

## **WHAT IS THE LEARNING CONTRACT?**

**THE LEARNING CONTRACT is a formal agreement between the practicum 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 PRACTICUM 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**

## Practicum Placement Contract

The Bachelor 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 practicum 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

Behaviors:

- 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;
- demonstrate professional 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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Task 3:

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

Behaviors:

- advocate for human rights at the individual, family, group, organizational, and community system levels; and
- engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

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Task 2:

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Task 3:

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

Behaviors:

- demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- demonstrate 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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Task 3:

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

Behaviors:

- apply research findings to inform and improve practice, policy, and programs; and
- 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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Task 3:

**Competency 5: Engage in Policy Practice**

Behaviors:

- use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- 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**

Behaviors:

- apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- use 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**

Behaviors:

- apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- demonstrate 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**

Behaviors:

- engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- 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**

Behaviors:

- select and use culturally responsive methods for evaluation of outcomes; and
- critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

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Task 2:

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Task 3:

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Practicum Instructor

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Date

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Student

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Date

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Faculty Liaison

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Date