

MSW SPECIALIZATION STUDENT LEARNING CONTRACT

Student Information	Instructor/Supervisor Information	Faculty Liaison Information		Agency Information
Name:	Name:	Name:		Name:
Rowan Email:	Email:	Email:		Description:
Phone:	Phone:	Phone:		Population Served:
Academic Term:		Course Number:	SWK 01650	SWK 01651

Importance and Development of the Learning Contract

Purpose of the Learning Agreement: 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 site supervisors/field instructors plan a well-rounded experience that will help students meet the learning objectives. In addition, the practice behaviors selected and/or written in the learning contract will be used to evaluate the student in the practicum setting at the end of each semester.

The Council on Social Work Education (CSWE) requires students to gain competency in nine areas of social work practice. These areas of practice are defined as *core competencies* of the profession. 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, and/or groups. Further, this concentration can be directed toward clinical practice or macro-informed practices/interventions based on mental health, equity and wellbeing.

Developing the Contract: The learning contract should be completed by student and field instructor by week 4 and submitted to your Seminar instructor for review and feedback. Once approved all parties sign the agreement. The student and field instructor/site supervisor should meet weekly to discuss progress and challenges in supervision, 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 be evaluated 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 semester 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 course assignments that help reinforce the Social Work Core Competencies. **Students will be required to complete all course assignments. These will be graded by Rowan faculty.**

Learning Contract

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- Recognize the importance of lifelong learning to enhance and strengthen skills to provide ethical and responsible social work services in a changing and dynamic social environment. B- Model and apply social work ethical decision making in interdisciplinary/ transdisciplinary teams and service environments C- Demonstrate the integration of the COE across disciplines and service settings D- Utilize professional affiliations to seek growth and opportunities to develop self and constituents E- Seek opportunities for inter-professional discussions that impact the provision of services F- Intentional and strategic use of supervision	☐	Utilize NASW Code of Ethics to discuss clinical case vignettes, past or present administrative dilemmas in agency, and specific state issues regarding diversity, equity and inclusion.	Discussion: Ethical dilemmas. NJ Consumer review Board of Social Work Examiners review. LSW application and exam review Self Care Reflection Discussion: Practicing professionalism –Students will share ways they can maintain professionalism and provide client-centered approaches when they personally do not agree with policies, procedures or client’s thoughts or feelings
	☐	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. Students will apply ethical decision-making frameworks that reflect social work values and the basic needs and right of vulnerable, marginalized and disadvantaged communities	
	☐	Identify leadership and supervisory style. Does it include ADEI practices	
	☐	Discuss self care practices and how to integrate to create work/life balance	
	☐	Complete Self-Care Plan template.	
	☐	Other practice behaviors:	
	For Student: After Reviewing the Agency Activities and Field Course Assignments, describe how these will help you demonstrate 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.			

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- Demonstrates an understanding of mental health and well being through an equity framework B- Actively works to identify and dismantle disparities in services		Discuss and analyze “Don’t Say Gay” legislation and other anti-LGBTQI bills and how they affect the current status of this community and future members of this community, especially regarding mental health, equity and wellbeing.	Class discussion outlining this legislation and ideas on how to help clients manage their feelings around this issue. Watch NASW video on Ecological Social Work. All students will work in groups to discuss ways their agencies can be more focused on the environment.
		Use knowledge of the effects of oppression, discrimination, and historical trauma of a client group to guide the development of socially just planning and interventions	
		Examine and reflect on media material to identify ways in which diversity, cultural contexts and identity guide the experience of trauma.	
		Identify environmental issues at the agency and develop and implement a plan to address it. Discuss with the supervisor if unable to implement.	
		In supervision, discuss insurance issues that clients may have when seeking mental health treatment.	
		Other practice behaviors:	
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.			

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- Seek opportunities to strengthen knowledge and support services to an increasingly diverse and global society B- Demonstrate leadership in the development of necessary alliances to advocate effectively for change and inclusion across social work and interdisciplinary practice environments C- Model a conscious use of self regulation, self monitoring and self correction in practice situations D- Intervene when disparities are identified to ensure equitable services	Choose an agency policy and analyze it for implicit bias in areas of racism, sexism, and equity . How does this affect the clients that are served by the agency?	Use DEI benchmark from the generalist year to be more detailed around areas of racism and sexism. What additional items can be done? Class discussion
	Recognize and discuss complexities and contradictions that may arise in adhering to the Universal Declaration of Human rights while respecting cultural differences of clients.	Discuss with supervisor agency policies that structure hiring practices and New Employee Orientation. In class, discuss ways your agency can make changes to add more diversity to staff.
	Work with a client from a different culture. Discuss feelings and questions with field instructor.	Work in a small group and choose a current events article related to trauma and human rights or social, economic, environmental justice rights. Then a small group will present the current event to the class.
	Consider visiting a place of worship that differs from your own faith. Discuss those feelings with the field instructor.	Use this interaction in a process recording and write your reflections in detail.
	Choose a mental health policy at the county, state, or federal level–discuss ideas that can make the policy more inclusive and equitable. Student should discuss this in supervision.	Students will bring their discussions to class and share.
	Discuss hiring practices for agency with supervisor or HR and make recommendations for increased inclusivity for staff so it reflects population	
	Other practice behaviors:	

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.

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 evidence-based research findings to inform and improve social work practice. B- Utilize social work research and evaluation methods to further equitable care and respond to perceived disparities.	Use a wellbeing questionnaire that allows staff to identify their level of stress & burnout. Introduce self-care practices to help offset stress levels.	Read: Kettner, P. M., Moroney, R. M., & Martin, L. L. (2016). Selecting the appropriate intervention strategy. In Designing and managing programs: An effectiveness-based approach. (pp. 89-106). Thousand Oaks, CA: SAGE. The student will discuss equitable intervention strategies that may work for their field agencies and how they would move forward with implementing these strategies.
	Integrate an evidence-based tool or assessment into your agency, that encompasses questions reflective of ADEI, to clients..	
C- Integrate research findings from various disciplines to improve services through transdisciplinary practice	Identify and evaluate existing data to determine if operating resources are meeting the needs of the community.	
	Identify anticipated barriers to conduct and dissemination of research, including ethical, political, and economic dilemmas.	

		Other practice behaviors:	
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.			

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 parity issues in health and mental health policy and services and their potential impact well being B- Identify gaps in policies at varied levels such as agency policies, public policies, and regulations C- Provide leadership for colleagues, client systems, and agencies for effective policy action.		Choose similar policies at a local, state and national level and analyze how those policies affect the population you currently work with.	Students will pair up and discuss policies. They will each write an entry in their Reflection Log about the three policies—are they equitable? Is one policy better than the other for your given population? What are the missing components? What makes the policy helpful to your population? Read article: Guo, C., & Saxton, G. D. (2012). Tweeting social change: How social media are changing nonprofit advocacy. Nonprofit and Voluntary Sector Quarterly. Watch video: Broken Child (62 minutes): This documentary explores what happens when programs and policies to assist families in need are
		Lead a discussion at your agency or in your community about candidates running for office, voter mobilization and educating the public about political party positions.	
		The student will coordinate a group of community members to discuss issues that affect their community. Discuss information gathered with your supervisor. Make a plan to implement programs, if applicable.	
		Choose an existing agency policy and analyze it with a trauma-informed lens. Rewrite the policy with suggestions for changed practice or language.	

		Other practice behaviors:	lacking. It focuses on child abuse and neglect, mothers who use drugs while pregnant, and parents challenged by living in violent neighborhoods. (Copyrighted documentary uploaded to YouTube by Child Advocacy Channel at https://youtu.be/g1FMyPTwUII). Student will be prepared for class discussion.
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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.

Competency 6: Engage with Individuals, Families, Groups, Organization, and Community

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- Engage multidisciplinary teams and/or providers at the system and community level B- Employ culturally responsive engagement skills	Observe a twelve-step program and write an entry in Reflection Log about personal feelings toward the population and participate in class discussion.	Read: Rosengren, D.B. (2018). Building motivational interviewing skills: A practitioner workbook. Guilford Press. Work with a partner to role play the use of motivational interviewing to enhance knowledge, skills, and abilities to engage a client.

		Demonstrate attention to nonverbal behaviors and cues, emotional dysregulation, and wariness of institutions that impede the establishment of a therapeutic alliance.	Watch video: https://youtube.com/qYs9TEbvXEXE on initial engagement with a client, Students will then participate in a mock session (social worker and client) with a partner to practice engagement skills and then provide feedback to your partner. Students will share their experience with the class.
		Attend a community group (virtual or in-person) and engage with members to learn about neighborhood issues. Talk with field instructor about how the agency can get involved.	
		Discuss volunteer opportunities at the agency	
		Participate in treatment team meetings.	
		Other practice behaviors:	

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

1. Individuals:

2. Families:

3. Groups:

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

1.

2.

