Mission / Purpose
The University of Alabama School of Social Work seeks to solve biopsychosocial problems, improve individual and social conditions, and promote justice and human dignity through teaching, research, and service. Teaching: The School awards the Bachelor of Social Work degree, which prepares graduates for generalist social work practice; the Master of Social Work degree, which prepares graduates for advanced social work practice; and the Doctor of Philosophy degree, which prepares graduates for careers in research. The School works to increase the number of competent social workers in the state and in the region. Research: The School develops research-based knowledge of social problems and their solutions. Service: The School provides resources and leadership by partnering with individuals, families, groups, community agencies, and organizations at all levels. In addition, the School improves the delivery of social services, with an emphasis on public social services contexts and underserved and disenfranchised populations. As a diverse community of teachers, researchers, learners, and support persons with shared values and aspirations, the School promotes lifelong learning, research, and service initiatives to individuals, families, groups, organizations, and communities.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Discipline Knowledge: Apply knowledge of HBSE
Apply knowledge of human behavior and the social environment.

Connected Documents
MSW Curriculum Map II
MSW Curriculum Maps 1
MSW Field education instructor evaluation of student outcomes

Related Measures

M 1: Field Education Instructor's ratings
MSW Field Education Instructor’s ratings of student performance (Benchmark set at an average score of at least 2 (student meets requirements) out of 4)
Source of Evidence: Academic direct measure of learning - other

Connected Document
MSW Field education instructor evaluation of student outcomes

Target:
Rating of 2.0 (meets requirements) out of 4.0 on this outcome.

M 2: Case Studies
Students develop two written case studies that require students' application of knowledge of human development and identification of risks and supports to healthy/normal development.

Source of Evidence: Academic direct measure of learning - other

Target:
80% of the students will earn at least 75% on each case study in accordance with rubrics.

SLO 2: Skills/Abilities in research
Engage in research-informed practice and practice-informed research.

Connected Documents
MSW Curriculum Map II
MSW Curriculum Maps 1
MSW Field education instructor evaluation of student outcomes

Related Measures

M 3: Field Education Instructor's ratings
MSW Field Education Instructor’s ratings of student performance (Benchmark set at an average score of at least 2 (student meets requirements) out of 4).

Source of Evidence: Performance (recital, exhibit, science project)

Connected Document
MSW Field education instructor evaluation of student outcomes

Target:
Rating of 2.0 (meets requirements) out of 4.0 on this outcome.

M 4: Research Proposal
Students develop a well-documented (via reference citation), well-organized research proposal written research proposal that details plans for the evaluation of a hypothetical social program relevant to social work practice.

Source of Evidence: Academic direct measure of learning - other

Target:
80% of the students will earn a score of at least 80% in accordance with a rubric

SLO 3: An Improvement Outcome: Advanced practice outcomes
Students' abilities to conduct social work practice at an advanced-level of competency will increase. (An Improvement Outcome derived from the 2010-11 Assessment Findings)

Connected Documents
- MSW Curriculum Map II
- MSW Curriculum Maps 1
- MSW Field education instructor evaluation of student outcomes

SLO 4: Identify as a professional
Identify as a social worker and conduct self accordingly.

Connected Documents
- MSW Curriculum Map II
- MSW Curriculum Maps 1
- MSW Field education instructor evaluation of student outcomes

Related Measures

M 5: Field Education Instructor's ratings
MSW Field Education Instructor's ratings of student performance (Benchmark set at an average score of at least 2 (student meets requirements) out of 4.

Source of Evidence: Academic direct measure of learning - other

Connected Document
- MSW Field education instructor evaluation of student outcomes

Target:
Average rating of field education instructors for this competency will be at least 2 (meets requirements) on a scale from 0-4.

M 6: Role-plays
Students conduct interviews in role play situations in which the goal will be to complete a psychosocial assessment (gaining appropriate written permission), including a social history, an assessment, a genogram, and an intervention and evaluation plan.

