

WHAT IS THE LEARNING CONTRACT?

THE LEARNING CONTRACT is a formal agreement between the field instructor, the student, and Concord University faculty liaison concerning the activities the student will perform in the agency. All parties can hold each other to this agreement.

- It provides a focus/structure for student learning (and supervision) over the course of the semester.
- It provides a basis for evaluation and a measure for accountability
- It provides a parallel process experience for students many of whom will need to collaboratively develop goals/objectives with clients.

AT THE END OF THE FIELD INSTRUCTION WHAT KIND OF SOCIAL WORKER DO WE WANT OUR GRADUATES TO BE?

- Knowledgeable and Skillful Practitioner
- Culturally Competent Practitioner
- Professional Team Player
- Critical Thinker/Using Sound Judgment
- Ethical Practitioner
- Advocate for Social Justice

THE LEARNING CONTRACT IS A ROADMAP FOR THESE OUTCOMES

Field Placement Contract

The Master of Social Work Program curriculum is designed to prepare social workers who are able to demonstrate an advanced level of competence in generalist social work practice methods. It is expected that the field instruction component will give students the opportunity to practice those competency areas appropriate for the advanced generalist practitioner.

Competency 1: Demonstrate Ethical and Professional Behavior

- 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
- Use supervision and consultation to guide professional judgement and behavior

Task 1: _____

Task 2: _____

Task 3: _____

Competency 2: Engage Diversity and Difference in Practice

- 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
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

Task 1: _____

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Task 2: _____

Task 3: _____

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

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

Task 1: _____

Task 2: _____

Task 3: _____

Competency 4: Engage in Practice-informed Research and Research-informed Practice

- 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
- Use and translate research evidence to inform and improve practice, policy, and service delivery

Task 1: _____

Task 2: _____

Task 3: _____

Competency 5: Engage in Policy Practice

- 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 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

Task 1: _____

Task 2: _____

Task 3: _____

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

- Apply knowledge of human behavior and social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

Task 1: _____

Task 2: _____

Task 3: _____

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

- 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
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

Task 1: _____

Task 2: _____

Task 3: _____

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

- 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
- Facilitate effective transitions and endings that advance mutually agreed-on goals

Task 1: _____

Task 2: _____

Task 3: _____

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

- 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
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

Task 1: _____

Task 2: _____

Task 3: _____

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Field Instructor

Date

Student

Date

Faculty Liaison

Date