

## Family Centered Practice Concentration Advanced Practicum Learning Contract

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Date of: \_\_\_\_\_ First site visit                      \_\_\_\_\_ Second site visit                      \_\_\_\_\_ Final site visit

Student Name: \_\_\_\_\_ Practicum Agency: \_\_\_\_\_

Field Instructor: \_\_\_\_\_ Instructor Email: \_\_\_\_\_

Task Supervisor: \_\_\_\_\_ Supervisor Email: \_\_\_\_\_

UISSW Coordinator: \_\_\_\_\_ Coordinator Email: \_\_\_\_\_

The Council on Social Work Education (CSWE) has established professional competencies that span the classroom and the field. During practicum, students must develop learning activities to demonstrate how they will achieve proficiency in each competency. Learning activities must be individualized using practice behaviors as abilities to strive toward.

### Social Work Competencies

The goal is for students to achieve proficiency in each competency and to find ways to integrate classroom knowledge with practice experiences focusing on the identified practice behaviors for each competency. With their field instructor and specific to their practicum agency, students develop learning activities that allow them to develop and demonstrate the outlined practice behaviors associated each competency.

### Learning Contract Instructions

1. Competencies are set in **bold type** and a range of practice behaviors are listed under each competency. Do not rewrite the competencies or the practice behaviors included.
2. Begin by brainstorming a list of activities and projects that the student and agency would like to engage in during the placement. Then examine where each would fit in demonstrating the required practice behaviors. Remember, this learning contract should reflect the educational desires of each student combined with the needs/interests of the agency. Every student's contract will be different.
3. Add at least one activity to meet each required practice behavior. This is the minimum expectation. Remember, the goal is to become competent in practicing specified professional behaviors; that may require more than one learning activity. **However, one activity may meet more than one practice behavior.**
4. Throughout practicum, students are encouraged to add new activities. The learning contract is a "living document" that should be kept up-to-date and, ultimately, provides a record of what students did during their practicum.

### Monitoring Activities and Rating Behaviors/Competencies:

*Students:* prior to the second and final site visits, determine whether each activity is *unmet*, *met* or *in progress* and meet with your field instructors to discuss your progress.

*Field Instructors/Supervisors:* prior to the second and final site visits, determine the student's level of competence and meet with students to discuss your ratings. Your evaluation of "competence" should be based on reasonable expectations for a beginning master-level social worker entering the field. For the second site visit, students may not have had the opportunity to demonstrate a practice behavior. If this occurs, then do not rate the practice behavior.

## End of Term Evaluation Process

1. Using the following scale, field instructors will rate the student's practice proficiency, assigning a score for each of the ten competency areas and all associated practice behaviors. An evaluation score of 2 or 1 requires an explanation.
  - **Superior / Advanced Competence = 5:** Consistently demonstrates the ability to function independently with very high levels of awareness, knowledge and/or skill; overall work quality/task completion is exceptional, suggesting mastery of the practice behavior.
  - **Above Average Competence = 4:** Typically demonstrates moderate-to-high levels of awareness, knowledge and/or skill; overall work quality/task completion exceeds basic practice standards and the level of competence is above average, suggesting additional guidance in key areas would promote mastery.
  - **Basic Competence = 3:** Normally demonstrates acceptable levels of awareness, knowledge and/or skill; overall work quality/task completion meets basic practice standards, but the level of competence is somewhat rudimentary, suggesting additional training and guidance may be beneficial but that the student is ready to enter the field.
  - **Below Average Competence = 2:** Commonly demonstrates levels of awareness, knowledge and/or skill that are below basic practice standards; overall work quality/task completion is below acceptable standards and the degree of competence is lacking, suggesting the need for additional training and consideration of corrective action.
  - **Poor / Unacceptable Competence = 1:** Demonstrates unacceptable levels of awareness, knowledge and/or skill; overall work quality/task completion is exceedingly poor and the degree of competence is very seriously lacking, requiring corrective action.
  - **(For use only during Fall Term) No Opportunity = NA:** Levels of awareness, knowledge and skill could not be rated due to the lack of practice opportunities; the narrative should explain the lack of opportunities and plan for addressing in the Spring.
2. Student and field instructor will review the learning activities, and discuss the student's progress toward and preparation for professional practice upon receipt of his/her degree.
3. Student and field instructor will complete the Term Grade, Hours and Evaluation page. Signatures provide an official record of the practicum days logged and the evaluation scores.
4. Student and field instructor must each complete a narrative regarding the student's performance and growth through the term using the questions and space on the evaluation page. Please be sure to describe the competencies and practice behaviors in which the student is particularly strong and those areas that need improvement.

