedback from service recipients and team members including critical analysis with field instructor/agency mentor</li> </ul>		
<b>1.2 develop mutually respectful working relationships with service recipients, colleagues, collateral resources, and communities within an ethically sensitive context, reflecting a commitment to social justice;</b>	<b>MIDTERM</b>	<b>FINAL</b>
<ul style="list-style-type: none"> <li>• Consult the <i>CASW Code of Ethics and Guidelines to Ethical Practice</i></li> <li>• Discuss with team and field instructor/agency mentor establishing and maintaining mutually respectful working relationships</li> <li>• Understand and practice agency policies concerning relationship boundaries</li> <li>• Incorporate AOP principles and ethical practice into all interventions and interactions</li> </ul>		
<b>1.3 assess the complex needs and strengths of populations served by the agency;</b>	<b>MIDTERM</b>	<b>FINAL</b>
<ul style="list-style-type: none"> <li>• Engage with service recipients to learn about their identified needs and goals</li> <li>• Critically reflect on and discuss with field instructor/agency mentor, team, and peers the social, political, and structural factors impacting the people and their communities</li> <li>• Critically reflect on and discuss with field instructor/agency mentor, team, and peers the various challenges that service recipients navigate</li> </ul>		
<b>1.4 implement planned interventions reflecting appropriate knowledge and skills within at least two practice areas: individuals, families, groups, committees, organizations, and communities;</b>	<b>MIDTERM</b>	<b>FINAL</b>
<ul style="list-style-type: none"> <li>• Shadow team and field instructor/agency mentor to observe interventions</li> <li>• Consult with field instructor/agency mentor to select service recipients and appropriate interventions</li> <li>• Prepare for and provide interventions</li> <li>• Critically reflect on, evaluate, and discuss with field instructor/agency mentor your preparation, interventions, and outcomes</li> </ul>		
<b>1.5 provide advanced level and complexity of interventions appropriate to service recipients and agency;</b>	<b>MIDTERM</b>	<b>FINAL</b>

<ul style="list-style-type: none"> <li>• View and integrate best practices into interventions</li> <li>• Consult with field instructor/agency mentor and team to ensure appropriate level, type, and complexity of interventions</li> </ul>		
<b>1.6 compare and contrast strengths and challenges of collateral resources in relation to needs of service recipients and communities;</b>	<b>MIDTERM</b>	<b>FINAL</b>
<ul style="list-style-type: none"> <li>• Identify and learn about collateral agencies relevant to the specific population (complete agency visits, review agency websites, etc.)</li> <li>• Critically reflect on and discuss strengths and challenges of collateral resources with team members and field instructor/agency mentor</li> <li>• Brainstorm strategies to maximize strengths and remove barriers to collateral resources with field instructor/agency mentor</li> </ul>		
<b>1.7 critically analyze barriers to and politics impacting advocacy;</b>	<b>MIDTERM</b>	<b>FINAL</b>
<ul style="list-style-type: none"> <li>• Observe how field instructor/agency mentor and team members navigate systems toward service recipient-focused results</li> <li>• Discuss challenges and politics of advocacy with team members, and field instructor/agency mentor</li> <li>• Actively engage in advocating with/for service recipients in a politically sensitive and strategic manner</li> </ul>		
<p><i>Midterm comments on functioning efficiently and effectively within a field setting and community context:</i></p>		

**OUTCOME 2:**

**To Function Effectively within a Teaching and Learning Context**

Objectives: By the end of the SECOND practicum, the student is expected to:

<b>2.1 engage in the practicum as an adult learning as evidenced by independent learning and self-direction;</b>	<b>MIDTERM</b>	<b>FINAL</b>

- Review of learning contract, goals, and activities
- Critically reflect on strengths, challenges, and areas for improvement
- Negotiate learning activities with field instructor/agency mentor
- Maintain daily and/or weekly record of activities and insights
- Actively participate in training and educational opportunities on an ongoing basis

<b>2.2 implement a collaborative process during field instruction;</b>	<b>MIDTERM</b>	<b>FINAL</b>

- Prepare proposed agendas, including questions, issues for discussion, and learning needs
- Complete and submit logs and required recordings and readings in a timely fashion
- Actively participate in field instruction
- Respond openly and respectfully to critique and feedback

<b>2.3 transfer knowledge from one situation to another;</b>	<b>MIDTERM</b>	<b>FINAL</b>

