

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: Joan Benefield

Date of First Draft: January 15, 2008 **Date of Final Draft:** 4-10-08

Name of Agency: Partnership for Families, Children and Adults, Elderly Services

Field Instructor (s): Todd Bragg

Field Instructor Contact Phone # (for any questions regarding final grade assigned):
423-755-2870, extension 518

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

<p>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)</p> <p>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 of this objective: (Tasks for Field Education II should demonstrate more advanced knowledge, skills, values, and perspectives). The first task is <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. Complete case evaluation cultural competence checklist (K, S, V, J, P) 2. Conduct an assessment of ethnic and socio-economic differences of my client's neighborhoods to discover five factors that will help in providing resources for each client. Information will be documented in weekly logs. 3. Summarize information from Table B.5 – The Cumulative Percent of the Elderly Who Experience Poverty by Race, Gender, and Martial Status researched by Mark Robert Rank and recorded in his book, One Nation, Underprivileged, to classify and document each of my client's socio-economic status. Research results will be recorded in weekly logs. 		<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><u> 5 </u></p> <p><u> 5 </u></p> <p><u> 5 </u></p>	<ol style="list-style-type: none"> 1. Complete case evaluation cultural competence checklist (K, S, V, J, P) 2. Conduct an assessment of ethnic and socio-economic differences in my clients' neighborhoods to discover five factors that will help in providing resources for each client. Information will be documented in weekly logs. 3. Summarize information from Table B.5 – The Cumulative Percent of the Elderly 	<p>Student Self-RATING (1 to 5)</p> <p><u> 5 </u></p> <p><u> 5 </u></p> <p><u> 5 </u></p>

	<p>Who Experience Poverty by Race, Gender, and Marital Status researched by Mark Robert Rank and recorded in his book, One Nation, Underprivileged, to classify and document each of my client's socio-economic status. Research results will be recorded in weekly logs.</p>	
<p>Comments: Intern Benefield is thorough in her assignments and work at our agency. She is constantly referring to work-based projects required by the social work department, and, as time allows, would work on said assignments at the office, in order to meet academic guidelines.</p>		
<p>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</p>		
<p>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. <i>S = skill; K = knowledge; V = value; J = judgment; P = perspective</i></p>		
<p>SPRING SEMESTER</p> <ol style="list-style-type: none"> 1. As I visit area agencies in Chattanooga and Hamilton County available to my client-based population in the VOCA program, I will add resource brochures to my existing resource manual and record the additional resources in the student weekly logs. 2. Create a quick reference system of faith-based community services in Chattanooga and Hamilton County in an effort to be congruent to my field agency's mission statement of "empowering people to live better lives." The list of faith-based resources will be in a different index section of my resource book. 3. Create a separate resource book as a network index of social workers and other people who work in the helping profession serving the aging population. 	<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</p>		<p>Student Self-RATING (1 to 5)</p>

<p>(1 to 5)</p> <p>___5___</p> <p>___5___</p> <p>___5___</p>	<ol style="list-style-type: none"> 1. As I visit area agencies in Chattanooga and Hamilton County available to my client-based population in the VOCA program, I will add resource brochures to my existing resource manual and record the additional resources in the student weekly logs. 2. Create a quick reference system of faith-based community services in Chattanooga and Hamilton County in an effort to be congruent to my field agency’s mission statement of “empowering people to live better lives.” The list of faith-based resources will be in a different index section of my resource book. 3. Create a separate resource book as a network index of social workers and other people who work in the helping profession serving the ageing population. 	<p>___5___</p> <p>___5___</p> <p>___5___</p>
<p>Comments: Intern Benefield spent a great deal of time learning, accessing, and utilizing various resources in the community for her role as a case manager to the elderly and disabled population. This writer was shown some of the resources that she had compiled for both academic work, as well as, field work for/with her clients.</p>		

<p>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)</p> <p>LINKED WITH PROGRAM OBJECTIVES # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 S = skill; K = knowledge; V = value; J = judgment; P = perspective</p>	
<p>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. S = skill; K = knowledge; V = value; J = judgment; P = perspective</p>	
<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 supervisory agendas. 2. Identify areas of vulnerability and apply strategies to strengthen the maintenance of healthy professional boundaries. 3. I will learn and write the new documentation system that my field agency has recently adopted. An example will be provided. 4. Create a self-reflection journal of documentation of conversations utilizing my spiritually-based 	<p><u>Comments/Notes:</u></p>

integrity to help VOCA clients overcome victimization.	
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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)		Student Self-RATING (1 to 5)
___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.	___5___
___5___	2. Identify areas of vulnerability and apply strategies to strengthen the maintenance of healthy professional boundaries.	___5___
___5___	3. I will learn and write the new documentation system that my field agency has recently adopted.	___5___
___5___	4. Create a self-reflection journal of documentation of conversations utilizing my spiritually-based integrity to help VOCA clients overcome victimization.	___5___

Comments: Intern Benefield was adept at recognizing her own limitations, where personal biases or objectivity were concerned. Ms. Benefield constantly strived to maintain a professional boundary with her clients, despite any personal feelings which she may have experienced. Ms. Benefield utilized her internship as a hands-on learning experience, which complemented her academic pursuits. No concerns about her documentation, as her entries were reviewed periodically.

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

<p>SPRING SEMESTER</p> <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. Discuss with other case managers who have BSW degrees my progress and/or limitations to obtain constructive criticism for personal growth and development; findings will be documented in weekly supervision agenda. 4. Demonstrate my understanding of the NASW Code of Ethics by explaining and giving examples of applying ethical decisions regarding my clients. I will document applications on my weekly supervisory agenda and logs. 	<p style="text-align: center;"><u><i>Comments/Notes:</i></u></p>
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FI RATING (1 to 5)		Student Self-RATING (1 to 5)
__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).	__5__
__5__	2. Demonstrate a willingness to accept challenges and take risks in field learning environment (i.e. adult learner).	__5__
__5__	3. Discuss with other case managers who have BSW degrees my progress and/or limitations to obtain constructive criticism for personal growth and development; findings will be documented on weekly supervision agenda.	__5__
__5__	4. Demonstrate my understanding of the NASW Code of Ethics by explaining and giving examples of applying ethical decisions regarding my clients. I will document applications on my weekly	__5__

supervisory agenda and logs.		
<i>Comments:</i> Intern Benefield was quick to seek out assistance when needed, and she was adept at accepting constructive feedback, when necessary. Ms. Benefield accepted direction comfortably and professionally and she enjoyed very good interaction with her peers within the department.		
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 <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 tasks is <u>required</u> ; the student must identify an additional 2 tasks. <i>S = skill; K = knowledge; V = value; J = judgment; P = perspective</i>		
SPRING SEMESTER <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. Read, make photocopies, and hand out articles from AARP magazine and/or brochures regarding the elderly population. I will also add the articles to existing resource book. 3. Write a letter to state senators and congressmen advocating for revision in social security benefits for women who are widowed or divorced. I will also encourage five other people to write a letter as well. 	<u>Comments/Notes:</u>	
Evaluation of student's completion of tasks and assignments for Field Education Objective #1 (Fall Semester):		
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FI RATING (1 to 5) ___5___ ___5___ ___5___	<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. Read, make photocopies, and hand out articles from AARP magazine and/or brochures regarding the elderly population. I will also add the articles to existing resource book. 3. Write a letter to state senators and 	Student Self-RATING (1 to 5) ___5___ ___5___ ___5___

	<p>congressmen advocating for revision in social security benefits for women who are widowed or divorced. I will also encourage five other people to write a letter as well.</p>	
<p>Comments: This writer read one of the letters that Intern Benefield had written to the local newspaper on a social issue, and Ms. Benefield expressed herself concisely and professionally. She mentioned her letter writing and resource compilation project frequently.</p>		
<p>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</p>		
<p>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 <u>required</u>; the student must identify an additional 2 tasks. S = skill; K = knowledge; V = value; J = judgment; P = perspective</p>		
<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. Will explain resources available through Chattanooga Human Services regarding energy assistance and weatherization to VOCA clients and will document clients' needs to field supervisor. 3. Create a quick reference guide form Medicare and Social Security websites and give to each of my clients as well as my field supervisor. 	<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>___ 4 ___</p> <p>___ 5 ___</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. 	<p>Student Self-RATING (1 to 5)</p> <p>___ 5 ___</p> <p>___ 5 ___</p>

__5__	<ol style="list-style-type: none"> 2. Will explain resources available through Chattanooga Human Services regarding energy assistance and weatherization to VOCA clients and will document clients' needs to field supervisor. 3. Create a quick reference guide from Medicare and Social Security websites and give to each of my clients as well as my field supervisor. 	__5__
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Comments: Once again, Ms. Benefield was competent at acquiring information from various city, county, state, and independent agencies to better serve the needs of her clients. Many of her clients needed help with commodities and utilities, resulting in research by Ms. Benefield on those issues.