Student				Competency: 1 Demonstrate Ethical and Professional Behavior	Instructor(s) Score*	
Term	Unmet	In Progress	Met		Fall	Spring
				<i>Practice Behaviors – must include all</i>		
				1a) Apply <b>ethical decision making models</b> in practice settings and professional roles.		
				1b) Describe, adhere to, and model professional social work <b>roles and boundaries</b> .		
				1c) Demonstrate <b>ethical</b> and effective uses of <b>technologies</b> to facilitate practice outcomes.		
				1d) Demonstrate increasing skills in <b>using supervision and consultation</b> and in providing peer feedback to guide professional practice and development.		
				<i>Learning Activities:</i> [label which practice behavior this supports 1a, b, c, d]		
				Apply an ethical decision-making model to at least one case with an actual or potential ethical concern and discuss it with my supervisor. [1a]		
				With my supervisor, use the NASW Code of Ethics standards to guide decision making processes for at least one case [1a]		
				Discuss with my supervisor their social work role and how they maintain boundaries with clients and colleagues in their practice. [1b]		
				Be able to describe my role to clients and maintain boundaries with them. [1b]		
				Maintain confidentiality when using electronic media, including email, when communicating about clients with colleagues and others. [1c]		
				Seek feedback from supervisor and other team members so that I can Identify my own personal progress and better recognize areas that I can improve to better serve the clients and the agency. [1d]		

If a score of 2 or below is given, an explanation is required:

End of term *optional* student/field instructor comments:

Student				Competency: 2 Engage Diversity and Difference in Practice	Instructor(s) Score*	
Term	5	4	3		Fall	Spring

\*5 = Superior/Advanced, 4 = Above Average, 3 = Basic, 2 = Below Average, 1 = Poor/Unacceptable, NA = No Opportunity (Fall only)

				<i>Practice Behaviors – must include all</i>	
				2a) Demonstrate skills in applying family centered practice models to engage <b>diverse clients</b> and constituencies and <b>challenge oppression</b> .	
				2b) <b>Seek feedback</b> and reflect on one's <b>personal biases</b> and modify one's behavior to ensure <b>culturally responsive practice</b> .	
				<i>Learning Activities:</i>	
				[label which practice behavior this supports 2a, b]	
				Engage in a respectful manner with clients of all racial, ethnic, gender, gender identity and socioeconomic backgrounds. Use my awareness of difference to adapt my responses and manner of engagement to best fit the client needs. [2a]	
				Actively participate in [type of webinar, seminar] on [topic on diverse clients] and share what I learned with my supervisor; discuss how to integrate what I learned to create a more inclusive organization. [2a]	
				Bring questions and/or concerns regarding issues of diversity that may hinder client progress to the attention of the team and devise ways to best serve diverse client(s). [2a]	
				Identify areas of implicit and explicit bias that occur during staff <i>and</i> client meetings. Bring them to the attention of my supervisor so that I can evaluate the origins of these biases and develop a plan to address them so that client can be better served. [2b]	
				Reflect on and write about my personal biases three times in my journal, discuss them with supervisor and ask for specific feedback on how I can maintain my awareness of these biases when working with diverse groups of people. [2b]	
				Ask for feedback and suggestions from supervisor and team to understand client challenges and areas of opportunity that I am unable to see because of my “blind-spots.” [2b]	

