

# Learning Contract- Graduate Social Work Field Practicum

## Alabama A& M University

### Department of Social Work, Psychology, and Counseling

Student Name: \_\_\_\_\_ Semester: \_\_\_\_\_

Field Supervisor: \_\_\_\_\_ Field Agency: \_\_\_\_\_

**Mission:** The mission of the Graduate Social Work Program of Alabama A&M University is to prepare students, particularly students from historically oppressed populations, to become competent, ethical, advanced professional social work practitioners capable of assuming a wide range of roles and functions in working with vulnerable individuals, families, groups, public and private organizations and institutions, in rural and urban communities

**Directions:** The student and field supervisor develop the Learning Contract together. The content of the learning agreement must be thoroughly discussed by the student and field supervisor prior to the individual sections being completed. This agreement sets forth the context of the field experience, its parameters and the performance expectations of both student and field supervisor.

A completed agreement must be turned in to the field director/coordinator by the **fourth week** of the semester. **(Please indicate the Concentration experience the student will gain in the SWK 680/681 Practicum).**

The tasks, activities and knowledge areas expected of the student must be reflective of the nine goals set forth in this contract. It is intended that the Field Supervisor will observe the student doing the assignments, tasks and activities.

***Learning activities- Students will choose activities associated with their field placement that fulfills the competencies of the Council on Social Work Education and the Alabama A & M University-Department of Social Work. Activities should be specific to the agency placement and measurable.***

<ul style="list-style-type: none"><li>▪ SWK-680 Field Practicum and Seminar ____ (check)</li><li>▪ SWK-681 Field Practicum and Seminar ____ (check)</li></ul>
2015 Educational Policy and Accreditation Standards (EPAS)
9 Core Competencies & Component Behaviors

#### Competency 1- Students will Demonstrate Ethical and Professional Behavior

##### Component Behaviors:

- 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;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;

- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

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## **Competency 2- Students will Engage Diversity and Difference in Practice**

### Component Behaviors:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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## **Competency 3- Students will Advance Human Rights and Social, Economic, and Environmental Justice**

### Component Behaviors:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

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## **Competency 4 – Students will Engage In Practice-informed Research and Research-informed Practice**

### Component Behaviors:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

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## **Competency 5 – Students will Engage in Policy Practice**

### Component Behaviors:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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## **Competency 6 – Students will Engage with Individuals, Families, Groups, Organizations, and Communities**

### Component Behaviors:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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## **Competency 7 – Students will Assess Individuals, Families, Groups, Organizations, and Communities**

### Component Behaviors:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- 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;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies
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## **Competency 8 – Students will Intervene with Individuals, Families, Groups, Organizations, and Communities**

### Component Behaviors:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.
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**Competency 9 –Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Component Behaviors:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels
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Please identify and indicate assignments specifically for the **Concentration areas**

## **Family and Child Welfare Concentration (only)**

### **COMPETENCY #5: Student will Engage in Policy Practice**

- 5.4 recognize and understand how the needs and challenges of family systems are affected by dominant cultural values and existing social institutions, policies and programs.

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- 5.5 analyze issues, policies, & programs impacting vulnerable family systems.

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- 5.6 demonstrate understanding and knowledge of the issues, processes, problems, constraints, and ethical dilemmas inherent in child welfare services, programs, and policies.

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### **COMPETENCY #6: Student will Engage with Individuals, Families, Groups, Organizations, and Communities**

- 6.3 demonstrate the ability to establish a positive practice strategy that encourages clients to be equal partners in the treatment planning process.

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**COMPETENCY #7: Student will Assess Individuals, Families, Groups, Organization, and Communities**

- 7.5 identify and assess the strengths, needs, and resiliencies of clients and constituencies

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**COMPETENCY #8: Student will Intervene with individuals, Families, Groups, Organizations, and Communities**

- 8.5 demonstrate respect and appreciation for vulnerable and/or at-risk families and constituencies through use of empowering intervention strategies.

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- 8.6 advocate and assist clients to identify and access inter-professional and or intra-professional collaborative resources to address identified needs.

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**COMPETENCY #9 Student will Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

- 9.5 demonstrate an understanding of how policy informs the way in which evaluative tools are used in child and family welfare settings.

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- 9.6 effectively use evaluative tools to monitor and track clients and constituencies progress.

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- 9.7 interpret evaluation findings of clients systems and constituencies, and use the findings to assist clients and constituencies in goal setting.

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Please identify and indicate assignments specifically for the **Concentration**  
areas

## **Community Mental Health Concentration (only)**

### **COMPETENCY #5: Student will Engage in Policy Practice**

- 5.4 communicate their knowledge of how current mental health policies effect service delivery in a mental health setting.

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- 5.5 interpret and educate clients on agency policies regarding service delivery in a mental health setting.

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### **COMPETENCY #6: Student will Engage with Individuals, Families, Groups, Organizations, and Communities**

- 6.3 demonstrate an understanding of practice theories and evidence based techniques appropriate for effective therapeutic interventions with clients and constituencies.

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### **COMPETENCY #7: Student will Assess with Individuals, Families, Groups, Organizations, and Communities**

- 7.5 demonstrate effective use of assessment tools within the service delivery setting (Ex PHQ-9, MDS, DSM V, Mini Mental etc.)

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- 7.6 use inter-professional and or intra-professional collaborations in order to achieve positive practice outcomes for clients and constituencies.

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- 7.7 demonstrate a working knowledge of the major modalities of treatment currently available for common mental health disorders and the efficacy of such treatments.

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**COMPETENCY #8: Student will Intervene with Individuals, Families, Groups, Organizations, and Communities**

- 8.5 demonstrate their understanding of the ecological perspective, problem-solving process and empowerment perspective (EPPSE framework), and strength perspective by applying it to social work practice in a mental health service delivery setting.

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- 8.6 identify and link clients to essential mental health resources in the community.

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- 8.7 successfully terminate services.

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**COMPETENCY #9: Student will Evaluate with Individuals, Families, Groups, Organizations, and Communities**

- 9.5 demonstrate an understanding of the relationship between evaluative tools and policy requirements in mental health service delivery settings, and how this relationship impacts service delivery to clients.

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- 9.6 interpret evaluation findings of clients systems and constituencies, and use the findings to assist clients and constituencies in goal setting.

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\_\_\_\_\_  
Field Supervisor/Date

\_\_\_\_\_  
Graduate Student/Date

-----OFFICE USE ONLY-----

Reviewed by MSW Field Coordinator: \_\_\_\_\_  
Signature/Date

Follow up and Consultation needed from Director of Field Education: \_\_\_\_\_ (√)

Reviewed and Consulted: \_\_\_\_\_

Director of Field Education/Date