Source of Evidence: Academic direct measure of learning - other

Target:
80% of the students will score at least 80% on their interviews according to rubric elements regarding identifying as social worker and conducting themselves accordingly.

M 7: Reflection Papers
Students will write brief reflection papers on their readings. Readings will cover a variety of possible client encounters, some that challenge students' values and ethics. They are instructed to explain in their papers how they will conduct themselves as social work professionals.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
80% of the students will score at least 80% on their papers according to rubric elements regarding identifying as social worker and conducting themselves accordingly.

SLO 5: Apply social work ethical principles
Apply social work ethical principles to guide professional practice.

Connected Documents
- MSW Curriculum Map II
- MSW Curriculum Maps 1
- MSW Field education instructor evaluation of student outcomes

Related Measures

M 8: Field Education Instructor's ratings
MSW Field Education Instructor's ratings of student performance (Benchmark set at an average score of at least 2 (student meets requirements) out of 4.

Source of Evidence: Performance (recital, exhibit, science project)

Connected Document
- MSW Field education instructor evaluation of student outcomes

Target:
Rating of 2.0 (meets requirements) out of 4.0 on this outcome.

M 9: Casework demonstration role plays
The role-plays give students an opportunity to work together at the task of decision-making about group treatment and mutual support needs of particular client populations. Issues of diversity and ethical practice will be demonstrated.

Source of Evidence: Academic direct measure of learning - other

Target:
80% of the students will score at least 80% on their role plays according to the relevant rubric elements.

M 10: Journal entries
Students will reflect on the NASW Code of Ethics and other relevant ethics for group work, such as those developed by ASGW, regarding how those ethical standards relate to their group work both in class and in the "real world" practice.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
80% of the students will score at least 80% on their journal entries according to the relevant rubric elements.

**SLO 6: Use critical thinking to make professional judgments**
Apply critical thinking to inform and communicate professional judgments.

**Connected Documents**
- MSW Curriculum Map II
- MSW Curriculum Maps 1
- MSW Field education instructor evaluation of student outcomes

**Related Measures**

**M 11: Field Education Instructor’s ratings**
Measure 6.1 MSW Field Education Instructor’s ratings of student performance (Benchmark set at 2.0 (meets requirements) out of 4.0 for this outcome.

Source of Evidence: Performance (recital, exhibit, science project)

**Connected Document**
- MSW Field education instructor evaluation of student outcomes

**Target:**
Rating of 2.0 (meets requirements) out of 4.0 on this outcome.

**M 12: Case Analyses**
Students will analyze selected de-identified cases taken from social work practice. The cases are complex and involve several family members. Students will be asked to take on the role of a social worker as they review the cases, and share their professional judgment and critical analysis of the social workers’ findings, interventions, and evaluation plans.

Source of Evidence: Academic direct measure of learning - other

**Target:**
80% of the students will score at least 80% on their case analyses according to the relevant rubric elements.

**SLO 7: Engage diversity in social work practice**
Engage diversity and difference in practice.

**Connected Documents**
- MSW Curriculum Map II
- MSW Curriculum Maps 1
- MSW Field education instructor evaluation of student outcomes

**Related Measures**

**M 13: Field Education Instructor’s ratings**
MSW Field Education Instructor’s ratings of student performance (Benchmark set at an average score of at least 2 (student meets requirements) out of 4.

Source of Evidence: Academic direct measure of learning - other

**Connected Document**
- MSW Field education instructor evaluation of student outcomes

**Target:**
Rating of 2.0 (meets requirements) out of 4.0 on this outcome.

**M 14: Case Study**
Students will read the story of a woman whose rights have been violated. In light of the Universal Declaration of Human Rights and what they learn from the narrative, students will develop a case study that addresses how her rights were respected and/or violated at different points along her journey. The woman in the story is from a cultural background different from that of our students.