If a score of 2 or below is given, an explanation is required:

End of term *optional* student/field instructor comments:

Student				Competency: 3 <b>Advance Human Right and Social, Economic, and Environmental Justice</b>		Instructor(s) Score*	
	Unmet	In Progress	Met			Fall	Spring
Term							
				<i>Practice Behaviors – must include all</i>			

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				3a) Use theory and <b>strategies</b> to promote, social, economic, and/or environmental <b>justice</b> .		
				3b) Demonstrate <b>skills</b> needed to make social institutions and policies <b>more responsive to marginalized and oppressed groups</b> .		
				<i>Learning Activities:</i> [label which practice behavior this supports 3a, b]		
				Create a list of federal and state policies (including Medicaid) that impact clients so I can present this information to the team and devise ways to contact legislators about the programs and services that advance the rights of all people regardless of socioeconomic status and/or “current” insurance coverage. [3a, 3b]		
				Use my advocacy skills to make social policies more receptive to marginalized groups by speaking with legislators at a Harm Reduction Day on the Hill at the capitol. [3a, 3b]		
				Compare and contrast (analyze) how different care plans are designed and implemented at my organization so I can ensure clients can get access to payment services (private insurance, Medicaid, no-coverage, or insurance coverage that does not pay). [3a, 3b]		

If a score of 2 or below is given, an explanation is required:

End of term *optional* student/field instructor comments:

Student				Competency: 4 Engage in Practice-informed Research and Research-informed Practice	Instructor(s) Score*	
Term	Unmet	In Progress	Met		Fall	Spring
				<i>Practice Behaviors – must include all</i>		
				4a) Identify <b>research strategies</b> to fill <b>gaps</b> in research and/or practice knowledge.		
				4b) <b>Critically appraise and communicate implications of research methods and findings</b> .		
				<i>Learning Activities:</i> [label which practice behavior this supports 4a, b]		
				Discuss with my supervisor what data is needed to make better practice decisions and then reflect on what methods I could use to collect and analyze data, and integrate the results into practice with [clients, teachers, community members, etc.] [4a]		
				Evaluate the empirical evidence for at least three evidence-based practices or interventions and discuss with my supervisor the process they use to decide which intervention or interventions are most appropriate for [three clients, groups, classrooms, communities, schools]. [4b]		

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				Evaluate evidence-based practices and then decide how it needs to be adapted to better meet the needs of our client population. [4b]

If a score of 2 or below is given, an explanation is required:

End of term *optional* student/field instructor comments:

Student				Competency: 5 Engage in Policy Practice	Instructor(s) Score*	
Term	Unmet	In Progress	Met		Fall	Spring
				<i>Practice Behaviors – must include all</i>		
				5a) <b>Analyze the impact of policy</b> at the agency, community, state and/or national level.		
				5b) <b>Design strategies to influence</b> the development and/or implementation of <b>policy</b> taking into account affected populations and varied stakeholder interests.		
				<i>Learning Activities:</i> [label which practice behavior this supports 5a, b]		
				Discuss and analyze the impact of policy at the agency level with my supervisor by asking specific questions about policies at the [organization]. [5a]		
				Discuss and analyze with supervisor and team how availability of services and billing differs depending upon the funding sources for a client and devise strategies so low-income clients can best have their mental-health needs attended to. [5a, 5b]		
				Attend local school board meeting, and then discuss and analyze with my supervisor education policy issues brought up at the meeting and their impact on [organization]. [5a]		
				Discuss and analyze the impact [type of policy] on client eligibility and modify my practice to increase eligibility. [5a]		
				With supervisor, discuss potential issues with [type of] policy implementation and fidelity of implementation at [organization]. Brainstorm ideas to directly address these issues with teachers and school personnel and share/discuss with supervisor. [5b]		
				Identify and communicate with supervisor and team when issues arise in my caseload that are the direct or indirect result of marginalization or socioeconomic status. In connection with this discussion, I will brainstorm strategies to promote self-determination and improve the client’s interaction with larger-systems (Medicaid, Health Care / Other Providers, DHS, Criminal Justice). [5b]		
				Use my advocacy skills to make social policies more receptive to marginalized groups by speaking		

