

THE UNIVERSITY of TENNESSEE at
CHATTANOOGA
DEPARTMENT OF SOCIAL WORK
AY 2007-2008

Field Education Learning Agreement and Evaluation Form II

NOTE: The final version of this form must be typed in Word and submitted.

Student Name: Jamie Garretson

Date of First Draft: 1/15/08 **Date of Final Draft:**

Name of Agency: Moccasin Bend

Field Instructor (s): Yvonne Laster

Field Instructor Contact Phone # (for any questions regarding final grade assigned):

I have reviewed the Field Learning Agreement II and have discussed all the content areas with my field instructor(s).

Student Signature

Date

For students who express a major difference of opinion regarding the results of this report, a supplemental statement may be attached to this report.

Indicate if a supplemental statement is attached: ___YES ___NO

I have reviewed the Field Learning Agreement II and have discussed all the content areas with the student intern.

Field Instructor Signature

Date

FIELD EDUCATION STUDENT LEARNING OUTCOME #1: Apply culturally competent evidence-based practice skills adaptable to meet the needs of individuals and groups with diverse backgrounds by utilizing understandable language and multi-culturally sensitive communication skills. (Program Goal #2)

LINKED WITH PROGRAM OBJECTIVES # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Specific tasks and assignments student will undertake to demonstrate competency of this objective: **(Tasks for Field Education II should demonstrate more advanced knowledge, skills, values, and perspectives).** The first task is required; the student must identify an additional 2 tasks. *S = skill; K = knowledge; V = value; J = judgment; P = perspective*

SPRING SEMESTER

1. Complete case evaluation cultural competence checklist (K, S, V, J, P)
2. **Ask detailed questions during the intake process in order to gain an overall picture of the client's presenting problems.**
3. **Start a resource book containing the different types of clients at the facility which will contain race, age and gender.**

Comments/Notes:

Evaluation of student's completion of tasks and assignments for Field Education Objective #1 (Fall Semester):

- 5 = **Excels:** Student consistently functions with a very high degree of competency in this particular area
 4 = **Competent:** Student demonstrates consistent growth and change; functions with better-than-average competence in this area
 3 = **Adequate:** Student's performance in this area fulfills minimum competency requirements.
 2 = **Needs to Work:** Student's performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change.
 1 = **Unsatisfactory:** Student's level of performance consistently low; minimum evidence of growth and change.

FI RATING (1 to 5)

1. Complete case evaluation cultural competence checklist (K, S, V, J, P)
2. **Ask detailed questions during the intake process in order to gain an overall picture of the client's presenting problems.**
3. **Start a resource book containing the different types of clients at the facility which will contain race, age and gender.**

Student Self-RATING (1 to 5)

Comments:

FIELD EDUCATION STUDENT LEARNING OBJECTIVE #2: Synthesize and integrate varied sources to inform decisions and create solutions and appropriate problem-solving strategies congruent with the social work knowledge base. (Program Goals #3, #4)

LINKED WITH PROGRAM OBJECTIVES # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Specific tasks and assignments student will undertake to demonstrate competency of this objective: **(Tasks for Field Education II should demonstrate more advanced knowledge, skills, values, and perspectives)**. The student must identify 2-3 tasks for this learning objective. *S = skill; K = knowledge; V = value; J = judgment; P = perspective*

<p>SPRING SEMESTER</p> <ol style="list-style-type: none"> 1. Apply positive problem-solving strategies matching the social work values and ethics. 2. Discuss some problems that might occur at Moccasin Bend and discuss problem-solving strategies with field instructor. 3. Develop a resource book of local social worker's name and numbers. 	<p><u>Comments/Notes:</u></p>
---	--------------------------------------

Evaluation of student's completion of tasks and assignments for Field Education Objective #1 (Fall Semester):

5 = **Excels:** Student consistently functions with a very high degree of competency in this particular area
 4 = **Competent:** Student demonstrates consistent growth and change; functions with better-than-average competence in this area
 3 = **Adequate:** Student's performance in this area fulfills minimum competency requirements.
 2 = **Needs to Work:** Student's performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change.
 1 = **Unsatisfactory:** Student's level of performance consistently low; minimum evidence of growth and change.

FI RATING (1 to 5)		Student Self-RATING (1 to 5)
_____	<ol style="list-style-type: none"> 1. Apply positive problem-solving strategies matching the social work values and ethics. 2. Discuss some problems that might occur at Moccasin Bend and discuss problem-solving strategies with field instructor. 3. Develop a resource book of local social worker's name and numbers. 	_____
_____		_____
_____		_____

Comments:

FIELD EDUCATION STUDENT LEARNING OBJECTIVE #3: Demonstrate professional behavior congruent with the social work Code of Ethics and apply strategies to effectively identify, address, and resolve ethical conflicts in professional practice. (Program Goals #2, #3, #4, #5)
LINKED WITH PROGRAM OBJECTIVES # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 *S = skill; K = knowledge; V = value; J = judgment; P = perspective*

Specific tasks and assignments student will undertake to demonstrate competency of this objective: **(Tasks for Field Education II should demonstrate more advanced knowledge, skills, values, and perspectives)**. The first two tasks are required; the student must identify an additional 1-2 tasks. *S = skill; K = knowledge; V = value; J = judgment; P = perspective*

<p>SPRING SEMESTER</p> <ol style="list-style-type: none"> 1. Identify one area of personal growth to focus on in terms of ethical and professional conduct and implement at least two strategies to address personal growth area; these tasks should be reflected in 	<p><u>Comments/Notes:</u></p>
--	--------------------------------------

supervisory agendas. 2. Identify areas of vulnerability and apply strategies to strengthen the maintenance of healthy professional boundaries. 3. Demonstrate professional behavior matching the social work code of ethics at all times. 4. Identify ways to over come stressful situations that may occur at work and home.	
--	--

Evaluation of student's completion of tasks and assignments for Field Education Objective #1 (Fall Semester):

- 5 = **Excels:** Student consistently functions with a very high degree of competency in this particular area
 4 = **Competent:** Student demonstrates consistent growth and change; functions with better-than-average competence in this area
 3 = **Adequate:** Student's performance in this area fulfills minimum competency requirements.
 2 = **Needs to Work:** Student's performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change.
 1 = **Unsatisfactory:** Student's level of performance consistently low; minimum evidence of growth and change.

FI RATING (1 to 5)		Student Self-RATING (1 to 5)
_____	1. Identify one area of personal growth to focus on in terms of ethical and professional conduct and implement at least two strategies to address personal growth area; these tasks should be reflected in supervisory agendas.	_____
_____	2. Identify areas of vulnerability and apply strategies to strengthen the maintenance of healthy professional boundaries.	_____
_____	3. Demonstrate professional behavior matching the social work code of ethics at all times.	_____
_____	4. Identify ways to over come stressful situations that may occur at work and home.	_____

Comments:

FIELD EDUCATION STUDENT LEARNING OBJECTIVE #4: Apply strategies for continuous self-evaluation including supervision and consultation, and feedback from peers and other sources for self development. (Program Goals #1, #4, #5)

LINKED WITH PROGRAM OBJECTIVES # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 S = skill; K = knowledge; V = value; J = judgment; P = perspective

Specific tasks and assignments student will undertake to demonstrate competency of this objective: **(Tasks for Field Education II should demonstrate more advanced knowledge, skills, values, and perspectives)**.. The first two tasks are required; the student must identify an additional 1-2

tasks. *S = skill; K = knowledge; V = value; J = judgment; P = perspective*

SPRING SEMESTER

1. Utilize supervision and consultation from a variety of sources to honestly evaluate strengths and limitations through the use of constructive feedback (this must be reflected in the supervisory agendas).
2. Demonstrate a willingness to accept challenges and take risks in field learning environment (i.e. adult learner).
3. **Discuss with Moccasin Bend faculty members about my year long progress in terms of improvement and areas of excellence.**
4. **Attend the Recovery Model workshop at Moccasin Bend.**

Comments/Notes:

Evaluation of student's completion of tasks and assignments for Field Education Objective #1 (Fall Semester):

- 5 = **Excels:** Student consistently functions with a very high degree of competency in this particular area
 4 = **Competent:** Student demonstrates consistent growth and change; functions with better-than-average competence in this area
 3 = **Adequate:** Student's performance in this area fulfills minimum competency requirements.
 2 = **Needs to Work:** Student's performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change.
 1 = **Unsatisfactory:** Student's level of performance consistently low; minimum evidence of growth and change.