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. **Compile and create a separate folder of information from the monthly meetings of The Coalition Against Domestic and Community Violence of Greater Chattanooga, Inc., to become more knowledgeable about evidence-based intervention with individuals, families, small groups, and organizations regarding abuse in Chattanooga and Hamilton County.**

Comments/Notes:

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

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FI RATING (1 to 5)		Student Self- RATING (1 to 5)
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___5___	<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. Compile and create a separate folder of information from the monthly meetings of The Coalition Against Domestic and Community Violence of Greater Chattanooga, Inc., to become more knowledgeable about evidence-based intervention with individuals, families, small groups, and organizations regarding abuse in Chattanooga and Hamilton County. 	___5___
___5___		___5___
_____		_____
___5___		___5___
_____		_____

Comments: Ms. Benefield was diligent at attending various meetings, seminars, and presentations, in order to gain more knowledge on subjects pertaining to her client’s needs. She did attend some coalition meetings, which would better enable her to glean information regarding that agency’s mission and objectives.

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. **Write a letter to Congress (and encourage five other people to write letters) advocating for grant funding regarding intervention of elder abuse.**

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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<p>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) <u> 5 </u> <u> 5 </u> <u> 5 </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. Write a letter to Congress (and encourage five other people to write letters) advocating for grant funding regarding intervention of elder abuse. 	Student Self-RATING (1 to 5) <u> 5 </u> <u> 5 </u> <u> 5 </u>
<p>Comments: It was reported to this writer that Intern Benefield did indeed attend the conference in Nashville recently. Intern Benefield was quite good at identifying issues that needed to be addressed on a larger scale than just her agency position. She reported frequent letter writing on various topics to the appropriate governing agencies.</p>		
<p>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)</p>		
<p>LINKED WITH PROGRAM OBJECTIVES # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p>		
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<p>SPRING SEMESTER</p> <ol style="list-style-type: none"> Collect and analyze field data; discuss findings with field instructor. Prepare and present a formal presentation of field research project findings to agency staff. Information from research will be gathered and kept in a separate folder for easy assess. The folder will be added to Partnership's library. 	<p style="text-align: center;"><u>Comments/Notes:</u></p> <p style="text-align: center;"><u>Presentation was prepared for showcase to be presented on April 15 at UTC. E-poster was forwarded to all staff members. Presentation will be discussed in final field visit with field instructor and Craig Pressley. Information from research will be presented to Todd Bragg in the form of a binder to be kept at Partnership for future reference.</u></p>	
<p>Evaluation of student's completion of tasks and assignments for Field Education Objective #1 (Fall Semester):</p>		
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FI RATING (1 to 5)		Student Self-RATING (1 to 5)
___5___	1. Collect and analyze field data; discuss findings with field instructor.	___5___
___TBA___	2. Prepare and present a formal presentation of field research project findings to agency staff.	___5___
___5___	3. Information from research will be gathered and kept in a separate folder for easy assess. The folder will be added to Partnership's library.	___5___

Comments: Intern Benefield will do her address to the agency staff within the month at a regularly scheduled staff meeting. Intern Benefield did often mention that she was working on field data for her projects for the SW department, and she was observed gathering various information for retention purposes.

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

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 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>
<ol style="list-style-type: none"> 1. Attend a professional meeting or event outside of agency. 2. Gather information from Adult Protective Services and compare with information from the Elderly Services of Partnership; information will be documented in logs and presented to field supervisor. 3. Collect information from other social workers at conferences, continuing education classes, etc., and compile in a network system notebook. The notebook will be added to Partnership's library. 	

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FI RATING (1 to 5)		Student Self- RATING (1 to 5)
___5___	1. Attend a professional meeting or event outside of agency.	___5___
___5___	2. Gather information from Adult Protective Services and compare with information from the Elderly Services of Partnership; information will be documented in logs and presented to field supervisor.	___5___
___5___	3. Collect information from other social workers at conferences, continuing education classes, etc., and compile in a network system notebook. The notebook will be added to Partnership's library.	___5___
Comments: Intern Benefield was very cooperative in attending and participating in internal and external meetings, in order to gain a better understanding of area issues and resources. Ms. Benefield did interact with Adult Protective Services staff from the state, as she carried cases with dual involvement from both agencies.		