## TWU-UNT JMSW Learning Contract

**Student’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email address:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Field Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Agency:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Agency Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Specify** **the dates and hours each week student will be in field placement**. (Field education must total 500 hours)

**Date Placement Begins: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Anticipated Ending Date: \_\_\_\_\_\_\_\_\_\_\_\_\_ Days and Hours Per Week:\_\_\_\_\_\_\_\_\_\_\_\_**

**Importance of the Learning Contract**

Purpose of the Learning Contract: The learning contract is designed to ensure students are mindful about the learning expectations in their field placement. It was developed to help students and supervisors/instructors plan a well-rounded experience that will help students meet the learning objectives.

Learning Objectives: The Council on Social Work Education (CSWE) requires students gain competency in nine areas of social work practice. These areas of practice are defined as *core competencies* of the profession. Each *core competency* requires particular behaviors students should be able to engage and gain competency in. Students should provide examples of activities in the agency they can participate in to help them meet the learning objectives. Some examples of activities are provided. This is not an exhaustive list, so others can be added. **Students must have an opportunity to complete tasks in all nine areas of competency.**

Connection to the Student Evaluation: Not only is the learning contract a helpful tool to plan the learning goals for the term, but it connects directly to the evaluation points in the student evaluation. Field Instructors/supervisors will be asked to complete student evaluations. Each student is evaluated on the nine core competencies of social work. Having a solid learning agreement aligns the learning goals with the student’s evaluation, so no areas are missed.

**Instructions**

Negotiating the Agreement: The learning contract should be completed by **week 3** at the agency. This is a collaborative process, where the field instructor/supervisor and student meet to establish goals for the term. Once agreed upon, all parties will sign the contract. The student will then submit the agreement to the Faculty Liaison. During the evaluation session, toward the end of the semester the student and instructor/supervisor should meet to discuss progress and challenges with the plan and develop ways to adjust the learning for the remainder of the placement and the next semester.

Form Layout:

Each grid is devoted to one of the nine *Social Work Core Competencies***. Students must have experience in all nine competencies.**

Section Descriptions:

Expected Behaviors – The expected behaviors are those that are identified by the Council on Social Work Education (CSWE). These behaviors should be demonstrated by students during the term of the field placement/internship.

Agency Activities-These are examples of particular activities that students can do at the agency to demonstrate the expected behaviors. Most of these are general to all settings. ***The student is NOT required to create all new agency activities*.** However, if they don’t quite match, feel free to ***add/change these to fit with the context of your agency*.** Check all activities that apply.

Method of Evaluation- In this area, you and your supervisor will identify methods for evaluating the agency activities.Examples of method of evaluation could include: self-evaluation, feedback from supervisor, feedback from field instructor, observation, observation by supervisor, etc.

# Agency Expectations: Discuss the expectations regarding illness, holidays, personal time, make-up for lost time, notification and coverage during absences, etc. Student should be provided an orientation or policies & procedures to read. Please indicate that a discussion was completed (both initial): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Behaviors and Activities