FI RATING (1 to 5)		Student Self-RATING (1 to 5)
_____	1. Utilize supervision and consultation from a variety of sources to honestly evaluate strengths and limitations through the use of constructive feedback (this must be reflected in the supervisory agendas).	_____
_____	2. Demonstrate a willingness to accept challenges and take risks in field learning environment (i.e. adult learner).	_____
_____	3. Discuss with Moccasin Bend faculty members about my year long progress in terms of improvement and areas of excellence.	_____
_____	4. Attend the Recovery Model workshop at Moccasin Bend.	_____

Comments:

FIELD EDUCATION STUDENT LEARNING OBJECTIVE #5: Understand the forms and mechanisms of oppression and discrimination and apply innovative social change strategies which promote both social and economic justice. (Program Goals #1, #4, #5)

LINKED WITH PROGRAM OBJECTIVES # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 *S = skill; K = knowledge; V = value; J = judgment; P = perspective*

Specific tasks and assignments student will undertake to demonstrate competency of this objective:

(Tasks for Field Education II should demonstrate more advanced knowledge, skills, values, and perspectives). The first task is required; the student must identify an additional 2 tasks. *S = skill; K = knowledge; V = value; J = judgment; P = perspective*

<p>SPRING SEMESTER</p> <ol style="list-style-type: none"> 1. Develop a resource (be creative) for your field agency that addresses social and economic justice and diversity. 2. Identify the oppressed population at my agency and discuss the ways to stop the oppression. 3. Facilitate a drug and alcohol treatment meeting. 	<p><u>Comments/Notes:</u></p>
--	--------------------------------------

Evaluation of student's completion of tasks and assignments for Field Education Objective #1 (Fall Semester):

5 = **Excels:** Student consistently functions with a very high degree of competency in this particular area
 4 = **Competent:** Student demonstrates consistent growth and change; functions with better-than-average competence in this area
 3 = **Adequate:** Student's performance in this area fulfills minimum competency requirements.
 2 = **Needs to Work:** Student's performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change.
 1 = **Unsatisfactory:** Student's level of performance consistently low; minimum evidence of growth and change.

<p>FI RATING (1 to 5)</p> <p>_____</p> <p>_____</p> <p>_____</p>	<ol style="list-style-type: none"> 1. Develop a resource (be creative) for your field agency that addresses social and economic justice and diversity. 2. Identify the oppressed population at my agency and discuss the ways to stop the oppression. 3. Facilitate a drug and alcohol treatment meeting. 	<p>Student Self-RATING (1 to 5)</p> <p>_____</p> <p>_____</p> <p>_____</p>
---	--	---

Comments:

FIELD EDUCATION STUDENT LEARNING OBJECTIVE #6: Understand and appreciate the history of the social work profession in the context of contemporary social policy and practice and utilize this knowledge to inform practice. (Program Goals #1, #4, #5)

LINKED WITH PROGRAM OBJECTIVES # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 *S = skill; K = knowledge; V = value; J = judgment; P = perspective*

Specific tasks and assignments student will undertake to demonstrate competency of this objective: (Tasks for Field Education II should demonstrate more advanced knowledge, skills, values, and perspectives). The first three tasks are required; the student must identify an additional 2 tasks. *S = skill; K = knowledge; V = value; J = judgment; P = perspective*

<p>SPRING SEMESTER</p> <ol style="list-style-type: none"> 1. Compare and contrast an intervention/treatment used currently and one used 20 years ago; discuss with field instructor in terms of impact on clients, diversity, social justice, self-determination, etc. 2. Discuss with a Moccasin Bend employee about how patients were treated 20 years ago. (Has the services improved and how did these changes come 	<p><u>Comments/Notes:</u></p>
--	--------------------------------------

<p>about).</p> <p>3. Interview a long term employee to see what they think needs improvement on the facility's services.</p>	
---	--

Evaluation of student's completion of tasks and assignments for Field Education Objective #1 (Fall Semester):

5 = **Excels:** Student consistently functions with a very high degree of competency in this particular area
 4 = **Competent:** Student demonstrates consistent growth and change; functions with better-than-average competence in this area
 3 = **Adequate:** Student's performance in this area fulfills minimum competency requirements.
 2 = **Needs to Work:** Student's performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change.
 1 = **Unsatisfactory:** Student's level of performance consistently low; minimum evidence of growth and change.

