

University of Illinois at Chicago
Jane Addams College of Social Work
Office of Field Instruction

TO: Field Instructors and MSW Students
From: Barbara Coats, Interim Director of Field Instruction

Field Forms
MSW Concentration
Mental Health
SocW 572 & 573, Field Instruction III & IV

Field forms and Field Manuals are available on our web site:
<http://tigger.uic.edu/jaddams/college/field.html>

On the following pages are forms needed by students and agency field instructors for the MSW concentration placement, SocW 572 & 573, Field Instruction III & IV.

The Learning Contract is completed at the beginning of the first semester of placement.

At the end of the first semester of placement a Grade Report form is completed for SocW 572, Field Instruction III.

In the first two weeks of the second semester of placement a Self Assessment form is completed.

At the end of the second semester, a Grade Report form is completed for SocW 573, Field Instruction IV.

Also at the end of the second semester, the student completes an Evaluation of Placement form and an Evaluation of Liaison form. The field instructor completes an Evaluation of Liaison form.

Instructions are provided on each form; if you have questions, please consult your college liaison.

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Learning Contract
Mental Health Concentration
SocW 572 & 573, Field Instruction III & IV

This form should be completed by the third week of the first semester of the placement and it records the learning expectations for the entire two-course placement. After signatures are obtained, form will be placed in student's college file.

Instructions. The learning contract is a written document outlining the terms and learning goals for the field placement. It should delineate a plan that should address the student's learning objectives and the College's learning objectives. It should include agency interpretations and the student's educational goals and should demonstrate implementation of the Jane Addams College mission (see Field Manual for statement of mission). The learning contract should be considered a working document: review and revision are parts of the process. Each contract should include the following components: Goals: what is to be achieved. Strategies: work to be done to reach goals. Evaluations: ways to determine how well strategies are addressing goals and how well goals have been met. After orientation to the field agency, the field instructor and student are to select specific responsibilities and tasks to be carried out in the placement. Some students will focus more on micro (individual and family) systems and others on mezzo (group) systems and others on macro (community and organizational) systems, depending on the nature of the field placement and the student's place in the curriculum. The College liaison is available to help in this process and the College Field Manual is available for guidance as well. Field instructor and student should write the goals, strategies, and evaluation plans on the following pages and sign in Part 2 to signify their acceptance of the plan. The College liaison will sign and review as well.

Part 1. Identifying Information

Student's Name (print clearly) _____

Agency Name and Address (print clearly) _____

Agency Field Instructor Name (print clearly) _____

Phone _____ Fax: _____ Email _____

JACSW Liaison (print clearly) _____

Part 2. Signatures. (The JACSW liaison will review and sign after the student and agency field instructor have completed the form and signed.)

JACSW Liaison Review _____
Signature./Date

Student Acceptance of Learning Contract _____
Signature./Date

Agency Field Instructor Acceptance of
Learning Contract _____
Signature./Date

Part 4. Start and stop dates; total hours; weekly schedule; supervisory meetings.

MSW foundation students must complete a minimum of 450 clock hours in field placement over the course of a two-semester placement (SocW570-571 for MSW foundation students). MSW concentration students must complete a minimum of 720 clock hours over the course of a two-semester placement (SocW572-573). School social work concentration students may be required to complete more than 720 clock hours if the school district expects the student to remain for the district’s complete school year: this should be clarified at the start of the placement.

Placement start date: _____ Placement end date _____

Weekly schedule: indicate the days per week and hours per day student will be in placement), Please note that MSW foundation students (Field I and II) are expected to do placements on Tuesday and Thursday and must be available for on-campus classroom courses on Monday and Wednesday. MSW concentration students (Field III and IV) are expected to do placements on Monday, Wednesday, and Friday and they must be available for on-campus classroom courses on Tuesday and Thursday.