By the end of the internship, the student will have demonstrated competency in each of the following arenas of performance as a beginning generalist social worker:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Core Competency** | **Expected Behaviors:**  **Students will be evaluated on these at the end of the semester** | **Agency Activities to help you achieve the expected behaviors. Check all that apply.** | **Method of Evaluation** | **Due Date** |
| **Demonstrate Ethical and Professional Behavior**  (Professional) | 1. make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; | **\_\_**Familiarize self with clients' rights and respect these at all times and adhere to the *NASW Code of Ethics*. | Self-evaluation |  |
| (Professional) | 1. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; | **\_\_**Advocate for those who are incapacitated, incompetent and those who cannot represent their own best interests.  **\_\_**Discuss personal values in supervision when they conflict with the values of the profession. | Observation by supervisor  Feedback from supervisor |  |
| (Professional) | 1. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; | **\_\_**Dress professionally, use appropriate, professional language and behavior.  **\_\_**Read agency policies and uphold those policies throughout the entire time of internship. | Self-evaluation  Feedback from supervisor |  |
| (Professional) | 1. use technology ethically and appropriately to facilitate practice outcomes; and | **\_\_**Adhere to agency polices about technology and record keeping. | Feedback from supervisor  Self-evalution |  |
| (Professional) | 1. use supervision and consultation to guide professional judgment and behavior. | **\_\_** Seek guidance when you experience and ethical dilemma. (Debrief w/ supervisor).  **\_\_**Discuss case scenarios with my supervisor and faculty liaison that require ethical reasoning. | Feedback from supervisor  Feedback from field instructor & supervisor |  |
| (Professional) |  | **Add other activities here (if necessary):** |  |  |
| **Engage Diversity and Difference in Practice**  (Diversity) | 1. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; | **\_\_**Interact with those who are different from you based on age, SES, color, culture, disability, ethnicity, gender, religion, sexual orientation, etc. | Self-evaluation |  |
| (Diversity) | 1. present themselves as learners and engage clients and constituencies as experts of their own experiences; and | **\_\_**Discuss in supervision and in class the strengths of engaging diversity and the challenges you have when engaging difference. | Feedback from supervisor |  |
| (Diversity) | 1. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. | **\_\_**Engage in self-refection about personal biases related to client population and discuss with supervisor. | Self-evaluation & feedback from supervisor |  |
| (Diversity) |  | **Add other activities here (if necessary):** |  |  |
| **Advance Human Rights and Social, Economic, and Environmental Justice**  (Human Rights) | 1. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and | **\_\_**Identify barriers clients face when accessing services at my agency or at other agencies and discuss during supervision.  **\_\_**Discuss with supervisor about how social, economic, and environmental factors affect client outcomes. | Self-evaluation & feedback from supervisor  Feedback from supervisor |  |
| (Human Rights) | 1. engage in practices that advance social, economic, and environmental justice. | **\_\_**Become familiar with a local or national organization that advocates for your population.  **\_\_**Work with instructor/supervisor to engage advocacy for needs and services for clients. | Self-evaluation  Advocate & feedback from supervisor |  |
| (Human Rights) |  | **Add other activities here (if necessary):** |  |  |
| **Engage in Practice-Informed Research and Research-Informed Practice**  (Research) | 1. use practice experience and theory to inform scientific inquiry and research; | **\_\_**Research the context and treatment models used by the agency. | Self-evaluation |  |
| (Research) | 1. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and | **\_\_**Read current research/literature on best practices with the population you serve. Discuss those articles with your supervisor. | Self-evaluation & feedback from supervisor |  |
| (Research) | 1. use and translate research evidence to inform and improve practice, policy, and service delivery. | **\_\_**Work with your supervisor to create a brief-interview questionnaire that could be used during an intake process with your population. | Collaborate w/& get feedback from supervisor |  |
| (Research) |  | **Add other activities here (if necessary):** |  |  |
| **Engage in Policy Practice**  (Policy) | 1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; | **\_\_**Become familiar with local, state, federal and agency policies that affect the client population and discuss them in supervision and in class. | Self-evaluation & feedback from supervisor & instructor |  |
| (Policy) | 1. assess how social welfare and economic policies impact the delivery of and access to social services; | **\_\_**Explore how the service delivery in the agency is affected by social welfare policies. | Feedback from supervisor |  |
| (Policy) | 1. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. | **\_\_**Find opportunities at the agency or in advocacy organizations to work with others to advocate to advance human rights and justice. | Self-evaluation  Feedback from supervisor |  |
| (Policy) |  | **Add other activities here (if necessary):** |  |  |
