



UGANDA CHRISTIAN UNIVERSITY

A Centre of Excellence in the Heart of Africa

Uganda Studies Program – Social Work Emphasis Junior Placement Learning Agreement & Field Evaluation

Student:

Field Supervisor:

Agency:

Semester (Fall or Spring):

Year:

Directions:

Learning Agreement: Within the first few weeks of the field placement, the USP student and Field Supervisor need to meet and plan at least two (2) student learning activities for each competency that are SMART (Specific, Measurable, Achievable, Realistic, and Timely) and work towards a mutually beneficial partnership. The student is responsible to complete the appropriate learning agreement section of this document and send to the USP Social Work Coordinator by the *draft* due date. Feedback may be given and edits (with the collaboration/agreement of the Field Supervisor) should be made by the *final* due date.

Mid-Term Evaluation: The Field Supervisor and USP students should have a meeting to review this document and plan for the 2nd half of the semester. **No ratings are required at this time.** The meeting should focus on the student's progress and areas for growth within the various competencies/practice behaviors/learning activities, highlighting the main points of the discussion in the space provided.

Final Evaluation: The Field Supervisor is responsible to complete ratings and comments and review it with the student. It should then be sent directly to the USP Social Work Coordinator (uspsocialwork@gmail.com) by the due date given. The USP SW Coordinator will review and add additional comments if deemed appropriate and send back to the student. The student is then responsible to submit the final version to their school's field director, copying the USP SW Coordinator and Field Supervisor on the email.

Performance Ratings:

Ratings will be made on the basis of demonstrated competence for beginning level generalist social work practice as expected at completion of senior year.

5 = Exemplary: Student consistently functions with a very high degree of competency in this area.

4 = Exceeds Expectations: Student functions with better-than-average competence.

3 = Meets Expectations: Student demonstrates minimum level of competence in this area.

2 = Needs Improvement: Student performance is uneven and shows relatively low levels of competency in this area.

1 = Unacceptable: Student performance is consistently low with minimum evidence of growth and change.

N/O (No Opportunity) = There is not enough information to evaluate student performance. If this is the case, sometimes the Social Work Coordinator will be able to add a score based on her supervision of the student.

1. Demonstrate Ethical and Professional Behavior

Student Learning Activities:

- 1.
- 2.

Practice Behaviors:

1.1 Make ethical decisions by applying observed cultural ethics, relevant laws and regulations, and the IFSW Code of Ethics

5 4 3 2 1 N/O

1.2 Work through ethical tensions with cultural humility (suspending judgement, observe, ask questions, gain understanding of ethical decision-making within this context)

5 4 3 2 1 N/O

1.3 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations

5 4 3 2 1 N/O

1.4 Demonstrate professional conduct in behavior; appearance; and oral, written, and electronic communication

5 4 3 2 1 N/O

1.5 Take initiative and interact professionally with clients despite language and cultural barriers

5 4 3 2 1 N/O

1.6 Listen and learn from supervisor, coworkers, and clients to guide professional judgment and behavior

5 4 3 2 1 N/O

Supervisor Comments:

Mid-Semester -

Final -

2. Engage Diversity and Difference in Practice

Student Learning Activities:

- 1.
- 2.
3. Participate in USP Social Work Seminar each week, coming prepared to discuss assigned reading and engaging with classmates in all discussions.
4. Take USP Core Course: *Faith & Action in a Ugandan Context*, reading all assigned material, and participate fully in the included activities and class discussions.

Practice Behaviors:

2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life



experiences

5 4 3 2 1 N/O

2.2 Communicate understanding of the forms and mechanisms of oppression and discrimination. Recognize the extent to which our world's structures and values may oppress, marginalize, alienate, or create privilege and power. Work towards creating more equality in culturally respectful ways

5 4 3 2 1 N/O

2.3 Present themselves as learners and engage clients and community members as experts of their own experiences, and coworkers as experts within this practice context

5 4 3 2 1 N/O

2.4 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients, community members, and coworkers

5 4 3 2 1 N/O

Supervisor Comments:

Mid-Semester -

Final -

3. Advance Human Rights and Social, Economic, and Environmental Justice

Student Learning Activities:

- 1.
- 2.