Source of Evidence: Academic direct measure of learning - other

**Target:**
80% of the students will score at least 80% on their case studies according to the relevant rubric elements.

**SLO 8: Advance human rights and justice in practice**
Advance human rights and social and economic justice.

**Connected Documents**
- MSW Curriculum Map II
- MSW Curriculum Maps 1
- MSW Field education instructor evaluation of student outcomes

**Related Measures**

**M 15: Field Education Instructor’s ratings**
MSW Field Education Instructor’s ratings of student performance (Benchmark set at an average score of at least 2 (student meets requirements) out of 4.

Source of Evidence: Performance (recital, exhibit, science project)

**Connected Document**
- MSW Field education instructor evaluation of student outcomes

**Target:**
Rating of 2.0 (meets requirements) out of 4.0 on this outcome.

**M 16: Policy Advocacy Background Document**
Students will review case materials regarding individuals whose human rights have been violated and who have suffered social and economic injustices. They will prepare an advocacy plan for the individuals, beginning with a
policy advocacy background document.
Source of Evidence: Academic direct measure of learning - other

Target:
80% of the students will score at least 80% on their policy advocacy background documents according to the relevant rubric elements.

SLO 9: Engage in policy practice
Engage in policy practice to advance social and economic well-being and to deliver reflective social work services.

Connected Documents
MSW Curriculum Map II
MSW Curriculum Maps 1
MSW Field education instructor evaluation of student outcomes

Related Measures

M 17: Field Education Instructor’s ratings
MSW Field Education Instructor’s ratings of student performance (Benchmark set at an average score of at least 2 (student meets requirements) out of 4.
Source of Evidence: Performance (recital, exhibit, science project)

Connected Document
MSW Field education instructor evaluation of student outcomes

Target:
Rating of 2.0 (meets requirements) out of 4.0 on this outcome.

Finding (2013-2014) - Target: Partially Met
Although the benchmark in policy practice was met in 2012-2013, our field instructors’ ratings of student performance in this area was lower than in other areas. The MSW Program Committee reviewed field instructor ratings and comments, the interns’ comments about policy practice, and the course-embedded assessment results and discussed strategies for improving student ratings in this area.

Results of the field education assessment (completed in the spring) will be reported in the next cycle, as will conclusions regarding the impact of the revised policy course.

The field education instructor survey results indicate that policy practice rarely is a focus in student field education placements. This is likely the best explanation for our students achieving satisfactory ratings, but not outstanding ratings, regarding the policy student learning outcome.

The MSW Program Committee, of which the Field Education Coordinator is a member, will explore ways to ensure that more students have more experiences with policy practice.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Improve student skills in policy practice
Established in Cycle: 2011-2012
Although the benchmark in policy practice was met, our field instructors’ ratings of student performance in this area was lower...

Program Committee to review data and develop improvement plans
Established in Cycle: 2013-2014
The program committee will continue to review data and develop a plan for improving student outcomes in the area of policy practice...

M 18: Policy analysis
Students will identify a contemporary (social welfare) policy and create a power point presentation analyzing the policy.

Source of Evidence: Academic direct measure of learning - other

Target:
80% of the students will earn at least 75% on their policy analysis in accordance with rubrics.

M 19: Policy Proposal
Students will develop policy proposals to address gaps in social work services that leave social work clients suffering social and economic injustices.

Source of Evidence: Academic direct measure of learning - other

Target:
80% of the students will earn at least 75% on their policy proposal in accordance with rubrics.

SLO 10: Respond to contexts that shape practice
Respond to contexts that shape practice.

Connected Documents
MSW Curriculum Map II
MSW Curriculum Maps 1
MSW Field education instructor evaluation of student outcomes

Related Measures

M 20: Field Education Instructor’s ratings
MSW Field Education Instructor’s ratings of student performance (Benchmark set at an average score of at least 2 (student meets requirements) out of 4.
Source of Evidence: Performance (recital, exhibit, science project)

**Connected Document**

MSW Field education instructor evaluation of student outcomes

**Target:**
Rating of 2.0 (meets requirements) out of 4.0 on this outcome.

**M 21: Community Analysis**

Students spend time in an identified community assessing community needs and developing plans to help the community meet those needs. An important part is the students' analysis of environmental systems that affect the community. This measure is the instructor's assessment of the student's ability to identify important contextual factors and to analyze their impact on the community.