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				with legislators at a Harm Reduction Day on the Hill at the capitol. [5b]	
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If a score of 2 or below is given, an explanation is required:

End of term *optional* student/field instructor comments:

Student				Competency: 6 Engage with Individuals, Families, Groups, Organizations, and Communities	Instructor(s) Score*	
Term	Unmet	In Progress	Met		Fall	Spring
				<i>Practice Behaviors – must include all</i>		
				6a) Critically evaluate and <b>apply</b> practice theories and <b>frameworks</b> to effectively <b>engage</b> diverse clients and constituencies at multiple <b>system levels</b> .		
				6b) Establish a relationally based <b>process</b> in which clients are <b>equal</b> partners in establishing practice <b>goals and outcomes</b> .		
				<i>Learning Activities:</i> [label which practice behavior this supports 6a, b]		
				Use Motivational Interviewing to engage clients and help them arrive at their own goals and outcomes. [6a]		
				Use joining skills with all clients to begin to develop a therapeutic relationship with them. [6a]		
				Understand and use client-directed goals in development treatment plans. [6b]		
				Use interpersonal skills to establish a partnership based on respect, trust, and the understanding that the client is the expert on their own experience. Reflect how their strengths and resiliency can help them set goals. [6a, 6b]		
				Use [type of problem solving] process, seeking input from students, parents, teachers, school staff, AEA staff, and others, to develop student goals and plans. [6b]		
				Engage clients by seeking their input and allowing them to define their own challenges and goals when creating a treatment plan. [6b]		

If a score of 2 or below is given, an explanation is required:

End of term *optional* student/field instructor comments:

Student	Competency: 7	Instructor(s)
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				Assess Individuals, Families, Groups, Organizations, and Communities		Score*	
Term	Unmet	Progress In	Met			Fall	Spring
				<i>Practice Behaviors – must include all</i>			
				7a) In partnership with clients, design and implement <b>strategies</b> for assessment using <b>culturally responsive, evidence-based</b> and best practice methods.			
				7b) Conduct comprehensive <b>assessments</b> in partnership with clients, building on clients' <b>strengths</b> and resources and obtaining multiple perspectives of the problem definition.			
				<i>Learning Activities:</i> [label which practice behavior this supports 7a, b]			
				Use the ecological perspective when assessing clients so that environmental factors, including larger-systems, can be taken into consideration during the creation and implantation of interventions that are client focused and culturally responsive. [7a]			
				Complete intake forms for the [program], which includes questions to elicit bio/psycho/social information and assess for substance abuse, mental health and legal needs. [7a, 7b]			
				Assess and design intervention plans that promote self-determination and enhance the individual capacity to access areas of strengths and resiliency that increase/develop the client's psychological flexibility and the ability to handle stress and adversity.			
				Collect and analyze data from classroom observation along with information collected from other sources to build on client strengths. [7a, 7b]			
				Focus on client strengths and resources when writing formal notes. This includes listing positive client attributes, client resources and client improvement. [7b]			
				Conduct comprehensive assessment, working with students to determine what items/activities are the most motivating and preferred to assist with developing intervention plans. [7b]			

If a score of 2 or below is given, an explanation is required:

End of term *optional* student/field instructor comments:

Student				Competency: 8		Instructor(s) Score*	
Term	U	P	B	A	M	Fall	Spring
						<b>Intervene with Individuals, Families, Groups, Organizations, and Communities</b>	