Schedule of supervisory meetings. Please indicate days and times of planned, weekly meetings between field instructor and student

Part 5. Learning Contract (attach additional pages as needed)

Example of Learning Contract

| | | |
|---|--|---|
| <p>MICRO GOALS</p> <ol style="list-style-type: none"> 1. Improve family interviewing skills 2. Learn how to develop and implement individual treatment plan 3. Become more comfortable with my role | <p>STRATEGIES</p> <p>Observe 4-6 workers behind 1-way glass</p> <p>Complete intakes with John until November.</p> <p>Be responsible for caseload of 6-8 residents by January 1st</p> <p>Interview Sarah about handling boys= remarks</p> <p>Implement ideas for decreasing remarks</p> | <p>EVALUATION</p> <p>Interview each worker on style & discuss with John</p> <p>Get feedback from John</p> <p>Complete 2 process recordings or video tapes by March</p> <p>Draft treatment plans for John to review before case staffing</p> <p>Prepare update on each case for weekly supervision</p> <p>Write in my journal about my reactions to boys= remarks & discuss with John and Sarah</p> |
| <p>MEZZO GOALS</p> <ol style="list-style-type: none"> 1. Learn juvenile court process 2. Become familiar with referral resources | <p>Attend court on 3rd Tuesday each month</p> <p>Interview Judge Whipple</p> <p>Prepare a Student Guide to court for agency</p> <p>Visit Family Outreach Services & Indian Family Center</p> <p>Attend Sky Co. Social Services Association meetings at least twice</p> | <p>Get John=s feedback on proposed questions & discuss interview afterwards</p> <p>Draft to John by February 1; final version to internship director by April 30</p> <p>Update resource file by May</p> <p>Prepare community Profile assignment for seminar</p> |
| <p>MACRO GOALS</p> <ol style="list-style-type: none"> 1. Become familiar with legislative & social action. 2. Improve knowledge of American Indian culture | <p>STRATEGIES</p> <p>Attending committee meeting on House Bill #4022 reforming sentencing process</p> <p>Participate in Prevent Violence taskforce</p> <p>Interview social worker at reservation</p> <p>Read professional journal article on American Indian culture and social work practice</p> | <p>EVALUATION</p> <p>Give oral report to Center staff</p> <p>Incorporate learning in policy paper</p> <p>Share Culture Presentation for Practice class with staff</p> <p>Discuss with John</p> |

Learning Contract

| MICRO GOALS | STRATEGIES | EVALUATION |
|--------------------|-------------------|-------------------|
| MEZZO GOALS | | |
| MACRO GOALS | | |

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Semester Grade Report
SocW572, Field Instruction III
Mental Health Concentration

MSW Concentration, 1st semester of field instruction

Part 1. Liaison Review. (Completed by liaison after all other parts completed by student and field instructor).

As liaison, I recommend a course grade for this student of:

_____ Satisfactory _____ Unsatisfactory

JACSW Field Liaison Signature/Date

Part 2. Identifying Information

Student Name (print clearly): _____

Semester and year: _____

Field Agency _____

Agency Field instructor: _____

JACSW Field Liaison _____

Part 3. Field Instructor and Student Signatures

As field instructor, I recommend a grade of

_____ Satisfactory _____ Unsatisfactory

The student completed _____ clock hours in placement this semester.

Field Instructor Signature/Date

_____ I have read my evaluation and am in agreement with it.

_____ I have read my evaluation and am attaching my written response.

Student Signature/Date

Part 4. Summary of Field Instruction Activities

Indicate the number of these activities for which the student was responsible during the placement.

- ___ client intake/assessments completed
- ___ clients carried individually (student solely responsible)
- ___ clients carried collaboratively (student shared with other staff)

- ___ groups carried individually (student solely responsible)
- ___ groups carried collaboratively (student shared with other staff)

- ___ families carried individually (student solely responsible)
- ___ families carried collaboratively (student shared with other staff)

- ___ community level activities
- ___ organization level activities

- ___ consumers who received only information
- ___ clients referred for additional services
- ___ total number of sessions conducted with clients

Clients served:

- African Americans _____
- Caucasians _____
- Hispanics/Latino American _____
- Native Americans _____
- Asians/Asian American _____
- Other _____

___ % student's time working with low income clients

Part 5. Student Performance. Check the appropriate response for each item. Discuss any special problems in the narrative section at the end of this form.

| Item | Above Average | Average | Needs Improvement | Unsatisfactory | No Opportunity to Observe |
|--|---------------|---------|-------------------|----------------|---------------------------|
| 1. Fits into agency structure. | | | | | |
| 2. Applies theory to practice. | | | | | |
| 3. Assesses client needs accurately. | | | | | |
| 4. Knows community resources. | | | | | |
| 5. Uses community resources. | | | | | |
| 6. Plans interventions. | | | | | |
| 7. Provides services in complex Case situations. | | | | | |
| 8. Uses a range of interventions. | | | | | |
| 9. Can function autonomously. | | | | | |
| 10. Terminates service appropriately. | | | | | |
| 11. Identifies own strengths/weaknesses. | | | | | |
| 12. Identifies own learning needs. | | | | | |
| 13. Can evaluate own practice systematically. | | | | | |
| 14. Provides client advocacy. | | | | | |
| 15. Uses supervision appropriately. | | | | | |
| 16. Participates in professional organization. | | | | | |

| Item | Above Average | Average | Needs Improvement | Unsatisfactory | No Opportunity to Observe |
|--|---------------|---------|-------------------|----------------|---------------------------|
| ADMINISTRATIVE | | | | | |
| 17. Completes required paperwork accurately and promptly for agency and funding sources. | | | | | |
| 18. Attends and participates in agency staff meetings. | | | | | |
| 19. Assesses needs of organization and agency client population and develops programs accordingly. | | | | | |
| CONTEXTUAL CONSIDERATIONS | | | | | |
| 20. Analyzes the mental health organization and the role of social work services. | | | | | |
| 21. Analyzes conformity with Patients' Bill of Rights. | | | | | |
| 22. Analyzes confidentiality and informed consent policies. | | | | | |
| DIRECT SERVICES | | | | | |
| 23. As primary practitioner, the student provides services to chronically mentally ill clients and others with acute mental health problems. | | | | | |
| 24. Serves clients of differing age, culture, race and socio-economic backgrounds. | | | | | |
| 25. Use of individual therapy. | | | | | |
| 26. Use of family therapy. | | | | | |
| 27. Use of group or milieu therapy. | | | | | |
| 28. Maintains continuity of service For clients, from inpatient to outpatient status when appropriate.. | | | | | |
| 29. Uses network of services in case management. | | | | | |
| 30. Provides consultation to social workers and other professionals. | | | | | |

| Item | Above Average | Average | Needs Improvement | Unsatisfactory | No Opportunity to Observe |
|---|---------------|---------|-------------------|----------------|---------------------------|
| EVALUATION | | | | | |
| 31. Evaluates own practice with observable and measurable indices of client progress, reflecting specificity of goals & interventions using single subject design, follow-up studies or participation in agency research program. | | | | | |
| INTERDISCIPLINARY COLLABORATION | | | | | |
| 32. Cooperates in case coordination with multi-disciplinary team. | | | | | |
| 33. Confers with other mental health professionals to develop collaborative relationships | | | | | |

Part 6. Narrative. Briefly describe agency program and student's assignments. Describe the student's learning pattern including acceptance of teaching, use of supervision, knowledge gaps, seeking out of additional resources, dependence or independence, and barriers to learning. Discuss goals for next semester as well as strengths and limitations. Attach additional pages as needed.

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Student Self-Assessment **Mental Health Concentration**

This form is to be completed by the student and reviewed by the field instructor and the College faculty field liaison. The self-assessment is to be performed in the second week of the second semester of a given placement. After it is discussed with field instructor and liaison it is to be submitted to the Field Office. Use the reverse sides of this form for additional comments as needed.

Identifying Information

Student Name (print clearly): _____

Semester and year: _____

Field Agency _____

Signatures. We have discussed and reviewed the student's self-assessment.

Student _____
Signature/Date

Agency Field instructor: _____
Signature/Date

JACSW Field Liaison _____
Signature/Date

Student Self-Assessment

1. Please review the goals and objectives developed in your learning contract and evaluate your progress.

2. What do you need from the agency or field instructor to meet your goals?

3. Are there ways that your faculty field liaison can help you meet your goals?

4. What are your learning goals for the rest of the semester? What strategies will you use to achieve these goals?

5. Any additional comments? (Attach additional pages as needed).

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Semester Grade Report
SocW573, Field Instruction IV
Mental Health Concentration

MSW Concentration, 2nd semester of field instruction

Part 1. Liaison Review. (Completed by liaison after all other parts completed by student and field instructor).

As liaison, I recommend a course grade for this student of:

_____ Satisfactory _____ Unsatisfactory

Practice Evaluation completed _____

JACSW Field Liaison Signature/Date

Part 2. Identifying Information

Student Name (print clearly): _____

Semester and year: _____

Field Agency _____

Agency Field instructor: _____

JACSW Field Liaison _____

Part 3. Field Instructor and Student Signatures

As field instructor, I recommend a grade of

_____ Satisfactory _____ Unsatisfactory

The student completed _____ clock hours in placement this semester.