Source of Evidence: Academic direct measure of learning - other

**Target:**
80% of the students will earn at least 75% on their community analysis in accordance with rubrics.

**SLO 11: Engage, assess, intervene, and evaluate**

Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

**Connected Documents**

MSW Curriculum Map II
MSW Curriculum Maps 1
MSW Field education instructor evaluation of student outcomes

**Related Measures**

**M 22: Field Education Instructor's ratings**

MSW Field Education Instructor's ratings of student performance (Benchmark set at an average score of at least 2 (student meets requirements) out of 4.

Source of Evidence: Academic direct measure of learning - other

**Connected Document**

MSW Field education instructor evaluation of student outcomes

**Target:**
Rating of 2.0 (meets requirements) out of 4.0 on this outcome.

**M 23: Community analysis**

Students spend time in an identified community assessing community needs and developing plans to help the community meet those needs. An important part is the proposal that details how they have engaged with the community, assessed needs, planned an intervention, and planned an evaluation of the intervention. This measure is the instructor's assessment of the student's ability engage, assess, intervene, and evaluate with organizations and communities.

Source of Evidence: Academic direct measure of learning - other

**Target:**
80% of the students will earn at least 75% on their community proposal in accordance with rubrics.

**M 24: Role play**

Students will role play an interview situation and they will write "SOAP" notes on the "clients" they interview. As they role play a social worker, students will have the opportunity to engage, assess, intervene, and evaluate a variety of clients (individuals, and families (groups).

Source of Evidence: Project, either individual or group

**Target:**
80% of the students will earn a score of at least 85% based on the quality of the SOAP notes they write following their role plays.

**M 25: Journal Entry**

Journal assignments will show integration of learning (through reading assignments, classroom role-plays, didactic lectures, and video examples) that demonstrate the student's ability to engage with, assess accurately, intervene appropriately, and evaluate the outcome of group work with the individuals, families, groups, organizations, and communities with whom the student will be working.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**
80% of the students will earn at least 75% on their journal entries in accordance with rubric components addressing engage, assess, intervene, and evaluate with their assigned group clients.

**M 26: Clinical Issue Presentations**

Students will develop presentations that focus on diagnosis/assessment, methods of intervention, and critique of different assessment and intervention methods. The presentations will focus on a clinical issue. In their presentation, students will address issues of group membership, especially in relationship to issues of socio-economic status, race, ethnicity, sex, age, and sexual orientation.

Source of Evidence: Presentation, either individual or group

**Target:**
80% of the students will earn at least 75% on their clinical issue presentations in accordance with rubrics.

**Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**OthOtcn 12: Recognized quality**

The program will improve and sustain a high level of recognized quality

**Connected Documents**
Related Measures

M 27: Disciplinary Accreditation
The MSW program will have its accreditation reaffirmed by the Council on Social Work Education every 8 years and will remain in good standing.
Source of Evidence: External report

M 27: Disciplinary Accreditation
Reaffirmation of accreditation by the Council on Social Work Education
Source of Evidence: Document Analysis
   Target:
   The MSW Program's accreditation will be reaffirmed every 8 years by the Council on Social Work Education and the program will remain in good standing.

M 28: Program Inquiries
Number of inquiries from potential applicants to the MSW program
Source of Evidence: Document Analysis
   Target:
   The number of applications for admission, from qualified candidates will be greater than the number in the previous year.

OthOtcm 13: Optimal level
The program will build and sustain an optimal level of annual program enrollments and degree completion

Connected Documents
- MSW Curriculum Map II
- MSW Curriculum Maps 1

Related Measures

M 29: MSW Enrollment
Number of MSW students enrolled
Source of Evidence: Existing data
   Target:
   The number of MSW students enrolled each year will equal or exceed the number enrolled in the previous year.

