

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: Brandy Norfleet

Date of First Draft: 1/17/08 **Date of Final Draft:** 4/15/08

Name of Agency: St. Barnabas

Field Instructor (s): Ms. Anna Mitchell

Field Instructor Contact Phone # (for any questions regarding final grade assigned):
(423)874-4100

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. **Complete a social service assessment on my own regarding my client reflecting the results of our discussion.**
3. **Attend an activity with a client/resident outside of the St. Barnabas facility to get a better understanding of my client's culture and diverse background and through a written report I will compare the difference between my clients activity with that of another resident.**

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. **Complete a social service assessment on my own regarding my client reflecting the results of our discussion.**
3. **Attend an activity with a client/resident outside of the St. Barnabas facility to get a better understanding of my client's culture and diverse background and through a written report I will compare the difference between my clients activity with that of another resident.**

**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*

SPRING SEMESTER

1. **Three peer-reviewed Reminiscent Therapy articles will be added to the social work Library to better inform social work and activities staff on the effectiveness of this therapy.**
2. **Develop a pamphlet that list all of the different types of resources and help services regarding the elderly and retirement homes.**
3. **Identify and record the procedures that are to be taken in order to admit or discharge someone in and out of St. Barnabas long-term care facility.**

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. **Three peer-reviewed Reminiscent Therapy articles will be added to the social work Library to better inform social work and activities staff on the effectiveness of this therapy.**
2. **Develop a pamphlet that list all of the different types of resources and help services regarding the elderly and retirement homes.**
3. **Identify and record the procedures that are to be taken in order to admit or discharge someone in and out of St. Barnabas long-term care facility.**

**Student Self-
RATING (1 to 5)**

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*

SPRING SEMESTER

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. **In a weekly supervision I will identify and document ethical conflicts with my field instructor, utilizing the Code of Ethics as a guide.**
4. **Book on “How to Manage Conflict” will be read and a brief report will be presented to my field instructor.**

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. 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. **In a weekly supervision I will identify and document ethical conflicts with my field**

**Student Self-
RATING (1 to 5)**

_____	instructor, utilizing the Code of Ethics as a guide. 4. Book on “How to Manage Conflict” will be read and a brief report will be presented to my field instructor.	_____
<i>Comments:</i> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
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 <i>S = skill; K = knowledge; V = value; J = judgment; P = perspective</i>		
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 <u>required</u> ; the student must identify an additional 1-2 tasks. <i>S = skill; K = knowledge; V = value; J = judgment; P = perspective</i>		
SPRING SEMESTER <ol style="list-style-type: none"> 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. Weekly meetings with social work staff and interns from UTC will be held to receive feedback. A personal self reflection journal will be created to measure progress. 4. I will facilitate a care-plan meeting which will be approved by my field instructor. 	<u>Comments/Notes:</u>	
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) _____	<ol style="list-style-type: none"> 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). 	Student Self-RATING (1 to 5) _____

<p>_____</p> <p>_____</p> <p>_____</p>	<ol style="list-style-type: none"> 2. Demonstrate a willingness to accept challenges and take risks in field learning environment (i.e. adult learner). 3. Weekly meetings with social work staff and interns from UTC will be held to receive feedback. A personal self reflection journal will be created to measure progress. 4. I will facilitate a care-plan meeting which will be approved by my field instructor. 	<p>_____</p> <p>_____</p> <p>_____</p>
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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

SPRING SEMESTER

1. Develop a resource (be creative) for your field agency that addresses social and economic justice and diversity.
2. **Research the different forms of oppression and discrimination among the elderly and report the findings to my supervisor.**
3. **Develop solutions and write down ways to incorporate change regarding discrimination that occur in nursing homes.**

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.

<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. Research the different forms of oppression and discrimination among the elderly and report the findings to my 	<p>Student Self-RATING (1 to 5)</p> <p>_____</p> <p>_____</p> <p>_____</p>
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	supervisor. 3. Develop solutions and write down ways to incorporate change regarding discrimination that occur in nursing homes.	
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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

SPRING SEMESTER

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. **Review historical policy manuals and identify a social work policy, then contrast the historical findings with that of the current social work policy manual used at the agency now.**
3. **Compare and contrast the procedures that are used to admit patients in the agency now with how they were admitted 15 years ago; discuss the findings with my field instructor.**

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. 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. Review historical policy manuals and identify a social work policy, then contrast	_____
_____		_____

	<p>the historical findings with that of the current social work policy manual used at the agency now.</p> <p>3. Compare and contrast the procedures that are used to admit patients in the agency now with how they were admitted 15 years ago; discuss the findings with my field instructor.</p>	
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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*

SPRING SEMESTER

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. **Conduct five remembrance group or reminiscent group therapy sessions with at least ten selected cognitively oriented residents, then a one page report on the experience will be presented.**

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. 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	_____

<p>_____</p> <p>_____</p> <p>_____</p>	<p>practice relevant to field setting (a minimum of 6 empirical articles should be cited); upload this handout to e-portfolio.</p> <p>3. Conduct five remembrance group or reminiscent group therapy sessions with at least ten selected cognitively oriented residents, after completion a one page report on the experience will be presented.</p>	<p>_____</p> <p>_____</p> <p>_____</p>
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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

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. **Attend any meetings, such as a care-plan meeting, that will discuss advocating for desired changes at all levels of government and identify the concerns that arise.**

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.

<p>FI RATING (1 to 5)</p> <p>_____</p> <p>_____</p>	<ol style="list-style-type: none"> 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 	<p>Student Self-RATING (1 to 5)</p> <p>_____</p> <p>_____</p>
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_____	field instructor. 3. Attend any meetings, such as a care-plan meeting, that will discuss advocating for desired changes at all levels of government and identify the concerns that arise.	_____
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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**
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. Produce a summary of peer-reviewed articles and identify evidence-based interventions reported in them.**

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
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FI RATING (1 to 5)		Student Self-RATING (1 to 5)
_____	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. Produce a summary of peer-reviewed articles and identify evidence-based interventions reported in them.	_____

Comments:

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

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*

<p>SPRING SEMESTER</p> <ol style="list-style-type: none"> 1. Attend a professional meeting or event outside of agency. 2. Visit an assisted living facility and compare it to St. Barnabas nursing home to get a better understanding of the differences between each then write a report that will be presented to the field instructor. 1. Write down any client concerns and give professional and reliable answers (to residents at St. Barnabas) and give out the proper resources they will need as well. 	<p><u><i>Comments/Notes:</i></u></p>
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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
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 1 = **Unsatisfactory:** Student's level of performance consistently low; minimum evidence of growth and change.

FI RATING (1 to 5) _____ _____ _____	<ol style="list-style-type: none"> 2. Attend a professional meeting or event outside of agency. 3. Visit an assisted living facility and compare it to St. Barnabas nursing home to get a better understanding of the differences between each then write a report that will be presented to the field instructor. 4. Write down any client concerns and give professional and reliable answers (to residents at St. Barnabas) and give out the proper resources they will need as well. 	Student Self-RATING (1 to 5) _____ _____ _____
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Comments: