

MSW Generalist Year -Student Learning Contract

Student Information	Instructor/Supervisor Information	Faculty Liaison Information	Agency Info
Name:	Name:	Name:	Name:
Rowan Email:	Email:	Email:	Description:
Phone:	Phone:	Phone:	Population Served:
Academic Term:		Course Number: SWK 01550 SWK 01551	

Importance of the Learning Contract

Purpose of the Learning Agreement: The learning agreement is designed to ensure students are mindful about the learning expectations in their field placement. It was developed to help students and site supervisors/field 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 practice behaviors students should be able to engage and gain competency in. Students and field instructors should provide examples of activities to help students 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, with individuals, families, groups, organizations, and communities.**

Connection to the Student Evaluation: Not only is the learning agreement 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/site 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.

Instructions

Developing the Contract: The learning contract should be completed by **week 4** at the agency. This is a collaborative process, where the field instructor/site supervisor and student meet to establish goals for the term. The student will then submit the agreement to the field education office for feedback and comments. Once approved all parties sign the agreement. The student and field instructor/site supervisor should meet weekly to discuss progress and challenges and make needed adjustments to stay on track with learning contract goals.

Form Layout:

Each page/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 practice behaviors that students can do at the agency to demonstrate the expected behaviors. Most of these are general to all settings. 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.

Field Course Assignments-These are a few examples of field course assignments that help reinforce the *Social Work Core Competencies*. **Students will be required to complete all field course assignments. These will be graded by Rowan instructors.**

How to Complete the Form:

- a- By week 2, students should complete all student designated sections on the learning agreement and discuss it with their supervisor/instructor.
- b- By week 4, students should submit the learning agreement in Canvas for the field education office to review. (Only upload agreements that have been approved by your supervisor/instructor).
- c- Once approved, all parties will sign the contract.
- d- After the agreement has been signed, the student will upload it to Canvas.

Learning Contract

Social Work Core Competency 1 – Demonstrate Ethical and Professional Behavior

Expected Behaviors – You will be evaluated on these at the end of the quarter	Agency Activities to help you achieve the expected behaviors- Check all that apply	Field Course Assignments – Complete these in the course when assigned.
a- 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. b- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. c-demonstrate professional demeanor in behavior, appearance, oral, written, and electronic communication. d-use technology ethically and appropriately to facilitate practice outcomes. f- use supervision and consultation to guide professional judgment and behavior. e-discuss self-care and its importance within the field of social work	Familiarize self with clients’ rights and respect these and adhere to the <i>NASW Code of Ethics</i>. Familiarize self with International ASW code of ethics and International Federation of Social Workers. 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. Discuss case scenarios with my supervisor that require ethical reasoning. Seek guidance when you experience and ethical dilemma. Dress professionally, use appropriate, professional language and behavior. Adhere to agency policies about technology, including telehealth, and record keeping. Develop a self-care plan. Additional activities:	SWK 01550 (Field I) Assignments: Reflection Log entries on supervision, use of self, confidentiality and boundaries, values and ethics. Watch Cengage video on introduction to field placement, participate in class discussion. Create a self-care plan and discuss why it is important to follow. Students will role play or formulate a decision tree demonstrating application of social work ethics.

For Student: After reviewing the Agency Activities and Field Course Assignments, describe how these expectations and activities will help you gain competence in ethical and professional behavior (be specific).

For Student: Write two goals that you want to achieve to help you demonstrate ethical and professional behavior:

- 1.
- 2.

**Social Work Core Competency 2-
Advance Human Rights and Social, Economic, Racial, and Environmental Justice**

Expected Behaviors – You will be evaluated on these at the end of the quarter	Agency Activities to help you achieve the expected behaviors- Check all that apply		Field Course Assignments – Complete these in the course when assigned.
a-apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. b-engage in practices that advance social, economic, and environmental justice. c-show acceptance for those clients who may be different or similar to your own experience.		Identify barriers clients face when accessing services at my agency or at other agencies and discuss during supervision.	Familiarize self with clients’ rights and respect these and adhere to the <i>NASW Code of Ethics</i> .
		Discuss with supervisor about how social, economic, and environmental factors affect client outcomes.	
		Work with instructor/supervisor to engage advocacy for needs and services for clients.	
		Become familiar with a local or national organization that advocates for your population	
		Additional activities:	

For Student: After Reviewing the Agency Activities and Field Course Assignments, describe how these will help you advance human rights and social, economic, and environmental justice (be specific):

For Student: Write two goals that you want to achieve to help you advance human rights and justice:

1.

2.

**Social Work Core Competency 3 –
Engage in Anti-Racism, Diversity, Equity, and Inclusion (ADEI) Practice**

Expected Behaviors – You will be evaluated on these at the end of the quarter	Agency Activities to help you achieve the expected behaviors- Check all that apply		Field Course Assignments – Complete these in the course when assigned.
a- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; b-present themselves as learners and engage clients and constituencies as experts of their own experiences; and c-apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.		Interact with those who are different from you based on age, SES, color, culture, disability, ethnicity, gender, religion, sexual orientation, etc.	SWK 01551 (Field I) Assignments: Taking Action - Students will identify gaps in services and barriers that demonstrate an understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. - Students will propose a policy or practice change that can be presented and implemented at their site.
		Discuss in supervision and in class the strengths of engaging diversity and the challenges you have when engaging difference	
		Engage in self-reflection about personal biases related to client population and discuss with supervisor.	

For Student: After Reviewing the Agency Activities and Field Course Assignments, describe how these will help you engage diversity and difference in practice (be specific):

For Student: Write two goals that you want to achieve to engage diversity and difference in practice:

1.

2.

Social Work Core Competency 4 – Engage in Practice-Informed Research and Research-Informed Practice

Expected Behaviors – You will be evaluated on these at the end of the quarter	Agency Activities to help you achieve the expected behaviors- Check all that apply	Field Course Assignments – Complete these in the course when assigned.
a-use practice experience and theory to inform scientific inquiry and research. b-apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. c-use and translate research evidence to inform and improve practice, policy, and service delivery.	Research the context and treatment models used by the agency Work with your supervisor to create a brief-interview questionnaire that could be used during an intake process with your population	SWK 01510 Research Methods in Social Work Peer-Review and Scientific Sourcing - Students will identify and integrate peer reviewed research. - Students will explore a practice area of interest
	Read current research/literature on best practices with the population you serve. Discuss those articles with your supervisor Add other Activities:	

For Student: After Reviewing the Agency Activities and Field Course Assignments, describe how these will help you engage in practice-informed research and research-informed practice (be specific).

For Student: Write two goals that you want to achieve to help you improve use research in your practice:

- 1.
- 2.

Social Work Core Competency- 5- Engage in Policy Practice

Expected Behaviors – You will be evaluated on these at the end of the quarter	Agency Activities to help you achieve the expected behaviors- Check all that apply	Field Course Assignments – Complete these in the course when assigned.
a-identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. b-assess how social welfare and economic policies impact the delivery of and access of social services. c-apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	Become familiar with local, state, federal and agency policies that affect the client population and discuss them in supervision and in class.	SWK 01550 (Field I) Assignment: Legislative Testimony Students will identify social policy at the local, state and federal level that impacts well-being, service delivery, or access to care.
	Explore how the service delivery in the agency is affected by social welfare policies.	
	Find opportunities at the agency or in advocacy organizations to work with others to advocate to advance human rights and justice. Add other activities here:	

For Student: After Reviewing the Agency Activities and Field Course Assignments, describe how these will help you engage in policy practice (be specific).

For Student: Write two goals that you want to achieve to engage in policy practice:

- 1.
- 2.

Social Work Core Competency 6- Engage with Individuals, Families, Groups, Organizations, and Communities

Expected Behaviors – You will be evaluated on these at the end of the quarter	Agency Activities to help you achieve the expected behaviors – Check at least one from each category	Field Course Assignments – Complete these in the course when assigned.
a-apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. b-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.
		Other engagement activities with individuals:
	Families	
		Initiate professional relationships with families to support client needs.
		Other engagement activities with families:
	Groups	
		Will conduct psychoeducational groups for youth
		SWK 01550 (Field I) –First 15 weeks Reflection log on use of self; Focuses on engagement and process recording SWK 01525 Intro to Generalist SW Practice The Working Alliance--Develop a written contract with a client of your choice (real or fiction). Your draft of the contract will be graded but you will have an opportunity to revise your document. The entire document must be written out in narrative form. A final, revised copy of the contract must be submitted within two weeks of being returned to you with the initial grade. Requirements:

		Other engagement activities with groups:	1- Presenting Issues
	Organizations		2-Mutual specification of
		Consult with organizations to assist with client needs	3-clarification of responsibilities: Worker & Client
		Other engagement activities with Orgs:	4-Statement of joint efforts
	Communities		5-Discussion of confidentiality (requirements and limitations)
		connect with community organizations that provide services related to the clients you serve.	6-Dates, times, cancellation policy
		Other engagement activities Communities:	

For Student: After Reviewing the Agency Activities and Field Course Assignments, describe how these will help you engage with individuals, families, groups, organizations, and communities (be specific).