M 30: Degrees conferred
Percentage of MSW students who earn their MSW degree within 4 years of enrollment
Source of Evidence: Existing data
   Target:
   At least 90% of MSW students will earn their degree within four years of their enrollment.

OthOtcm 14: Program Value
The program will be highly valued by its program graduates and other key constituencies it serves

Connected Documents
- MSW Curriculum Map II
- MSW Curriculum Maps 1

Related Measures

M 31: Internships in Alabama.
Percentage of our MSW students will complete their field education (internship) within the state of Alabama.
Source of Evidence: Existing data
   Target:
   At least 75% of our MSW students will complete their internships within the state of Alabama.

M 32: Field Education Agency Agreements
Number of field education agency agreements relative to number of students to be placed.
Source of Evidence: Existing data
   Target:
   The number of field education agency agreements will be sufficient for the number of students to be placed.

M 33: Exit Surveys
Program ratings by graduating MSW students.
Source of Evidence: Evaluations
   Target:
   Eighty-five percent of graduating MSW students who complete an exit survey will rate the program at least a 3 on a scale from 0-5.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Improve student skills in policy practice
Although the benchmark in policy practice was met, our field instructors' ratings of student performance in this area was lower than in other areas. The MSW Program Committee will review field instructor ratings and comments, the interns' comments about policy practice, and the course-embedded assessment results and discuss strategies for improving student ratings in this area. They will then develop and implement a plan for improvement.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Field Education Instructor's ratings | Outcome/Objective: Engage in policy practice

Implementation Description: The program committee will review data and develop a plan for improving student outcomes in the area of policy practice. They will then implement the plan.

Projected Completion Date: 05/2013
Responsible Person/Group: The MSW Program Committee, under the leadership of the MSW Program Chair; faculty who teach policy courses, field instructors.

Additional Resources: none

Program Committee to review data and develop improvement plans

The program committee will continue to review data and develop a plan for improving student outcomes in the area of policy practice. They will then implement the plan. An electronic version of the tool field instructors use to report their assessment of MSW student attainment of competencies will be inaugurated in Spring 2014. The committee hopes that with the new tool, field instructors will provide more detail regarding their assessments.

Teams have been formed to revise the online versions of a policy course (SW578); revisions are expected to have a ripple effect on all master's level policy courses.

A field instructor survey on policy practice will be administered. It is hoped that the instructors will provide information useful for revising instructional activities and/or assessments.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Field Education Instructor's ratings | Outcome/Objective: Engage in policy practice
## Curriculum Maps #1 (In which courses or in what activities or assignments are Student Learning Outcomes Addressed)

<table>
<thead>
<tr>
<th>Apply knowledge of human behavior and the social environment</th>
<th>Engage in research-informed practice and practice-informed research</th>
<th>Identify as a professional social worker</th>
<th>Apply social work ethical principles</th>
<th>Apply critical thinking</th>
<th>Engage diversity and difference in practice</th>
<th>Advancing human rights and social and economic justice</th>
<th>Engage in policy practice</th>
<th>Respond to contexts that shape practice</th>
<th>Engage, assess, intervene, and evaluate with systems of all sizes</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 511</td>
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</table>
## Curriculum Map II  (What assessment measures will be employed in which courses/activities/assignments for each Student Learning Outcome)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>SW 511</th>
<th>SW 525</th>
<th>SW500</th>
<th>SW 579</th>
<th>SW540</th>
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<tbody>
<tr>
<td>Apply knowledge of human behavior and the social environment</td>
<td>Rubric for theory paper</td>
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<td>Ethical rule screen</td>
<td>Rubric for biopsychosocial assessment</td>
<td>Rubric for reactivity to diversity issues</td>
<td>Rubric for reactivity to diversity issues</td>
<td>Rubric for social advocacy plan.</td>
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<td>Engage in research-informed practice and practice-informed research</td>
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<td>Rubric for evaluation proposal</td>
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<td>Report self-efficacy with respect to advanced competencies</td>
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<td>Apply social work ethical principles</td>
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<td>Engage in policy practice</td>
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Rubric for reflective journal

