

FIELD INSTRUCTION PLAN/LEARNING CONTRACT
Undergraduate Social Work Field Practicum
Alabama A& M University
Department of Social Work, Psychology, and Counseling

Student Name: _____ Semester : _____

Field Supervisor: _____ Field Agency: _____

During _____, 20__ Semester. I understand that the student is to be placed at the agency for a minimum of 32 hours per week for the 15 week semester (excluding final examination week) and is to receive academic credit for this week. I acknowledge that the student will not be in the agency on Friday's to allow for classroom attendance. The student will be given a workstation and assigned his/her own caseload. I agree to review my evaluations of the student's performance with him/her and understand that the final responsibility for his/her grade is that of the Field Coordinator from Alabama A&M University.

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 generalist experience the student will gain in the SWK 414 Practicum).**

The tasks, activities and knowledge areas expected of the student must be reflective of the nine goals set forth in this contract from a generalist perspective. 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.

SWK-414 Field Practicum and Seminar
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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- _____
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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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Field Supervisor

Undergraduate Student

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Reviewed by BSW Field Coordinator: _____
Signature/Date

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

Reviewed and Consulted: _____
Director of Field Education/Date