Competency 7: Assess Individuals, Families, Groups		
Expected Behaviors – You will be evaluated on these at the end of the	Agency Activities to help you achieve the expected behaviors- Check all that apply	Field Course Assignments – Complete these in the course when assigned

quarter		
A- Interface with complex problems in systems of all sizes and assess, intervene, and evaluate at multiple levels of practice. B- Evaluate the multi-systemic dimensions of client problems. C- Use client system approaches and design interventions that affect change at multiple systemic levels of practice. D- Identify the disparities and impact on well being.		Talk with field instructor about how to assess scenarios with individual clients and identify how trauma manifests itself and how each client reacts differently to their respective traumas.
		Conduct an assessment with a client from the agency. Student will be required to complete a process recording with feedback from field instructor. Consider using ACES during intake to obtain a baseline of trauma.
		Select appropriate intervention strategies based on the assessment, research, and values and preferences of clients and constituencies.
		Student to assess the neighborhood and community surrounding their field placement and identify factors in the built and natural environment that create neighborhood or community risk
		Complete a mock mental status exam and/or review psychiatric notes for clients with mental health concerns.
		Other practice behaviors:
For Student: After Reviewing the Agency Activities and Field Course Assignments, describe how these will help you assess individuals, families, and groups (be specific). 1. Individuals: 2. Families: 3. Groups:		Read: Courtois, C. (2008). Complex trauma, complex reactions: Assessment and Treatment. Psychological Trauma: Theory, Research, Practice & Policy, S(1), 86-100 doi:10.1037/1942-9681.S.1.86. Student will be prepared and participate in class discussion. Write in Reflection Log how client presentation affected you and what you can do as a social worker to become more informed and provide equitable services to all clients. Write a paper comparing two human service organizations in your community that provide equitable mental health services. What are their assessment protocols? What tools do they utilize? Which agency does a better job at providing these services to clients and why?

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

- 1.
- 2.

Competency 8: Intervene with Individuals, Families, Groups

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- Build culturally competent ways to enhance client choice, motivation, and hopefulness during the process of change. B- Synthesize and apply a broad range of interdisciplinary knowledge and skills consistent with current evidence informed practice.		Critically choose and implement interventions that treat mental health concerns that also integrate well being and equity for individuals, families, and groups, organizations and communities. .	Read: Fallot, R. & Harris, M. (2009). Creating Cultures of Trauma Informed Care (CCTIC): A self-assessment and planning protocol. Community Connections, 2, 1-17. Student will use it to assess field agency, and make a video or hand in a paper explaining their recommendations and suggestions for change.
		Implement evidence-based SUD interventions with clients or client groups, considering wellbeing and discuss in supervision.	
		Utilize evidence based curriculum that support further education and understanding of mental health concerns. Conduct psychoeducation and training.	
		Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	
		Modify and adapt interventions to address cultural differences and environmental challenges with awareness of continual evaluation.	React to face-to-face in-class simulation exercises where peers act out scenarios while MSW student assess the situation and intervenes. Students and professor will provide feedback to MSW student on areas of strength and improvement.
		Select and implement group-based interventions to prevent or reduce substance use problems, including referrals to community-based peer support and mutual help groups.	
		Create a 1-2 page resource guide for clients within their own community.	
		Under supervision, independently work with a client or client group to develop a relapse prevention plan and teach them the skills necessary to prevent relapse.	

		Other practice behaviors:	
For Student: After Reviewing the Agency Activities and Field Course Assignments, describe how these will help you intervene with individuals, families, groups, organizations, and communities (be specific). 1. Individuals: 2. Families: 3. Groups:			
For Student: Write two goals that you want to achieve to help you apply appropriate intervention strategies: 1. 2.			

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and/or 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- Critically analyze multiple client system intervention processes and evaluate for effectiveness and cultural competence. B- Evaluate the impact of intentional and unintentional practice approaches		Identify and use appropriate evaluation methods to measure practice processes and outcomes with individuals, families, groups, and advocate discontinuance of ineffective practices, programs and policies.	Read: United Nations office for Drugs and Crimes (2015) Evaluation of substance use treatment programs https://www.unodc.org/documents/isla/micrepublicofiran/publications/1jan2015/Evaluation_of_Substance_Use_Treatment_Programmes-EN.pdf Write in Reflection Log on the ways the article suggests evaluating these treatment programs and whether or not you
		Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	
		Discuss evaluation tools used at agency during supervision. Do they align with DEI practices?	

C- Use evidence based research to support methods of intervention in one's- own practice. D- Review, analyze and evaluate the effectiveness of one's own practice.			agree.
		Identify specific mental health outcomes, health outcomes, disparities and equity issues among the population served, at your agency/community and create a training/educational program to assist workers and/or clients.	
		Create a client satisfaction survey and identify performance improvement indicators to be implemented at the agency. If working with a community group, create an evaluation in which they can provide feedback about the functionality of the agency.	
		Evaluate organizational challenges caused by environmental degradation and discuss or develop interventions that address these challenges.	
		Other practice behaviors:	
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). 1. Individuals: 2. Families: 3. Groups:			
For Student: 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**