Rubric for policy proposal

Rubric for intervention and treatment

Rubric for evidence-based practice paper
<table>
<thead>
<tr>
<th>SW 564</th>
<th>Rubric for reflective journal</th>
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<tr>
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<td></td>
<td></td>
<td>Specific final exam questions</td>
</tr>
</tbody>
</table>
Optional Additional Narrative: Use this space to provide any additional detail concerning the 2011-12 Department Assessment Plan

We survey graduating students each spring. Students respond to a self-efficacy item about each student learning outcome and also respond to questions about the quality of the program. In response to relatively low self-efficacy reports regarding advanced practice competencies, this fall the MSW Committee will implement changes aimed to increase students’ self-efficacy in these areas.
The University of Alabama School of Social Work

SW 590 Field Learning Contract And Evaluation Form

Student's Name: _________________________________________________________  Agency: ______________________________________________________________

Field Instructor: _______________________________________________________ Phone: ______________________________ Email: __________________________

Liaison: _______________________________________________________________

INSTRUCTIONS:

The Learning Contract is generated through a collaborative effort by the student and the field instructor and sent electronically to the liaison for review. At mid-term (approximately 250 hours) the completed midterm evaluation is sent to and filed electronically by the liaison. The final evaluation is generated by the field instructor and student, and submitted electronically to the liaison. The field instructor indicates by electronically highlighting, underlining, or circling the grade (pass or fail). The field instructor sends the final evaluation electronically to the liaison, who submits the grade, and forwards the final evaluation electronically to the field office. Paper copies of the Learning Contract are not accepted.

Students: Become oriented with your field placement. Review the agency’s mission, goals, programs, populations served, etc. Meet with your field instructor to discuss the range of activities available to you. Summarize the scope of these learning activities in a written paragraph under each of the following headings: Experience with individuals and families, experience with groups, community activities, policy activities, research activities, professional development, other major learning activities.

Experience with individuals and families

Experience with groups:

Community activities:

Policy activities:

Research activities:

Professional development activities:

Other major learning activities:

FIELD INSTRUCTORS: WRITE EVALUATION RATINGS IN FAR RIGHT COLUMNS USING THE NUMERICAL SYSTEM BELOW. PROVIDE ANY ADDITIONAL FEEDBACK IN THE SPACE PROVIDED AFTER EACH SECTION.
Rate each student on the degree to which she/he has exhibited beginning competence in performing each of the 42 behaviors listed. Please use the following scale. Note, “9” is not an allowable rating for the final evaluation. Also note that some of the practice behaviors are complex; for example, the student is expected to exhibit the behavior with several groups or in several settings. To achieve a high rating, the student should have exhibited the behavior in all the ways listed.

4 Excellent Student consistently exceeds expectations regarding required performance
3 Above Average Student frequently exceeds expectations regarding required performance
2 Average Student consistently meets the requirements
1 Below Average Student occasionally fails to meet requirements; must improve
0 Unsatisfactory Student frequently fails to meet requirements; must improve
9 Student has not yet had an opportunity to exhibit this practice behavior

NOTE: Whenever there is a rating of 2 at midterm, the student, field instructor, and field liaison should modify the learning contract to promote student improvement; whenever there is a 9 at midterm, plans should be made to ensure there will be an opportunity for the student to exhibit the behavior before the conclusion of the field placement. There must be no 9s at the final. A student who has even a single 1 at final does not pass this field class.

Note to Field Instructors: Please recall that at midterm and final evaluations, you will evaluate the student’s mastery of the competency – not the practice behaviors or activities individually. Only one numerical grade is needed for each competency.

<table>
<thead>
<tr>
<th>Competency: 2.1.1 student identifies as a professional social worker and conducts herself/himself accordingly</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice Behaviors:</td>
<td>Activities</td>
</tr>
<tr>
<td>Advocate for client access to the services of social work</td>
<td></td>
</tr>
<tr>
<td>Practice personal reflection and self correction to assure continual professional development</td>
<td></td>
</tr>
<tr>
<td>Attend to professional roles and boundaries</td>
<td></td>
</tr>
<tr>
<td>Show a willingness to engage in career long learning</td>
<td></td>
</tr>
<tr>
<td>Use supervision and consultation</td>
<td></td>
</tr>
</tbody>
</table>

Instructor Comments

Student Comments
### Competency: 2.1.2 student applies social work ethical principles to guide professional practice

<table>
<thead>
<tr>
<th>Practice Behaviors:</th>
<th>Activities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize and manage personal values in a way that allows for professional values to guide practice</td>
<td></td>
</tr>
<tr>
<td>Make ethical decisions by applying standards of the National Association of Social Worker’s Ethics</td>
<td></td>
</tr>
<tr>
<td>Tolerate ambiguity in resolving ethical conflicts</td>
<td></td>
</tr>
<tr>
<td>Apply strategies of ethical reasoning in decision making</td>
<td></td>
</tr>
</tbody>
</table>

### Evaluation

<table>
<thead>
<tr>
<th></th>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
</table>

**Instructor Comments**

**Student Comments**

### Competency: 2.1.3 student applies critical thinking to inform and communicate professional judgment

<table>
<thead>
<tr>
<th>Practice Behaviors:</th>
<th>Activities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinguish, appraise, and integrate multiple sources of knowledge, including research based knowledge and practice wisdom</td>
<td></td>
</tr>
<tr>
<td>Analyze models of assessment, prevention, intervention, and evaluation</td>
<td></td>
</tr>
<tr>
<td>Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, and communities</td>
<td></td>
</tr>
</tbody>
</table>

### Evaluation

<table>
<thead>
<tr>
<th></th>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
</table>

**Instructor Comments**

**Student Comments**
### Competency: 2.1.4 student engages in diversity and difference in practice

**Practice Behaviors:**
- Recognize and communicate understanding of the importance of difference in shaping life experiences
- Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
- Gain sufficient self awareness to eliminate the influence of personal biases and values in working with diverse groups, (To include being mindful of diversity within own identity)
- View herself/himself as a learner, appreciate client cultural differences, and actively learn from her/his clients and colleagues

**Evaluation**

<table>
<thead>
<tr>
<th>Activities:</th>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
</table>

### Instructor Comments

**Student Comments**

### Competency: 2.1.5 student advances human rights and social economic justice

**Practice Behaviors:**
- Demonstrate an understanding of the forms and mechanisms of oppression and discrimination and their effects of vulnerable populations
- Advocate for human rights and social economic justice
- Engage in practices that advance social and economic justice

**Evaluation**

<table>
<thead>
<tr>
<th>Activities:</th>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
</table>

### Instructor Comments

**Student Comments**
### Competency: 2.1.6 student engages in research informed practice and practice informed research

<table>
<thead>
<tr>
<th>Practice Behaviors:</th>
<th>Activities:</th>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate ability to use practice experience to inform scientific inquiry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adapts evidence based practices in field agency</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates ability to use research evidence to inform practice</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Instructor Comments**

**Student Comments**

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### Competency: 2.1.7 student applies knowledge of human behavior and the social environment

<table>
<thead>
<tr>
<th>Practice Behaviors:</th>
<th>Activities:</th>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use conceptual frameworks to guide the process of assessment, intervention, and evaluation across the life course</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critique and apply knowledge to understand person and environment</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Instructor Comments**

**Student Comments**
### Competency: 2.1.8 student engages in policy practice to advance social and economic well being and deliver effective social work services

**Practice Behaviors:**
- Analyze, formulate, and advocate for policies that advance social well being as they relate to the work of the agency.
- Collaborate with colleagues, clients, and/or community leaders for effective policy actions.

