

Learning Contract- Graduate Social Work Field Practicum

Alabama A&M University

Department of Social Work, Psychology, and Counseling

Student Name: Sheldon Cooper Semester: Spring 2026

Field Supervisor: Leonard Hofstadter Field Agency: Caltech

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"> ▪ SWK-680 Field Practicum and Seminar <u> x </u> (check) ▪ SWK-681 Field Practicum and Seminar <u> </u> (check)
2022 Educational Policy and Accreditation Standards (EPAS)
9 Core Competencies & Component Behaviors

Competency 1- Demonstrate Ethical and Professional Behavior

Component Behaviors:

- A. Demonstrates the ability to make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- B. Demonstrates professional behavior; appearance; and oral, written, and electronic communication;
- C. Uses technology ethically and appropriately to facilitate practice outcomes; and

uses supervision and consultation to guide professional judgment and behavior.

- D. Uses supervision and consultation to guide professional judgment and behavior.
- [Student will review and adhere to all agency-related policy](#)
 - [Student will seek supervision, guidance, and feedback from task and field supervisors to enhance professional judgment.](#)
 - [Student will commit to ongoing professional development by staying informed of best practices](#)
 - [Student will identify and review one article or resource related to ethical and professional behavior in social work and discuss how it relates to the field placement with the task or field supervisor.](#)

Competency 2- Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Component Behaviors:

- A. Demonstrates the ability to advocate for human rights at the individual, family, group, organizational, and community system levels.
- B. Engages in practices that advance human rights to promote social, racial, economic, and environmental justice.
- [Student will collaborate with other MSW students to discuss ways to support initiatives that address social, racial, economic, and environmental injustices affecting clients or communities served by the agency.](#)
 - [Student will participate in one interdisciplinary team meeting or community forum focused on advancing justice.](#)
 - [Student will encourage and assist individuals to register to vote, recognizing the importance of civic participation in advancing social, racial, economic, and environmental justice through the use of Vot-ER badge.](#)

Competency 3- Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Component Behaviors:

- A. Demonstrates anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.
- B. Demonstrates cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.
- [Student will acknowledge and respect clients as experts of their own lived experiences, incorporating clients' perspectives into the creation and implementation of plans for intervention or support.](#)

- [Student will review existing agency policies or community programs through an ADEI lens, proposing at least one policy change or program enhancement to better serve marginalized groups.](#)
- [Student will participate in community outreach or educational efforts focused on raising awareness about ADEI issues within the community and share findings with the task/field supervisor](#)

Competency 4 – Engage in Practice-Informed Research and Research-Informed Practice

Component Behaviors:

- A. Demonstrates the ability to apply research findings to inform and improve practice, policy, and programs.
- B. Demonstrates the ability to identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.
 - [Student will engage in research to identify activities, resources, and interventions that align with and support clients' needs, ensuring these are evidence-based and culturally appropriate.](#)
 - [Student will use research findings to inform the development and refinement of policies and programs within the agency, ensuring that these initiatives are grounded in evidence-based practices](#)

Competency 5 – Engage in Policy Practice

Component Behaviors:

- A. Demonstrates the ability to use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.
- B. Demonstrates the ability to apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.
 - [Student will explore how social welfare policies disproportionately affect marginalized and underrepresented groups.](#)
 - [Student will engage in continuous learning about social welfare policies and their implications by attending relevant workshops, webinars, or seminars.](#)
 - [Student will share knowledge gained from these workshops, webinars, or seminars with the task/ field supervisor and classmates while discussing how they can impact policy practice.](#)

Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities

Component Behaviors:

- A. Demonstrates the ability to apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.
- B. Uses empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.
 - [Student will advocate on the client's behalf.](#)
 - [Student will identify barriers that limit clients' ability to access resources, services, or opportunities, while considering a variety of factors such as socioeconomic status, cultural background, and systemic inequities.](#)
 - [Student will apply understanding of human behavior and the person-in-environment \(PIE\) perspective to effectively engage with clients and the community.](#)
 - [Student will engage with other professionals from other backgrounds to provide comprehensive support to clients and communities.](#)

Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities

Component Behaviors:

- A. Demonstrates the ability to apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.
- B. Demonstrates respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.
 - [Student will conduct assessments with clients.](#)
 - [Student will identify client strengths and weaknesses using evidence-based assessments.](#)
 - [Student will conduct at least two assessments integrating human behavior theories and frameworks, discussing the application and outcomes with the task or field supervisor.](#)
 - [Student will demonstrate respect for client self-determination by collaborating with clients during the assessment process to develop a mutually agreed-upon plan that reflects their goals and preferences.](#)
 - [Student will engage clients in the assessment process, ensuring that their voices are primary in developing their plan, and will document times where client input directly impacted the outcome.](#)
 - [Student will reflect on the assessment process, identifying areas of strength and opportunities for improvement on the client assessments.](#)

Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities

Component Behaviors:

- A. Demonstrates ability to engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.
- B. Demonstrates ability to incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.
 - Student will identify clients and connect them with community resources as needed.
 - Student will facilitate at least one intervention planning session with a client, documenting the collaborative process and reflecting on how client input influenced the final plan.
 - Student will conduct follow-up assessments to evaluate the impact of the intervention and discuss any necessary changes with the task/field supervisor to ensure ongoing effectiveness.
 - Student will review and reflect with the task/field supervisor for guidance throughout the intervention process, seeking feedback for future improvements.

