

OFFICE OF FIELD INSTRUCTION

Educational Agreement/ Evaluation Guidelines

In General

1. All student paperwork for field instruction is considered an “assignment” and thus will impact grading.
2. Each term the student completes a Placement Verification Form and an Educational Agreement/ Evaluation. See the Important Dates in Field Instruction calendar for the required deadlines.
3. The Educational Agreement/Evaluation provides the basis for evaluation of the student’s work in their field placement, becomes a permanent part of the student record, and can be used for licensing and various purposes (with student permission).
4. Students should make and retain their own copies of the Educational Agreement/Evaluation.
5. Students who use their Educational Agreement/Evaluation in weekly supervision get the most out of their UM/SSW field instruction experience.
6. Students should begin identifying potential professional practice behaviors (assignments) during the first few days of field placement.
7. Students should begin to look beyond the Foundation term competencies (SW 515), and become familiar with required competencies for advanced field instruction (SW 691) by looking at the Advanced Educational Agreement/Evaluation forms.

Purpose of Educational Agreement/Evaluation:

1. Assures compliance with the Council on Social Work Education (CSWE) accreditation requirements.
2. Standardizes the competencies for all field students while allowing an opportunity to develop individualized professional practice behaviors/assignments.
3. Identifies the student’s entry skill and professional development level.
4. Provides a way for students to develop culturally competent professional practice behaviors that integrate classroom content and address the areas of Privilege, Oppression, Diversity, and Social Justice (P.O.D.S).
5. Clearly identifies the professional practice behaviors for the term that are agreed upon by the student, and field instructor, and approved by the field educator/liason.
6. Serves as a guide during supervision for feedback regarding skill development and progress on assignments. Helps the student and field instructor determine when the student is ready to progress (seeing clients/groups individually, increased caseload responsibility, independently write a grant, or more independence with program development, etc.).
7. Provides an opportunity to address more “difficult-to talk-about issues” that may arise during placement.

Field Competencies:

1. Competency development is at the core of the Educational Agreement/Evaluation and the student and field instructor are responsible for developing professional practice behaviors/assignments that meet each competency.
2. Competencies are standard and cannot be changed. Students develop their own professional practice behaviors that meet the competencies, reflect their educational interests and are available at the fieldwork site.
3. There are different competencies for Foundation and Advanced field instruction. These are articulated in the respective Educational Agreement/Evaluation and are available on the OFI web page. These competencies/objectives have been developed by the School’s faculty, members of the Community Advisory Board, and students.
 - **FOUNDATION** (SOCWK 515) - “Driven” by CSWE and focuses on development of knowledge and skills related to generalist practice. Students should be exposed to the various social work roles and skills applicable to different problems at varying levels available at the fieldwork site. Students should develop

professional practice behaviors that are micro and macro in nature and demonstrate an understanding of the various foundation level competencies.

- ADVANCED (SW 691) - Learning objectives focus on the development of knowledge and skills specific to the student's dual concentration (method/practice area). These are based on the respective course statements for the practice methods. Professional practice behaviors must meet the rigor and expectations of advanced field instruction.

Professional Practice Behaviors/Assignments:

1. Foundation and Advanced Educational Agreements/Evaluations have helpful instructions regarding the development of learning experiences and how these will be evaluated
2. Students are required to develop the identified number of professional practice behaviors for each field competency. All competencies require the development of a correlating professional practice behavior.
3. Students should develop behaviors that meet the particular competency, reflect the student's learning goals, career interests, and that make a contribution to the work of the fieldwork site.
4. The competency related to Professional Development spells out how field supervision should be structured by utilizing a Supervision Agenda tool and offers the student an opportunity to identify a *personal* goal they will work on developing.
5. The Educational Agreement/Evaluation document should be utilized in weekly supervision as a way to track progress towards competency development.

Minor Concentration

1. A student may elect a minor concentration, which is usually accomplished in their assigned fieldwork site. A minor may only be completed in advanced field instruction (SW691).
2. Students need to complete a total of 171 field hours (3 credits) for a minor in addition to specific required coursework.
3. Students who elect a minor must develop 3 professional practice behaviors that meet/reflect the competencies in their chosen minor method and record them on the page provided in the Educational Agreement/Evaluation.
4. Most assignments should be thought of as giving students "exposure" as opposed to achieving advanced skill development.

Evaluation:

1. At the end of the term, the Educational Agreement becomes the Evaluation instrument.
2. Each field competency has a progress scale and the field instructor rates the student accordingly.
3. The field instructor is also asked to write a 1-2 page narrative following the guidelines listed (guidelines available on the OFI website <http://sww.umich.edu/programs/msw/of/agreementsForms.html>) appropriate to the term and track of the individual student. **THIS MUST BE SIGNED AND DATED!**
4. Students are required to complete a Self-Assessment. (Guidelines available on the OFI website <http://sww.umich.edu/programs/msw/of/agreementsForms.html>) This is a process whereby the student will reflect on their field experience and will address differing levels of their work depending on the term of field placement they are in (first, second, last). **THIS MUST BE SIGNED AND DATED!**
5. The student records the number of credits registered for and the clock hours completed for the term. Hours logged must match the student's registration. **STUDENTS AND FIELD INSTRUCTORS NEED TO SIGN AND DATE THIS FORM!**
6. The Educational Agreement/Evaluation form, the field instructor narrative, and the student's Self-Assessment must be turned into the OFI by the stated deadline. Missing this deadline could impact the grade. Completed documents will be reviewed and the final grade issued by the assigned Field Educator/Liaison. The Evaluation becomes a permanent part of the student's record in the School.