**Evaluation**

<table>
<thead>
<tr>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
</table>

**Student Comments**

4 - Excellent 3 - Above Average 2 - Average 1 - Below Average 0 - Unsatisfactory

- Student has not yet had the opportunity to exhibit this practice behavior.

### Competency: 2.1.9 respond to contexts that shape practice.

**Practice Behaviors:**
- Social workers continuously discover, appraise and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to create responsive policies and provide relevant services.
- Social workers provide leadership in promoting sustainable changes in policy, service delivery, and practice to improve the quality of social services.

**Evaluation**

<table>
<thead>
<tr>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
</table>

**Student Comments**

4 - Excellent 3 - Above Average 2 - Average 1 - Below Average 0 - Unsatisfactory

- Student has not yet had the opportunity to exhibit this practice behavior.

### Instructor Comments

- Please provide instructor comments here.

### Student Comments

- Please provide student comments here.

---

6
<table>
<thead>
<tr>
<th>Competency: 2.1.10 student engages with, assesses, intervenes with, and evaluates individuals families, groups organizations, and communities</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice Behaviors:</td>
<td>Activities:</td>
</tr>
<tr>
<td>To substantively and effectively prepare to work with: Individuals, families, groups, organizations, and communities</td>
<td></td>
</tr>
<tr>
<td>Demonstrates the use of empathy and other interpersonal skills</td>
<td></td>
</tr>
<tr>
<td>Work collaboratively with clients toward mutually agreed upon outcomes</td>
<td></td>
</tr>
<tr>
<td>Collect, organize and interpret client data</td>
<td></td>
</tr>
<tr>
<td>Assess client strengths and limitations</td>
<td></td>
</tr>
<tr>
<td>Develop mutually agreed on intervention goals and objectives with clients</td>
<td></td>
</tr>
<tr>
<td>Emphasize and apply appropriate interventions strategies</td>
<td></td>
</tr>
<tr>
<td>Initiate actions to achieve organizational and community goals</td>
<td></td>
</tr>
<tr>
<td>Implement prevention interventions that enhance client capacities</td>
<td></td>
</tr>
<tr>
<td>Help clients resolve problems</td>
<td></td>
</tr>
<tr>
<td>Negotiate, mediate, and advocate for clients</td>
<td></td>
</tr>
<tr>
<td>Facilitate transitions and endings</td>
<td></td>
</tr>
<tr>
<td>Critically analyze, monitor, and evaluate interventions</td>
<td></td>
</tr>
</tbody>
</table>

**Instructor Comments**

**Student Comments**
Personal/ Professional Growth is an important part of the field experience. This section allows students to identify specific personal/professional growth needs. Please identify at least two areas of personal/professional growth you would like to strengthen during your field experience. This section may also include agency specific requirements.

<table>
<thead>
<tr>
<th>Personal/ Professional Growth Competency:</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice Behaviors:</td>
<td>Activities:</td>
</tr>
<tr>
<td></td>
<td>Midterm</td>
</tr>
<tr>
<td></td>
<td>Final</td>
</tr>
</tbody>
</table>

4 - Excellent  3 - Above Average  2 - Average  1 - Below Average  0 - Unsatisfactory  9 - Student has not yet had the opportunity to exhibit this practice behavior

Instructor Comments

Student Comments

Acknowledgment of Learning Contract:

Student: _____________________________ Date: ________________
Field Instructor: ______________________ Date: ________________
Liaison: _____________________________ Date: ________________

Acknowledgement for Midterm

Student: _____________________________ Date: ________________
Field Instructor: ______________________ Date: ________________
Liaison: _____________________________ Date: ________________
Acknowledgement for Final

Student: _________________________________________________________ Date: ____________

Field Instructor: ______________________________ Date: ______________

Acknowledgement that student has completed the necessary 500 hours for field

Liaison: ____________________________________________ Date: ______________

Student’s Grade (circled by the field instructor and verified by the liaison)

PASS
FAIL