Field Instructor Signature/Date

_____ I have read my evaluation and am in agreement with it.

_____ I have read my evaluation and am attaching my written response.

Student Signature/Date

Part 4. Summary of Field Instruction Activities

Indicate the number of these activities for which the student was responsible during the placement.

- ___ client intake/assessments completed
- ___ clients carried individually (student solely responsible)
- ___ clients carried collaboratively (student shared with other staff)

- ___ groups carried individually (student solely responsible)
- ___ groups carried collaboratively (student shared with other staff)

- ___ families carried individually (student solely responsible)
- ___ families carried collaboratively (student shared with other staff)

- ___ community level activities
- ___ organization level activities

- ___ consumers who received only information
- ___ clients referred for additional services
- ___ total number of sessions conducted with clients

Clients served:

- African Americans _____
- Caucasians _____
- Hispanics/Latino American _____
- Native Americans _____
- Asians/Asian American _____
- Other _____

___ % student's time working with low income clients

Part 5. Student Performance. Check the appropriate response for each item. Discuss any special problems in the narrative section at the end of this form.

| Item | Above Average | Average | Needs Improvement | Unsatisfactory | No Opportunity to Observe |
|--|---------------|---------|-------------------|----------------|---------------------------|
| 1. Fits into agency structure. | | | | | |
| 2. Applies theory to practice. | | | | | |
| 3. Assesses client needs accurately. | | | | | |
| 4. Knows community resources. | | | | | |
| 5. Uses community resources. | | | | | |
| 6. Plans interventions. | | | | | |
| 7. Provides services in complex Case situations. | | | | | |
| 8. Uses a range of interventions. | | | | | |
| 9. Can function autonomously. | | | | | |
| 10. Terminates service appropriately. | | | | | |
| 11. Identifies own strengths/weaknesses. | | | | | |
| 12. Identifies own learning needs. | | | | | |
| 13. Can evaluate own practice systematically. | | | | | |
| 14. Provides client advocacy. | | | | | |
| 15. Uses supervision appropriately. | | | | | |
| 16. Participates in professional organization. | | | | | |

| Item | Above Average | Average | Needs Improvement | Unsatisfactory | No Opportunity to Observe |
|--|---------------|---------|-------------------|----------------|---------------------------|
| ADMINISTRATIVE | | | | | |
| 17. Completes required paperwork accurately and promptly for agency and funding sources. | | | | | |
| 18. Attends and participates in agency staff meetings. | | | | | |
| 19. Assesses needs of organization and agency client population and develops programs accordingly. | | | | | |
| CONTEXTUAL CONSIDERATIONS | | | | | |
| 20. Analyzes the mental health organization and the role of social work services. | | | | | |
| 21. Analyzes conformity with Patients' Bill of Rights. | | | | | |
| 22. Analyzes confidentiality and informed consent policies. | | | | | |
| DIRECT SERVICES | | | | | |
| 23. As primary practitioner, the student provides services to chronically mentally ill clients and others with acute mental health problems. | | | | | |
| 24. Serves clients of differing age, culture, race and socio-economic backgrounds. | | | | | |
| 25. Use of individual therapy. | | | | | |
| 26. Use of family therapy. | | | | | |
| 27. Use of group or milieu therapy. | | | | | |
| 28. Maintains continuity of service For clients, from inpatient to outpatient status when appropriate.. | | | | | |
| 29. Uses network of services in case management. | | | | | |
| 30. Provides consultation to social workers and other professionals. | | | | | |
| | | | | | |

| | Above Average | Average | Needs Improvement | Unsatisfactory | No Opportunity to Observe |
|---|---------------|---------|-------------------|----------------|---------------------------|
| EVALUATION | | | | | |
| 31. Evaluates own practice with observable and measurable indices of client progress, reflecting specificity of goals & interventions using single subject design, follow-up studies or participation in agency research program. | | | | | |
| INTERDISCIPLINARY COLLABORATION | | | | | |
| 32. Cooperates in case coordination with multi-disciplinary team. | | | | | |
| 33. Confers with other mental health professionals to develop collaborative relationships | | | | | |

Part 6. Narrative. Briefly describe agency program and student's assignments. Describe the student's learning pattern including acceptance of teaching, use of supervision, knowledge gaps, seeking out of additional resources, dependence or independence, and barriers to learning. Discuss goals for next semester as well as strengths and limitations. Attach additional pages as needed.