Competency 9 –Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Component Behaviors:

- A. Ability to select and use culturally responsive methods for evaluation of outcomes.
- B. Ability to critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.
 - Students will apply evaluation findings to improve practice delivery and effectiveness at the micro, mezzo, and macro level.
 - Student will use evaluation forms and other tools to gather data considering the effectiveness of interventions and practices.
 - Student will reflect on the evaluation process, including the methods used, any challenges encountered, and insights gained, to enhance building stronger skills in conducting effective evaluations.
 - Student will engage in continuous learning about evaluation methods and practices.

Please identify and indicate assignments specifically for the Concentration areas

Family and Child Welfare Concentration (only)

COMPETENCY #5: Student will Engage in Policy Practice

5C Demonstrates the ability to Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services to children and families.

- Student will review state policy to gain needed knowledge for practice delivery.
- Student will listen to Broken Harts Podcast and Reflect on the episodes during weekly supervision.

5D Demonstrates understanding and knowledge of the issues, processes, problems, constraints, trends, and ethical dilemmas inherent in child welfare services, programs, and policies.

- Student will engage in ethical behavior when delivering service to all client populations.
- Student will attend at least one NASW meeting a semester.

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

6C Demonstrates an understanding of practice theories and evidence-based techniques appropriate for effective therapeutic interventions with clients and constituencies.

- Student will use appropriate theories when establishing applicable service plans for clients

6D Demonstrates an ability to apply practice theories and evidence-based techniques appropriate for effective therapeutic interventions with clients and constituencies.

- Student will be able to clearly articulate why a theoretical approach is applicable to each case assignment.

- 6E Demonstrates an ability to establish a strengths-based collaborative partnership with client systems as equal partners in the intervention process.
- [Student will establish rapport with the client during the assessment period while engaging in an ethical manner.](#)

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

- 7C Demonstrates effective use of assessment tools within the service delivery setting (Ex FAF, Mini-Mental etc.)
- [Student will effectively use the assessment tools provided by the agency](#)
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- 7D Uses inter-professional and or intra-professional collaborations to achieve positive practice outcomes for client systems.
- [Student will utilize internal and external resources for the benefit of the client.](#)

- 7E Demonstrate a working knowledge of the major modalities currently used for achieving optimal child and family outcomes.
- [During supervision, student will engage in discussions sharing and workshopping best practices for optimal child and family outcomes.](#)

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

- 8C Demonstrates an understanding of the ecological perspective, problem-solving process and empowerment perspective (EPPSE framework), and strengths perspective.
- [Student will engage with clients during the planning process.](#)

- 8D Demonstrates the ability to apply the ecological perspective, problem-solving process and empowerment perspective (EPPSE framework), and strengths perspective.
- [Student will engage the client through the plan and work sessions, identifying accomplishments and redirecting towards completion for incomplete goals while concurrently reaffirming the client towards a positive](#)

- 8E Ability to identify and link client systems to essential family and child welfare resources.

- [Student will participate with interdisciplinary team meetings in an effort to identify resources and navigate clients in positive directions.](#)

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

- 9C Demonstrates an understanding of how policy informs the way in which evaluative tools are used in child and family welfare settings.
- [Student will engage in policy meetings.](#)
 - [Student will listen to Broken Harts Podcast and review current policies that influence the outcomes of the case. Student will explain the policies and possible solutions to supervisor during supervision.](#)
- 9D Demonstrates the ability to use evaluative tools to monitor and track clients' and constituencies progress.
- [Student will review collected data to track client progress.](#)
- 9E Demonstrates the ability to interpret evaluation findings of client systems and use the findings to inform service delivery.
- [Student will discuss findings with field supervisor for additional guidance and direction for best client practice.](#)

Please identify and indicate assignments specifically for the Concentration areas
Community Mental Health Concentration (only)

COMPETENCY #5: Student will Engage in Policy Practice

5C Demonstrates knowledge of how current mental health policies affect service delivery to clients within ethnocultural groups in a mental health setting.

5D Demonstrates the ability to translate policies and inform client systems about service delivery in a mental health setting.

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

6C Demonstrates an understanding of practice theories and evidence-based techniques appropriate for effective therapeutic interventions with clients and constituencies.

6D Demonstrates an ability to apply practice theories and evidence-based techniques appropriate for effective therapeutic interventions with clients and constituencies.

6E Demonstrates an ability to establish a strengths-based partnership with client systems as equal partners in the intervention process.

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

7C Demonstrates effective use of assessment tools within the service delivery setting (Ex PHQ-9, MDS, DSM 5-TR, Mini-Mental etc.)

7D Uses inter-professional and or intra-professional collaborations to achieve positive practice outcomes for client systems.

7E Demonstrates a working knowledge of the major modalities of treatment currently available for common mental health disorders and the efficacy of such treatments.

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

8C Demonstrates an understanding of the ecological perspective, problem-solving process and empowerment perspective (EPPSE framework), and strengths perspective.

8D Demonstrates the ability to apply the ecological perspective, problem-solving process and empowerment perspective (EPPSE framework), and strengths perspective

8E Ability to identify and link client systems to essential mental health resources.

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

9C Demonstrates the ability to apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

9D Demonstrates an understanding of evaluative tools and policy requirements in mental health service delivery settings.

9E Demonstrates the ability to interpret evaluation findings of client systems and use the findings to inform service delivery.

Leonard Hofstadter 12/8/2025
Field Supervisor & Date

Sheldon Cooper 12/8/2025
Graduate Student & Date

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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