Practice Behaviors:

3.1 Apply their understanding of social, economic, and environmental justice to *advocate* for human rights at the individual and system levels

5 4 3 2 1 N/O

3.2 *Engage in practices* that advance social, economic, and environmental justice

5 4 3 2 1 N/O

Supervisor Comments:

Mid-Semester -

Final -



4. Engage in Practice-informed Research and Research-informed Practice

Student Learning Activities:

1. Find and read through at least one article related to the agency population. Integrate this research into at least one Seminar discussion and/or journal.
- 2.

Practice Behaviors:

4.1 Use practice experience and theory to inform scientific inquiry, research, and culturally-appropriate knowledge-building processes within the agency

5 4 3 2 1 N/O

4.2 Apply *critical thinking* to engage in analysis of quantitative and qualitative research methods, indigenous and culturally informed knowledge, and research findings

5 4 3 2 1 N/O

4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery, as is effective within the agency context and appropriate within intern role.

5 4 3 2 1 N/O

Supervisor Comments:

Mid-Semester -

Final -

5. Engage in Policy Practice

Student Learning Activities:

1. Read through at least one Ugandan policy that relates to the agency population. Incorporate insights into a conversation with supervisor, a seminar discussion, and/or journal.
- 2.

Practice Behaviors:

5.1 *Identify* social policy at the local, district, and national level that impacts well-being, service delivery, and access to social services

5 4 3 2 1 N/O

5.2 Apply critical thinking to *assess* and *analyze* how social welfare and economic policies impact the delivery of and access to social services

5 4 3 2 1 N/O

5.3 As appropriate within the intern role and effective for the agency, *advocate* for policies that advance human rights and social, economic, and environmental justice.

5 4 3 2 1 N/O

Supervisor Comments:

Mid-Semester -

Final -

6. Engage with Individuals, Families, Groups, Organizations, and Communities

Student Learning Activities:

- 1.
- 2.

Practice Behaviors:

6.1 Apply knowledge of human behavior and the social environment, person-in-environment*, cultural contexts, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

* *The **person-in-environment** perspective in social work is a practice-guiding principle that highlights the importance of understanding an individual and individual behavior in light of the environmental contexts in which that person lives and acts.*

5 4 3 2 1 N/O

6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

5 4 3 2 1 N/O

Supervisor Comments:

Mid-Semester -

Final -

7. Assess Individuals, Families, Groups, Organizations, and Communities

Student Learning Activities:

- 1.
- 2.

Practice Behaviors:

7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies

5 4 3 2 1 N/O

7.2 Apply knowledge of human behavior and the social environment, person-in-environment, cultural context, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and



constituencies

5 4 3 2 1 N/O

7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies

5 4 3 2 1 N/O

7.4 Together with supervisor/coworkers, select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

5 4 3 2 1 N/O

Supervisor Comments:

Mid-Semester -

Final -

8. Intervene with Individuals, Families, Groups, Organizations, and Communities

Student Learning Activities:

1.

2. Research at least one Ugandan policy that relates to agency population. Integrate this research into at least one Seminar discussion.

Practice Behaviors:

8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies

5 4 3 2 1 N/O

8.2 Apply knowledge of human behavior and the social environment, person-in-environment, cultural context, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies

5 4 3 2 1 N/O

8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes 5 4
3 2 1 N/O

8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies 5 4
3 2 1 N/O

8.5 Facilitate effective transitions and endings that advance mutually agreed-on goals

5 4 3 2 1 N/O

Supervisor Comments:

Mid-Semester -



Final -

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Student Learning Activities:

- 1.
- 2.

Practice Behaviors:

9.1 Select and use appropriate methods for evaluation of outcomes

5 4 3 2 1 N/O

9.2 Apply knowledge of human behavior and the social environment, cultural context, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes

5 4 3 2
1 N/O

9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes

5 4 3 2 1 N/O

9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

5 4 3 2 1 N/O

Supervisor Comments:

Mid-Semester -

Final -

Student Signature: _____ **Date** _____

Field Supervisor: _____ **Date** _____

USP SW Coordinator: _____ **Date** _____