FI RATING (1 to 5)		Student Self-RATING (1 to 5)
_____	1. Compare and contrast an intervention/treatment used currently and one used 20 years ago; discuss with field instructor in terms of impact on clients, diversity, social justice, self-determination, etc.	_____
_____	2. Discuss with a Moccasin Bend employee about how patients were treated 20 years ago. (Has the services improved and how did these changes come about).	_____
_____	3. Interview a long term employee to see what they think needs improvement on the facility's services.	_____

Comments:

FIELD EDUCATION STUDENT LEARNING OBJECTIVE #7: Apply a range of social work theories and evidence-based interventions with individuals, families, small groups, organizations, and communities in all types of settings. (Program Goals #1, #4, #5)

LINKED WITH PROGRAM OBJECTIVES # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Specific tasks and assignments student will undertake to demonstrate competency: **(Tasks for Field Education II should demonstrate more advanced knowledge, skills, values, and perspectives).** The first three tasks are required; the student must identify 1 additional task. *S = skill; K = knowledge; V = value; J = judgment; P = perspective*

<p>SPRING SEMESTER</p> <ol style="list-style-type: none"> 1. Conduct a single subject design with a selected client group (discuss rationale, method, and proposed intervention with Field Instructor). 2. Prepare a handout for agency staff on a selected area of evidenced-based practice relevant to field setting (a minimum of 6 empirical articles should be cited); upload this handout to e-portfolio. 3. Discuss and identify three theories that apply to social work with field instructor that pertains 	<p style="text-align: center;"><u>Comments/Notes:</u></p>
---	--

to the facility and their patients. This will make me more knowledgeable about the facility.	
---	--

Evaluation of student's completion of tasks and assignments for Field Education Objective #1 (Fall Semester):	
5 = Excels: Student consistently functions with a very high degree of competency in this particular area 4 = Competent: Student demonstrates consistent growth and change; functions with better-than-average competence in this area 3 = Adequate: Student's performance in this area fulfills minimum competency requirements. 2 = Needs to Work: Student's performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change. 1 = Unsatisfactory: Student's level of performance consistently low; minimum evidence of growth and change.	

FI RATING (1 to 5)		Student Self-RATING (1 to 5)
_____	1. Conduct a single subject design with a selected client group (discuss rationale, method, and proposed intervention with Field Instructor).	_____
_____	2. Prepare a handout for agency staff on a selected area of evidenced-based practice relevant to field setting (a minimum of 6 empirical articles should be cited); upload this handout to e-portfolio.	_____
_____	3. Discuss and identify three theories that apply to social work with field instructor that pertains to the facility and their patients. This will make me more knowledgeable about the facility.	_____
_____		_____
_____		_____

Comments:

FIELD EDUCATION STUDENT LEARNING OBJECTIVE #8: Apply appropriate strategies for analyzing, formulating, influencing, and advocating for desired changes at all levels of government, and demonstrate a commitment to the principles of social and economic justice. (Program Goals #1, #4, #5)
LINKED WITH PROGRAM OBJECTIVES # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Specific tasks and assignments student will undertake to demonstrate competency: **(Tasks for Field Education II should demonstrate more advanced knowledge, skills, values, and perspectives).**
 The first three tasks are required; the student must identify 1 additional tasks. *S = skill; K = knowledge; V = value; J = judgment; P = perspective*

SPRING SEMESTER	<u>Comments/Notes:</u>
<ol style="list-style-type: none"> Attend and participate in the 2008 Social Work Legislative Conference. Identify an issue with local, state, national, and global linkages. Critique this issue at these levels during supervisory sessions with field instructor. Conduct a leadership workshop for the junior class. 	

Evaluation of student's completion of tasks and assignments for Field Education Objective #1

(Fall Semester):

5 = **Excels:** Student consistently functions with a very high degree of competency in this particular area
 4 = **Competent:** Student demonstrates consistent growth and change; functions with better-than-average competence in this area
 3 = **Adequate:** Student's performance in this area fulfills minimum competency requirements.
 2 = **Needs to Work:** Student's performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change.
 1 = **Unsatisfactory:** Student's level of performance consistently low; minimum evidence of growth and change.

