

Foundation Practicum Learning Contract

Date of: _____ First site visit _____ Final site visit _____

Student Name: _____ 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 field experience, 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 field agency, students develop learning activities that allow them to develop and demonstrate the outlined practice behaviors associated each competency. It may be helpful to think of the practice behaviors as core social work skills each student must develop and demonstrate in order to successfully complete his or her degree program.

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 placement, 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.

Monitoring Activities and Rating Behaviors/Competencies:

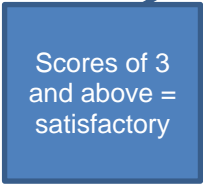
Students: prior to the final site visit, determine whether each activity is *unmet*, *met* or *in progress* and meet with your field instructors to discuss your progress.

Field Instructors/Supervisors: prior to the final site visit, 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 bachelor-level social worker entering the field or an MSW foundation level student proceeding to an advanced placement. Be sure to enter a rating for each competency and every 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.



Scores of 3
and above =
satisfactory

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 hours 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 provided 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: <i>Demonstrate Ethical and Professional Behavior</i>	Instructor(s) Score*
Unmet	In Progress	Met		
			<i>Practice Behaviors (Below)</i>	
			1a. 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.	
			1b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	
			1c. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.	
			1d. Use technology ethically and appropriately to facilitate practice outcomes.	
			1e. Use supervision and consultation to guide professional judgment and behavior.	
			<i>Learning Activities:</i> [label which practice behavior this supports, for example: 1a, 1b, 1c, 1d, or 1e]	
			[1a, 1e] Review the NASW code of ethics and discuss with supervisor 2 possible ethical dilemmas that I might encounter in this practice setting.	
			[1d] Utilize the agency database system to confidentially log client case notes using the format required by the agency.	
			[1c, 1e] Represent the agency in a professional manner when attending monthly community meetings. Seek feedback from supervisor after each meeting.	
			[1b, 1e] Maintain professionalism when working with clients in situations where my values may conflict with their values.	
			[1b, 1e] Write weekly entries in journal reflecting on personal values and biases that I identify in practicum. Select 2 entries to discuss with supervisor.	

Label with Practice Behaviors at the beginning

Make your activities measurable and realistic so you will know when you have "Met" them

How will you demonstrate?
Discuss with supervisor!

Journaling will make supervision more effective AND help with Seminar assignments

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

*5 = Superior Level of Competence, 4 = Advanced Level of Competence, 3 = Competent, 2 = Approaching Competence, 1 = Unacceptable

Student			Competency 2: <i>Engage Diversity and Difference in Practice</i>	Instructor(s) Score*
Unmet	In Progress	Met		
			<i>Practice Behaviors (Below)</i>	
			2a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels.	
			2b. Present themselves as learners and engage clients and constituencies as experts of their own experiences.	
			2c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	
			<i>Learning Activities:</i> [label which practice behavior this supports 2a, 2b, or 2c]	
			[2a] Use the systems perspective to identify the impact diversity has on shaping client experiences and discuss with supervisor what implications diversity has on micro and macro practice	
			[2a] Attend one community-based diversity training to increase knowledge about best practices when engaging with clients from a diverse population and discuss with supervisor how what I learned will impact my practice.	
			[2b] Use active listening skills, empathy and motivational interviewing to learn more about the client's own experience	
			[2c] Write weekly entries in journal reflecting on personal values and biases that I identify when working with diverse clients in practicum. Select 2 entries to discuss with supervisor.	

Specify what theories ground your work – pull out your textbooks

Learning Activities often apply to multiple practice behaviors in and across competencies

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Student			Competency 3: <i>Advance Human Rights and Social, Economic, and Environmental Justice</i>	Instructor(s) Score*
Unmet	In Progress	Met		
			<i>Practice Behaviors (Below)</i>	
			3a. Apply an understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	
			3b. Engage in practices that advance social, economic, and environmental justice.	
			<i>Learning Activities:</i> [label which practice behavior this supports 3a or 3b]	
			[3a] Listen to a podcast series regarding human rights and social, economic, and environmental justice and discuss the main points of the podcasts with my supervisor. Reflect on how what I learned could be applied to local clients and community.	
			[3a] Read 2 articles regarding environmental justice and discuss the main points of the articles with my supervisor and implications for our clients and community	
			[3a] Interview three professionals from different agencies providing services to [client population] to better understand how social, economic, and environmental justice issues impact their client base	
			[3b] Participate in a community forum on how to support the rights of immigrants residing in the county	
			[3b] Write a Letter to the Editor about a social justice issue relevant to a population served by the agency, advocating for policy change to increase equity.	