1. Individuals-
2. Groups-
3. Families-
4. Organizations-
5. Communities-

For Student: Write two goals that you want to achieve to help you develop your engagement skills:

- 1.
- 2.

Social Work Core Competency 7-Assess Individuals, Families, Groups, Organizations, and Communities

Expected Behaviors – You will be evaluated on these at the end of the quarter	Agency Activities to help you achieve the expected behaviors- Check at least one from each category	Field Course Assignments – Complete these in the course when assigned.
a-collect and organize data, and apply critical thinking to interpret information from clients and constituencies b-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. c-develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. d-select appropriate intervention strategies based on the assessment, research, and values and preferences of clients and constituencies.	Individuals	
		SWK 01550 (Field I) – First 15 weeks
	Utilize agency appropriate forms, tools, and processes to assess clients’ needs, strengths, and limitations to inform appropriate intervention strategies.	Discuss with supervisor evidence-based practices used in agency setting during class discussion
	Other assessment activities with individuals:	SWK 01551 (Field II)- Second 15 weeks
	Families:	
	Assess family support systems for clients that support intervention goals and strategies.	SWK 01540 Mental Health Assessment Across the Lifespan
	Work with families to assess needs, strengths, and limitations to provide resources and services.	Case Study: Assessment Approach
	Other assessment activities with families:	Students will demonstrate they can select appropriate intervention strategies based on the assessment, research knowledge and values and preference of clients and constituencies.
	Groups:	
	Work with groups to assess needs and to inform group intervention goals and strategies.	Students will select assessment instruments that are culturally and developmentally appropriate.
	Develop a needs assessment that would inform the design and development of a group for clients.	
	Other assessment activities with groups:	
	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 client needs and where there may be gaps in services.	
		Other assessment activities with organizations	
	Communities:		
		assess the role the community plays in providing services for your clients (financial, legislative, representative, etc.) Discuss your findings with your supervisor.	
		Other assessment activities with organizations:	
For Student: After Reviewing the Agency Activities and Field Course Assignments, describe how these will help you assess individuals, families, groups, organizations, and communities (be specific):			
For Student: Write two goals that you want to achieve to help you develop your assessment skills: 1. 2.			
Social Work Core Competency 8-Intervene with Individuals, Families, Groups, Communities, and Organizations			
Expected Behaviors – You will be evaluated on these at the end of the quarter	Agency Activities to help you achieve the expected behaviors- Check all that apply		Field Course Assignments – Complete these in the course when assigned.
		Use agency-appropriate processes to help clients set goals.	

a-critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies. b-apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. c-use inter-professional collaboration as appropriate to achieve beneficial practice outcomes. d-negotiate, mediate, and advocate with an d on behalf of diverse clients and constituencies e-facilitate effective transitions and endings that advance mutually agreed-on goals.		Discuss with supervisor relevant prevention strategies with clients served	
		Utilize prevention strategies with clients	
		Participate in interdisciplinary team meetings	
		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 service.	
	Add other activities here:		
For Student: After Reviewing the Agency Activities and Field Course Assignments, describe how these will help you intervene with individuals, families, groups, communities, and organizations (be specific):			
For Student: Write two goals that you want to achieve to help you apply appropriate intervention strategies: 1. 2.			

Social Work Core Competency 9- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities		
Expected Behaviors – You will be evaluated on these at the end of the quarter	Agency Activities to help you achieve the expected behaviors- Check all that apply	Field Course Assignments – Complete these in the course when assigned.

a-select and use appropriate methods for evaluation outcomes. b-apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. c-critically analyze, monitor, and evaluate intervention and program processes and outcomes. d-apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro level.		Explore how the agency assesses outcomes for its clients and discuss with supervisor.	SWK 01550 Class discussion on evaluation, Termination, aftercare. Discussion on client satisfaction surveys Discussion- initial and final use of clinical tools
		Explore if funding sources at the agency require certain outcomes and discuss with supervisor	
		Meet with clients to assess the progress of their goals and make changes in treatment plans as necessary.	
		Evaluate how support resources support client needs.	
	Add other activities here:		
For Student: After Reviewing the Agency Activities and Field Course Assignments, describe how these will help you evaluate your practice and outcomes with individuals, families, groups, organizations, and communities (be specific).			
For Students: Write two goals that you want to achieve to help you understand how to evaluate clients and other systems:			
1.			
2.			

Signature Page

Field Instructor/Site Supervisor

Date

Student

Date

Rowan Field Office

Date

The Field Office accepts e-signatures, so feel free to type in your full name and email as your official signature.