- 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

<b>2.4 engage in collegial discussions with field instructor/agency mentor, team members, and peers.</b>	<b>MIDTERM</b>	<b>FINAL</b>

- Discuss questions and concerns with field instructor/agency mentor, team members, and peers
- Engage in discussion about social work values, skills, and knowledge
- Present professional views of agency, community, and broader issues and concerns

*Midterm comments on functioning effectively within a teaching and learning context:*

**OUTCOME 3:**

**To Function Effectively Utilizing Theory and Knowledge**

Objectives: By the end of the SECOND practicum, the student is expected to:

<b>3.1 integrate theoretical concepts with practice interventions at micro/mezzo/macro levels;</b>	<b>MIDTERM</b>	<b>FINAL</b>

- Identify and learn about the theories/approaches most relevant to field setting practice
- Connect theory to practice during field instruction and in self-reflection,
- Review current literature regarding relevant theories and evidence-based practices.
- Critically reflect on and discuss theories providing direction to practice,
- Demonstrate awareness of impact of social location on service recipients, staff, and volunteers on strategies for sharing knowledge,
- Consult with field instructor/agency mentor and team on practical application of theories to practice.

<b>3.2 identify and implement strategies for respectfully sharing knowledge with field setting staff and service recipients;</b>	<b>MIDTERM</b>	<b>FINAL</b>

- 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

<b>3.3 apply critical thinking to application of theoretical concepts to practice;</b>	<b>MIDTERM</b>	<b>FINAL</b>

- Shadow field instructor/agency mentor/staff who are completing assessments and interventions to observe the integration of theory and practice
- Consult with field instructor/agency mentor to select service recipients
- Engage in planning for assessments and interventions including identifying theories/approaches and skills to be used
- Discuss with field instructor/agency mentor/staff the assessment and intervention plans
- Apply assessment and intervention skills and knowledge to understand the needs, strengths, and goals of service recipients
- Critically reflect on the application of theory in weekly critical reflection and discussion with field instructor/agency mentor and team members

*Midterm comments on functioning effectively utilizing theory and knowledge:*

<b>OUTCOME 4: To Function with Appropriate Self-Awareness</b>		
Objectives: By the end of the SECOND practicum, the student is expected to:		
<b>4.1 utilize reflective thinking and relate knowledge derived from personal/familial experiences to practice situations;</b>	<b>MIDTERM</b>	<b>FINAL</b>
<ul style="list-style-type: none"> <li>Critically reflect on how knowledge and experiences shape understandings and meanings for self, service recipients, volunteers, and staff</li> <li>Reflect on and address how social location, roles, and relationships influence processes, interactions, and interventions</li> <li>Demonstrate awareness of use of self and of personal/professional values and beliefs</li> </ul>		
<b>4.2 display confidence in professional identity as a social worker;</b>	<b>MIDTERM</b>	<b>FINAL</b>
<ul style="list-style-type: none"> <li>Incorporate <i>CASW Code of Ethics</i> into daily practice and perspectives</li> <li>Recognize strengths and challenges in social work student role</li> <li>Nurture and develop view of self as a social worker</li> </ul>		
<b>4.3 initiate change in personal/professional performance to maximize personal/professional strengths;</b>	<b>MIDTERM</b>	<b>FINAL</b>
<ul style="list-style-type: none"> <li>Reflect on and address areas for personal and professional growth</li> <li>Solicit, respectfully consider, and integrate feedback about strengths, challenges, and areas for growth</li> <li>Debrief and consult with field instructor/agency mentor, team members, and peers about impact of practice on self (i.e., vicarious trauma)</li> <li>Identify and practice self-care strategies</li> </ul>		
<b>4.4 consistently establish relationship boundaries conforming to the CASW Code of Ethics and the expectations of the agency and community;</b>	<b>MIDTERM</b>	<b>FINAL</b>
<ul style="list-style-type: none"> <li>Integrate CASW standards for relationships (as outlined in the <i>CASW Code of Ethics and Guidelines for Ethical Practice</i>) into my practice</li> <li>Set, critically assess, and consistently maintain boundaries, including those governing self-disclosure</li> <li>Critically discuss personal and professional relationships, boundaries, and use of self with field instructor/agency mentor and team members</li> </ul>		
<i>Midterm comments on functioning with appropriate self-awareness:</i>		

**OUTCOME 5:**

**To Function within a Professional Context**

Objectives: By the end of the SECOND practicum, the student is expected to:

<b>5.1 identify challenges to the profession’s purpose, values, and ethical principles;</b>	<b>MIDTERM</b>	<b>FINAL</b>
<ul style="list-style-type: none"><li>• Increase awareness of structural factors impacting the social/political context of social work practice</li><li>• Address misconceptions and stereotypes about the role of social work</li></ul>		
<b>5.2 use professional judgement in the face of complex and competing interests;</b>	<b>MIDTERM</b>	<b>FINAL</b>
<ul style="list-style-type: none"><li>• Identify, critically reflect on, and address conflicts of interest, dual relationships, and ethical dilemmas inherent in work with individuals, families, groups, organizations, and communities</li><li>• Consult with field instructor/agency mentor regarding the decision-making process</li></ul>		
<b>5.3 exhibit professional proficiencies consistent with level of education and field opportunities;</b>	<b>MIDTERM</b>	<b>FINAL</b>
<ul style="list-style-type: none"><li>• Manage assigned workload efficiently and effectively</li><li>• Inform service recipients of student role, limits of responsibility, and confidentiality</li><li>• Document appropriately in accordance with agency expectations</li></ul>		
<b>5.4 incorporate knowledge of and respect for differences/similarities among disciplines in professional practice;</b>	<b>MIDTERM</b>	<b>FINAL</b>
<ul style="list-style-type: none"><li>• Critically reflect on complementary and different perspectives, and varying roles in an interdisciplinary setting</li><li>• Seek consultation and collaboration with other disciplines and roles where appropriate</li><li>• Critically discuss with peers, team, and field instructor/agency mentor the importance of collaborative practice</li><li>• Critically analyze and discuss with field instructor/agency mentor collaborative situations</li></ul>		
<b>5.5 contribute to effective inter-professional practice;</b>	<b>MIDTERM</b>	<b>FINAL</b>
<ul style="list-style-type: none"><li>• Critically reflect on and discuss with field instructor/agency mentor the value of inter-professional teamwork</li><li>• Participate independently and as a team member during the practicum</li><li>• Contribute to discussions and meetings within the agency and with affiliated staff and volunteers</li><li>• Solicit feedback on student role from team/colleagues and field instructor/agency mentor</li><li>• Identify organizational factors, societal beliefs, group norms, and individual beliefs impacting team functioning</li><li>• Discuss workplace challenges with field instructor/agency mentor including strategies to address conflict</li></ul>		

<b>5.6 articulate strategies for addressing oppression within the field setting, community, and student;</b>	<b>MIDTERM</b>	<b>FINAL</b>
<ul style="list-style-type: none"> <li>• Reflect on and evaluate use of anti-oppressive practice (AOP) principles in the agency and identify areas for improvement</li> <li>• Acknowledge and work with power differentials between service recipients, staff, and volunteers</li> <li>• Critically reflect on and discuss with field instructor/agency mentor the impact of intersecting oppressions on service recipients, including their experiences, challenges, and resiliency</li> <li>• Acknowledge and respond to service recipients as expert on their experiences; work together to promote social justice and empowerment</li> </ul>		
<b>5.7 apply knowledge of policy and organizational analysis and change;</b>	<b>MIDTERM</b>	<b>FINAL</b>
<ul style="list-style-type: none"> <li>• Review and implement appropriate policies, procedures, and best practices,</li> <li>• Identify and deconstruct the rationale and evidence informing policies, procedures, and best practices</li> <li>• Discuss with team and field instructor/agency mentor the limits and benefits of agency policies and procedures</li> <li>• Work with agency staff and volunteers to initiate changes to benefit service recipients and the community</li> </ul>		
<b>5.8 identify potential solutions for workplace challenges;</b>	<b>MIDTERM</b>	<b>FINAL</b>
<ul style="list-style-type: none"> <li>• Discuss roles within agency with team and field instructor/agency mentor</li> <li>• Communicate openly and honestly and work collaboratively with team members</li> <li>• Critically reflect on student role and how to address challenges</li> <li>• Debrief, on a regular basis, with field instructor/agency mentor, strategizing about how to resolve conflict</li> </ul>		
<i>Midterm comments on functioning within a professional context:</i>		



**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:**

--

**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.**

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**The number of hours completed:**

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**Has this final evaluation been read by the student?**

	<b>Yes</b>		<b>No</b>	
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**Electronic Signature Page**

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

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

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