FI RATING (1 to 5)		Student Self-RATING (1 to 5)
_____	1. Attend and participate in the 2008 Social Work Legislative Conference.	_____
_____	2. Identify an issue with local, state, national, and global linkages. Critique this issue at these levels during supervisory sessions with field instructor.	_____
_____	3. Conduct a leadership workshop for the junior class.	_____

Comments:

FIELD EDUCATION STUDENT LEARNING OBJECTIVE #9: Critically evaluate and analyze the effectiveness of evidence-based interventions with individuals, families, small groups, organizations, and communities, using a variety of qualitative and quantitative methods. (Program Goals #1, #4, #5)

LINKED WITH PROGRAM OBJECTIVES # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Specific tasks and assignments student will undertake to demonstrate competency: **(Tasks for Field Education II should demonstrate more advanced knowledge, skills, values, and perspectives).**

The first three tasks are required; the student must identify an additional 2 tasks. *S = skill; K = knowledge; V = value; J = judgment; P = perspective*

SPRING SEMESTER	<u>Comments/Notes:</u>
1. Collect and analyze field data; discuss findings with field instructor. 2. Prepare and present a formal presentation of field research project findings to agency staff. 3. Ask field instructor and staff to give feedback on my formal presentation.	

Evaluation of student's completion of tasks and assignments for Field Education Objective #1 (Fall Semester):

5 = **Excels:** Student consistently functions with a very high degree of competency in this particular area
 4 = **Competent:** Student demonstrates consistent growth and change; functions with better-than-average competence in this area
 3 = **Adequate:** Student's performance in this area fulfills minimum competency requirements.
 2 = **Needs to Work:** Student's performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change.
 1 = **Unsatisfactory:** Student's level of performance consistently low; minimum evidence of growth and change.

FI RATING (1 to 5)		Student Self-RATING (1 to 5)
_____		_____

<p>_____</p> <p>_____</p> <p>_____</p>	<ol style="list-style-type: none"> 1. Collect and analyze field data; discuss findings with field instructor. 2. Prepare and present a formal presentation of field research project findings to agency staff. 3. Ask field instructor and staff to give feedback on my formal presentation. 	<p>_____</p> <p>_____</p> <p>_____</p>
<p><i>Comments:</i></p>		
<p>FIELD EDUCATION STUDENT LEARNING OBJECTIVE #10: Function professionally within an organizational system and when appropriate, effect positive change. (Program Goals #1, #4, #5) LINKED WITH PROGRAM OBJECTIVES # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p>		
<p>Specific tasks and assignments student will undertake to demonstrate competency: (Tasks for Field Education II should demonstrate more advanced knowledge, skills, values, and perspectives). The first three tasks are <u>required</u>; the student must identify an additional 2 tasks. <i>S = skill; K = knowledge; V = value; J = judgment; P = perspective</i></p>		
<p>SPRING SEMESTER</p> <ol style="list-style-type: none"> 1. Attend a professional meeting or event outside of agency. 2. Demonstrate my ability to portray myself as a professional social worker. 3. Discuss any advice or feedback from my field instructor. 		<p><u>Comments/Notes:</u></p>
<p>Evaluation of student's completion of tasks and assignments for Field Education Objective #1 (Fall Semester):</p> <p>5 = Excels: Student consistently functions with a very high degree of competency in this particular area 4 = Competent: Student demonstrates consistent growth and change; functions with better-than-average competence in this area 3 = Adequate: Student's performance in this area fulfills minimum competency requirements. 2 = Needs to Work: Student's performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change. 1 = Unsatisfactory: Student's level of performance consistently low; minimum evidence of growth and change.</p>		
<p>FI RATING (1 to 5)</p> <p>_____</p> <p>_____</p> <p>_____</p>	<ol style="list-style-type: none"> 1. Attend a professional meeting or event outside of agency. 2. Demonstrate my ability to portray myself as a professional social worker. 3. Discuss any advice or feedback from my field instructor. 	<p>Student Self-RATING (1 to 5)</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><i>Comments:</i></p>		