**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.***

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| * SWK-680 Field Practicum and Seminar\_\_\_\_(check) * SWK-681 Field Practicum and Seminar\_\_\_\_(check) |
| 2022 Educational Policy and Accreditation Standards (EPAS) |
| 9 Core Competencies & Component Behaviors |

**Competency 1- Demonstrate Ethical and Professional Behavior**

Component Behaviors:

1. 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;
2. Demonstrates professional behavior; appearance; and oral, written, and electronic communication;
3. Uses technology ethically and appropriately to facilitate practice outcomes; and

uses supervision and consultation to guide professional judgment and behavior.

1. Uses supervision and consultation to guide professional judgment and behavior.

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

Component Behaviors:

1. Demonstrates the ability to advocate for human rights at the individual, family, group, organizational, and community system levels.
2. Engages in practices that advance human rights to promote social, racial, economic, and environmental justice.

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

Component Behaviors:

1. Demonstrates anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.
2. 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.

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

Component Behaviors:

1. Demonstrates the ability to apply research findings to inform and improve practice, policy, and programs.
2. 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.

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**Competency 5 – Engage in Policy Practice**

Component Behaviors:

1. 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.
2. 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.

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

Component Behaviors:

1. 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.
2. Uses empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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

Component Behaviors:

1. 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.
2. Demonstrates respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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

Component Behaviors:

1. Demonstrates ability to engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.
2. Demonstrates ability to incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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

Component Behaviors:

1. Ability to select and use culturally responsive methods for evaluation of outcomes.
2. Ability to critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

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| 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. |  |  |  |  |  |  |
| 5D | Demonstrates understanding and knowledge of the issues, processes, problems, constraints, trends, 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** |

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| 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 collaborative partnership with client systems as equal partners in the intervention process.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  |  |

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

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| 7C | Demonstrates effective use of assessment tools within the service delivery setting (Ex FAF, Mini-Mental etc.) |  |  |  |  |  |  |
| 7D  7E | Uses inter-professional and or intra-professional collaborations to achieve positive practice outcomes for client systems.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Demonstrate a working knowledge of the major modalities currently used for achieving optimal child and family outcomes.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  |  |
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| **COMPETENCY #8:** **Student will** **Intervene with individuals, Families, Groups, Organizations, and Communities** |

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| 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 family and child welfare resources.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  |  |
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| **COMPETENCY #9 Student will** **Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities** |

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| 9C | Demonstrates an understanding of how policy informs the way in which evaluative tools are used in child and family welfare settings.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  |  |
| 9D | Demonstrates the ability to use evaluative tools to monitor and track clients' and constituencies progress.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  |  |
| 9E | Demonstrates the ability to interpret evaluation findings of client systems and use the findings to inform service delivery.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  |  |

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

**Community Mental Health Concentration (only)**

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| **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. |  |  |  |  |  |  |
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| **COMPETENCY #6**: **Student will Engage with Individuals, Families, Groups, Organizations, and Communities** | | | | | | | |
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| 6C | Demonstrates an understanding of practice theories and evidence-based techniques appropriate for effective therapeutic interventions with clients and constituencies. |  |  |  |  |  |  |
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| 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. |  |  |  |  |  |  |
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| **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. |  |  |  |  |  |  |

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| **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. |  |  |  |  |  |  |

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