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				<i>Practice Behaviors – must include all</i>		
				8a) In partnership with clients, <b>develop and implement</b> evidence based and culturally responsive <b>intervention</b> plans to promote individual and family capacity to function more effectively.		
				8b) <b>Use community resources</b> effectively with client systems.		
				<i>Learning Activities:</i> [label which practice behavior this supports 8a, b]		
				Meet with minimum of six clients per week. Seek feedback from my supervisor and/or team so that I can continually be improving my effectiveness and maintaining a position that is client-focused. [8a]		
				Use Motivational Interviewing skills, in particular empathy and reflection statements, to assist client(s) in developing a better understanding of themselves and their needs, and goals in therapy. Participate as a co-creator in the development and implantation of intervention plans that align with client(s) goals and promote self-determination. [8b]		
				Refer clients to Iowa Legal Aid, substance abuse counseling, healthcare and other services appropriate to their needs. [8b]		
				Create and update a comprehensive list of resources to use when referring families to local community and social service agencies. [8b]		
				Research community resources that may fall outside of what may be considered “traditional” therapeutic interventions so that I can best connect my client(s) or the client(s) with resources that would benefit the individual (or family) and enhance the therapeutic services being offered by the agency. [8b]		

If a score of 2 or below is given, an explanation is required:

End of term *optional* student/field instructor comments:

Student				Competency: 9 Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Instructor(s) Score*	
Term	Unmet	In Progress	Met		Fall	Spring
				<i>Practice Behaviors – must include all</i>		
				9a) Use qualitative and/or quantitative <b>research</b> methods to <b>evaluate</b> one's professional <b>development</b> and/or <b>practice effectiveness</b> . [This behavior is to evaluate <i>yourself</i> .]		

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				9b) Design or critically select and implement (when feasible) an <b>evaluation</b> of client, program or system <b>outcomes</b> . [This behavior is to evaluate client or program outcomes.]		
				<i>Learning Activities:</i> [label which practice behavior this supports 9a, b]		
				Continually seek and record feedback from my supervisor and other team members about my ability to identify client strengths. [9a]		
				Record the number of patients to the emergency department who did not need emergency services [9b]		
				Present observations/findings from client meetings to my supervisor and other team members to decide how to redesign the aftercare program. [9b]		

If a score of 2 or below is given, an explanation is required:

End of term *optional* student/field instructor comments:

## Fall Term Grade, Hours & Evaluation

Recommended Grade (mark one):

Satisfactory

Unsatisfactory

Number of Registered Credits: \_\_\_\_\_  
*Advanced Practicum: 5 cr minimum (1 credit = 70 hours)*

Total Hours of Fieldwork Logged: \_\_\_\_\_  
*Submission of timesheet is not required*

In evaluating the student's abilities and performance in practicum, please address the following questions, either in the space provided or submit an evaluation on agency letterhead in the form a letter commenting on each of the areas listed.

1. What were some of the most substantive activities and assignments that the student completed while in practicum with you?
2. What are some of the strengths and particular abilities that the student demonstrated during placement that you believe will assist them in being an effective social worker?
3. What suggestions do you have that would assist the student in their further professional development?

Field Instructor Comments:

Student Comments:

\_\_\_\_\_  
Print Student Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Field Instructor & Credentials

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Task Supervisor (if applicable) & Credentials

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Practicum Coordinator & Credentials

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

# Spring Term Evaluation & Validation

Recommended Grade (mark one):

Satisfactory

Unsatisfactory

Number of Registered Credits: \_\_\_\_\_  
*Advanced Practicum: 5 cr minimum (1 credit = 70 hours)*

Total Hours of Fieldwork Logged: \_\_\_\_\_  
*Submission of timesheet is not required*

In evaluating the student's abilities and performance in practicum, please address the following questions, either in the space provided or submit an evaluation on agency letterhead in the form a letter commenting on each of the areas listed.

1. What were some of the most substantive activities and assignments that the student completed while in practicum with you?
2. What are some of the strengths and particular abilities that the student demonstrated during placement that you believe will assist them in being an effective social worker?
3. What suggestions do you have that would assist the student in their further professional development?

Field Instructor Comments:

Student Comments:

\_\_\_\_\_  
Print Student Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Field Instructor & Credentials

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Date

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Print Task Supervisor (if applicable) & Credentials

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Date

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Print Practicum Coordinator & Credentials

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Signature

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Date