Student Name: _____
(print clearly)

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Student Evaluation of Field Placement Mental Health Concentration

This form is to be completed by the student at the end of the placement and submitted to the **college liaison**.
Your candid and thoughtful comments will assist future students with their placements.

Placement Identifying Information

Agency Name _____

JACSW Field Liaison _____

Agency Field Instructor _____

Semesters and Academic Year _____

Agency

1. What were the strengths of this placement?

2. What were the shortcomings of this field placement?

3. What would you suggest that could improve this field placement?

4. Were you able to meet your learning goals in this field placement? If yes, why? If no, why?

5. Was the agency atmosphere (ie; staff morals, staff attitudes toward students, physical setting etc) conducive to your learning? If yes, why? If no, why?

6. Would you recommend this field placement to another student? If yes, why? With reservations, Why? If no, why?

7. What percentage of the clients you served were members of vulnerable, at risk populations?

Under 25% Between 25-75% Over 75%

8. What percentage of the clients you served were economically disadvantaged?

Under 25% Between 25-75% Over 75%

9. I had practice experience with:

Individuals ____ Families ____ Couples ____ Groups ____ Individuals ____

Community ____ Policy/Program development ____ Administration ____ Research ____

Other ____

10. Did the agency use a strengths perspective in service delivery in clients or client systems? Explain:

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Student's Evaluation of Field Liaison Services Mental Health Concentration

This form is used to provide evaluation of the liaison services provided by the College faculty member assigned to this placement. This form is to be completed by the student at the end of the two-semester placement and delivered to the Director of Field Instruction at that point.

JACSW Field Liaison _____

Semesters and Academic Year _____

Please check the response representing your rating of how well the College Liaison provided the following services during the placement.

Responses can range from a low of "1" (not at all) to a high of "5" (Very much so).

| | 1 Not at all. | 2 | 3 | 4 | 5 Very Much so |
|---|---------------------|---|---|---|----------------------|
| 1. Reviewed the fit between the field placement experience and the Jane Addams College mission. | | | | | |
| 2. Inquired about agency programs and services. | | | | | |
| 3. Explained field division evaluation procedures and forms. | | | | | |
| 4. Reviewed student learning tasks and assignments. | | | | | |
| 5. Inquired about the nature and quality of student's work with clients and client systems. | | | | | |
| 6. Discussed field instructor's and student's experience of supervision. | | | | | |
| 7. Provided opportunity for open discussion of issues and concerns. | | | | | |
| 8. Was available to deal with questions, concerns, or problems during site visits and by phone. | | | | | |
| 9. Inquired about fit between student course work and field experience. | | | | | |
| 10. Explored plan for student learning experiences for remainder of field placement. | | | | | |

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Field Instructor’s Evaluation of Field Liaison Services Mental Health Concentration

This form is used to provide evaluation of the liaison services provided by the College faculty member assigned to this placement. This form is to be completed by the field Instructor at the end of the two-semester placement and delivered to the Director of Field Instruction at that point.

Name of JACSW Field Liaison _____

Name of Agency _____

Semesters and Academic Year _____

Please check the response representing your rating of how well the College Liaison provided the following services during the placement.

Responses can range from a low of “1” (not at all) to a high of “5” (Very much so).

| | 1 | 2 | 3 | 4 | 5 |
|---|-------------|---|---|---|--------------|
| | Not at all. | | | | Very Much so |
| 1. Reviewed the fit between the field placement experience and the Jane Addams College mission. | | | | | |
| 2. Inquired about agency programs and services. | | | | | |
| 3. Explained field division evaluation procedures and forms. | | | | | |
| 4. Reviewed student learning tasks and assignments. | | | | | |
| 5. Inquired about the nature and quality of student’s work with clients and client systems. | | | | | |
| 6. Discussed field instructor’s and student’s experience of supervision. | | | | | |
| 7. Provided opportunity for open discussion of issues and concerns. | | | | | |
| 8. Was available to deal with questions, concerns, or problems during site visits and by phone. | | | | | |
| 9. Inquired about fit between student course work and field experience. | | | | | |
| 10. Explored plan for student learning experiences for remainder of field placement. | | | | | |