Include activities that you can integrate into your life long-term

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Student			Competency 4: <i>Engage In Practice-informed Research and Research-informed Practice</i>	Instructor(s) Score*
Unmet	In Progress	Met		
			<i>Practice Behaviors (Below)</i>	
			4a. Use practice experience and theory to inform scientific inquiry and research.	
			4b. Engage in critical analysis of quantitative and qualitative research methods and research findings.	
			4c. Use and translate research findings to inform and improve practice, policy, and service delivery.	
			<i>Learning Activities:</i> [label which practice behavior this supports 4a, 4b, or 4c]	
			[4a, 4b, 4c] Collect client feedback, analyze results and make recommendations for improvements based on the data	
<div>Example of an activity that could be improved: what client feedback? To whom are you making recommendations?</div>			[4b, 4c] Read 3 journal articles on [subject] and discuss with supervisor strategies from the research that could be used to improve service delivery	
			[4a, 4b, 4c] Use knowledge of research on trauma informed care to create and distribute a survey about self-care and vicarious trauma in staff at the agency. Analyze findings and present to staff with recommendations for supporting wellness among staff	

You have access to EBSCO Host and other databases – you can benefit your agency

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Student			Competency 5: <i>Engage in Policy Practice</i>	Instructor(s) Score*
Unmet	In Progress	Met		
			<i>Practice Behaviors (Below)</i>	
			5a. Assess how social welfare and economic policies impact the delivery of and access to social services.	
			5b. Critically analyze and promote policies that advance human rights and social, economic, and environmental justice.	
			<i>Learning Activities:</i> [label which practice behavior this supports 5a or 5b]	
			[5a] Attend a city council or board of supervisors meeting. Discuss with supervisor at least one policy they discussed and how it impacts clients at the agency.	
			[5a] Discuss with supervisor how federal or state social welfare and economic policies impact services provided to clients at the agency. Identify at least 5 policies.	
			[5a, 5b] Email a legislator to educate them on how a current bill may impact people served by the agency	
			[5a, 5b] Write a Letter to the Editor about a social justice issue relevant to a population served by the agency, advocating for policy change to increase equity.	

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Student			Competency 6: <i>Engage with Individuals, Families, Groups, Organizations, and Communities</i>	Instructor(s) Score*
Unmet	In Progress	Met		
			<i>Practice Behaviors (Below)</i>	
			6a. Apply knowledge of human behavior and the social environment and practice context to engage with clients and constituencies.	
			6b. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	
			<i>Learning Activities:</i> [label which practice behavior this supports 6a or 6b]	
			[6a] Use the systems perspective to identify the impact diversity has on shaping client experiences and discuss with supervisor what implications diversity has on micro and macro practice	
			[6a, 6b] Use active listening skills, empathy and motivational interviewing to engage with 5 clients and learn more about the client's own experience	
			[6a, 6b] Participate in monthly inter-professional coalition meetings to foster community collaboration and discuss with supervisor how various disciplines approach the issue. Reflect on group dynamics and how each agency presents itself in the meeting.	

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Student			Competency 7: <i>Assess Individuals, Families, Groups, Organizations, and Communities</i>	Instructor(s) Score*
Unmet	In Progress	Met		
			<i>Practice Behaviors (Below)</i>	
			7a. Collect, organize, and critically analyze and interpret information from clients and constituencies.	
			7b. 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.	
			7c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	
			7d. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	
			<i>Learning Activities:</i> [label which practice behavior this supports 7a, 7b, 7c, or 7d]	
			[7a] Collect client feedback, analyze results, and make recommendations for improvements based on the data	
			[7b] Use the systems perspective to identify the impact diversity has on shaping client experiences and discuss with supervisor how interventions are adapted to value the diversity of clients	
			[7a, 7b] Conduct 3 focus groups with clients and community stakeholders to assess organizational strengths and needs. Report findings to agency staff and board members and recommend strategies to improve practice effectiveness	
			[7b, 7c, 7d] Use the strengths perspective when assessing clients and utilize strengths to develop mutually agreed-on intervention goals and objectives	

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Student			Competency 8: <i>Intervene with Individuals, Families, Groups, Organizations, and Communities</i>	Instructor(s) Score*
Unmet	In Progress	Met		
			<i>Practice Behaviors (Below)</i>	
			8a. Implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	
			8b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	
			8c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	
			8d. Negotiate, mediate, and advocate with and on behalf of clients and constituencies.	
			8e. Facilitate effective transitions and endings that advance mutually agreed-on goals.	
			<i>Learning Activities:</i> [label which practice behavior this supports 8a,8b, 8c, 8d, or 8e]	
			[8a] Shadow 3 client sessions with supervisor and discuss how they decided to use the intervention they used	
			[8b] Consider person-in-environment when selecting appropriate interventions with clients	
			[8b,8d] Email a legislator to educate them on how a current bill may impact people served by the agency	
			[8c] Participate in monthly inter-professional coalition meetings to foster community collaboration and discuss with supervisor how various disciplines approach the issue	
			[8e] Inform clients of the time limit for services and prepare clients for the transition out of the agency	
			[8b] Attend training on trauma informed care and discuss with supervisor how the agency could utilize trauma informed strategies	

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- Tips for scoring:
 1. Field Instructors can ask for feedback from Task Supervisors
 2. Schedule a time when the Field Instructor can discuss scores with student

At the end of the placement, every practice behavior must have a “met” learning activity. Remove any unmet or in progress activities – this is your record of what you achieved in your placement

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Term Evaluation & Validation

Recommended Grade (mark one):

Satisfactory

Unsatisfactory

Number of Registered Credits: _____

Foundation Practicum: 3 cr minimum (1 cr = 70 hours)

Field Experience: 8 cr minimum (1 cr = 50 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.

1. What were some of the most substantive activities and assignments that the student completed while in placement 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:

Task Supervisor Comments:

Student Comments:

Each person will answer the 3 questions. Be as specific as possible – this feedback is important for the student's continued professional growth

Print Student Name

Signature

Date

Print Field Instructor & Credentials

Signature

Date

Print Task Supervisor (if applicable) & Credentials

Signature

Date

Print Coordinator & Credentials

Signature

Date