| **Engage with Individuals, Families, Groups, Organizations, and Communities**  (Engagement) | 1. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and | **Individuals**  **\_\_**Identify how knowledge of HBSE impacts engagement with clients.  **Families**  **\_\_**Initiate professional relationships with families to support client needs.  **\_\_**Identify how knowledge of HBSE addresses familial relationships with clients.  **Groups**  **\_\_**Identify how knowledge of HBSE impacts the interaction of group members.  **Organizations**  **\_\_**Consult with organizations to assist with client needs.  **Communities**  **\_\_**Identify the communities’ role in impacting client success. | Feedback from supervisor  Self-evaluation & feedback from supervisor  Observation & feedback from supervisor  Self-evaluation  Self-evaluation & feedback from supervisor |  |
| (Engagement) | 1. use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. | **Individuals**  \_\_Show care, empathy, and genuineness with clients to initiate professional relationships with clients.  **Families**  \_\_Reflect on interactions with a family and with what went well and what could have been improved (and how).  **Groups**  **\_\_** Remain calm and collected when engaging in group activities with clients.  **Communities**  **\_\_**Connect with community organizations that provide services related to the clients you serve. |  |  |
| (Engagement) |  | **Add other engagement activities (individual, family, groups, organizations, or communities):** |  |  |
| **Assess Individuals, Families, Groups, Organizations, and Communities**  (Assessment) | 1. collect and organize data, and apply critical thinking to interpret information from clients and constituencies; | **Individuals**  **\_\_**Utilize agency appropriate intake forms, tools, and processes to assess clients’ needs, strengths, and limitations to inform appropriate intervention strategies.  **Families**  **\_\_**Assess family dynamics and develop intervention goals and strategies to help clients improve those dynamics.  **\_\_**Determine the need of the family system of the client and provide resources and services to them.  **Groups**  **\_\_**Work with groups to assess needs and to inform group intervention goals and strategies.  **\_\_**Utilize the intake needs assessment to inform the design and development of groups for clients.  **Organizations**  **\_\_**Discuss with your supervisor the needs of clients, the strengths of the services offered, and the areas where more services may be needed.  **\_\_**Assess how other organizations assist with clients’ needs and where there may be gaps in services.  **Communities**  **\_\_**Assess the role the community plays in providing services for your clients (financial, legislative, advocating, etc.). Discuss these findings with your supervisor. | Self-evaluation  Observation & feedback from supervisor  Feedback from supervisor  Self-evaluation & feedback from supervisor  Self-evaluation & observation/ feeback from supervisor  Feedback from supervisor. |  |
| (Assessment) | 1. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; |  |
| (Assessment) | 1. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and |  |
| (Assessment) | 1. select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. |  |
| (Assessment) |  | **Add other assessment activities (individual, family, groups, organizations, or communities):** |  |  |
| **Intervene with Individuals, Families, Groups, Organizations, and Communities**  (Intervene) | 1. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; | **Individuals**  **\_\_**Use agency-appropriate processes to help clients set goals.  **\_\_**Discuss with supervisor relevant prevention strategies with clients served.  **\_\_**Assist clients by negotiating, mediating, and advocating for needed services.  **\_\_**Talk with supervisor about planning for termination with clients.  **\_\_**Work with clients to transition services when they transition from your services.  **Families**  **\_\_**Work with supervisor on advocating for families.  **Groups**  **\_\_**Participate in interdisciplinary team meetings.  **\_\_**Discuss with supervisor a group that could better be improved and how.  **Organizations**  **\_\_**Determine organizations that could further assist your clients’ needs.  **Communities**  **\_\_**Promote good interactions between the client and their social systems by being knowledgeable of various available resources. |  |  |
| (Intervene) | 1. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; |  |
| (Intervene) | 1. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; |  |
| (Intervene) | 1. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and |  |
| (Intervene) | 1. facilitate effective transitions and endings that advance mutually agreed-on goals. |  |
| (Intervene) |  | **Add other intervention activities (individual, family, groups, organizations, or communities):** |  |  |
| **Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**  (Evaluate) | 1. select and use appropriate methods for evaluation of outcomes; | **Individuals**  **\_\_**Explore how the agency assesses outcomes for its clients and discuss with supervisor.  **\_\_**Meet with clients to assess the progress of their goals and make changes in treatment plans as necessary.  **\_\_**Review client progress and analyze their success.  **Families**  **\_\_**Use family sessions to better evaluate the true condition of your client.  **Groups**  **\_\_**Follow up w/ patients participating in group therapy, and educational groups to observe change in demeanor and behavior.  **Organizations**  **\_\_**Evaluate how support resources support clients’ needs.  **Communities**  **\_\_**Explore if funding sources at the agency require certain outcomes and discuss with supervisor.  **\_\_**Evaluate effectiveness at the micro, mezzo, and macro levels. |  |  |
| (Evaluate) | 1. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; |  |
| (Evaluate) | 1. critically analyze, monitor, and evaluate intervention and program processes and outcomes; and |  |
| (Evaluate) | 1. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. |  |
| (Evaluate) |  | **Add other evaluation activities (individual, family, groups, organizations, or communities):** |  |  |

SIGNATURES

### Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

**Field Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_**