

MSW Specialization Year - Student Learning Contract

Student Information	Instructor/Supervisor Information	Faculty Liaison Information	Agency Information
Name:	Name:	Name:	Name:
Rowan Email:	Email:	Email:	Description:
Phone:	Phone:	Phone:	Population Served:
Academic Term:	Course Number: SWK 01650 SWK 01651		

Importance of the Learning Contract

Purpose of the Learning Agreement: The learning agreement is designed to ensure students are mindful about the learning expectations in their field placement. It was developed to help students and site supervisors/field instructors plan a well-rounded experience that will help students meet the learning objectives.

Learning Objectives: The Council on Social Work Education (CSWE) requires students gain competency in nine areas of social work practice. These areas of practice are defined as *core competencies* of the profession. Each *core competency* requires practice behaviors students should be able to engage and gain competency in. Students and field instructors should provide examples of activities to help students meet the learning objectives. Some examples of activities are provided. This is not an exhaustive list, so others can be added. **Students must have an opportunity to complete tasks in all nine areas of competency, with individuals, families, groups, organizations, and communities.**

Connection to the Student Evaluation: Not only is the learning agreement a helpful tool to plan the learning goals for the term, but it connects directly to the evaluation points in the student evaluation. Field instructors/site supervisors will be asked to complete student evaluations. Each student is evaluated on the nine core competencies of social work. Having a solid learning agreement aligns the learning goals with the student's evaluation.

Instructions

Developing the Contract: The learning contract should be completed by **week 4** at the agency. This is a collaborative process, where the field instructor/site supervisor and student meet to establish goals for the term. The student will then submit the agreement to the field education office for feedback and comments. Once approved all parties sign the agreement. The student and field instructor/site supervisor should meet weekly to discuss progress and challenges and make needed adjustments to stay on track with learning contract goals.

Form Layout:

Each page/grid is devoted to one of the nine *Social Work Core Competencies*. **Students must have experience in all nine competencies.**

Section Descriptions:

Expected Behaviors – the expected behaviors are those that are identified by the Council on Social Work Education (CSWE). These behaviors should be demonstrated by students during the term of the field placement/internship.

Agency Activities-These are examples of practice behaviors that students can do at the agency to demonstrate the expected behaviors. Most of these are general to all settings. However, if they don't quite match, feel free to **add/change these to fit with the context of your agency**. Check all activities that apply.

Field Course Assignments-These are a few examples of field course assignments that help reinforce the Social Work Core Competencies. **Students will be required to complete all field course assignments. These will be graded by Rowan instructors.**

How to Complete the Form:

- a- By week 2, students should complete all student designated sections on the learning agreement and discuss it with their supervisor/instructor.
- b- By week 4, students should submit the learning agreement in Canvas for the field education office to review. (Only upload agreements that have been approved by your supervisor/instructor).
- c- Once approved, all parties will sign the contract.
- d- After the agreement has been signed, the student will upload it to Canvas.

Learning Contract

Competency 1 – Demonstrate Ethical and Professional Behavior

Expected Behaviors – You will be evaluated on these at the end of the quarter	Agency Activities to help you achieve the expected behaviors- Check all that apply	Field Course Assignments – Complete these in the course when assigned
<p>A- Recognize the importance of lifelong learning to enhance and strengthen skills to provide ethical and responsible social work services in a changing and dynamic social environment.</p> <p>B- Model and apply social work ethical decision making in interdisciplinary/ transdisciplinary teams and service environments</p> <p>C- Demonstrate the integration of the COE across disciplines and service settings</p> <p>D- Utilize professional affiliations to seek growth and opportunities to develop self and constituents</p> <p>E- Seek opportunities for inter-professional discussions that impact the provision of services</p> <p>F- Intentional and strategic use of supervision</p>	<p>Utilize NASW Code of Ethics to discuss clinical case vignettes, past or present administrative dilemmas in agency, and specific state issues regarding diversity, equity and inclusion.</p> <p>Complete a Values Inventory for Policy Practice.</p> <p>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. Students will apply ethical decision-making frameworks that reflect social work values and the basic needs and right of vulnerable, marginalized and disadvantaged communities</p> <p>Identify leadership and supervisory style.</p> <p>Other practice behaviors:</p>	<p>Can be discussed at supervision. Discussion board–share thoughts with other students on how the issue or dilemma should be resolved.</p> <p>Complete Values Inventory- and write reflection on personal agreement or disagreement, and how knowledgeable they are about the subject.</p> <p>Students will share ways they can maintain professionalism and provide client-centered approaches when they personally do not agree with policies, procedures or client’s thoughts or feelings</p> <p>Interview a social work leader (manager/director) at their field placement and learn their leadership style and philosophy around management and diversity, equity and inclusion, and how it compares to your values, skills and knowledge. Present to the class your leadership style to be and what you will and will not use in your professional practice</p>

For Student: After Reviewing the Agency Activities and Field Course Assignments, describe how these will help you demonstrate ethical and professional behavior (be specific):

For Student: Write two goals that you want to achieve to help you demonstrate ethical and professional behavior:

- 1.
- 2.

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

Expected Behaviors – You will be evaluated on these at the end of the quarter	Agency Activities to help you achieve the expected behaviors- Check all that apply	Field Course Assignments – Complete these in the course when assigned								
<p>A- Demonstrates an understanding of mental health and well being through an equity framework</p> <p>B- Actively works to identify and dismantle disparities in services</p>	<table border="1"> <tr> <td data-bbox="478 329 548 459"></td> <td data-bbox="548 329 1503 459">Discuss and analyze “Don’t Say Gay” legislation and other anti-LGBTQI bills and how they affect the current status of this community and future members of this community, especially regarding mental health.</td> </tr> <tr> <td data-bbox="478 459 548 589"></td> <td data-bbox="548 459 1503 589">Use knowledge of the effects of oppression, discrimination, and historical trauma of a client group to guide the development of socially just planning and interventions</td> </tr> <tr> <td data-bbox="478 589 548 703"></td> <td data-bbox="548 589 1503 703">Examine and reflect on media material to identify ways in which diversity, cultural contexts and identity guide the experience of trauma.</td> </tr> <tr> <td data-bbox="478 703 548 873"></td> <td data-bbox="548 703 1503 873">Other practice behaviors:</td> </tr> </table>		Discuss and analyze “Don’t Say Gay” legislation and other anti-LGBTQI bills and how they affect the current status of this community and future members of this community, especially regarding mental health.		Use knowledge of the effects of oppression, discrimination, and historical trauma of a client group to guide the development of socially just planning and interventions		Examine and reflect on media material to identify ways in which diversity, cultural contexts and identity guide the experience of trauma.		Other practice behaviors:	<p>Write a paper outlining this legislation and ideas on how to help clients manage their feelings around this issue.</p> <p>Watch: Jasvinder Sanghera: Fighting Forced Marriage and Honour-Based Abuse. https://www.youtube.com/watch?v=h_Xh5MXA7yY. Be prepared for class discussion.</p>
	Discuss and analyze “Don’t Say Gay” legislation and other anti-LGBTQI bills and how they affect the current status of this community and future members of this community, especially regarding mental health.									
	Use knowledge of the effects of oppression, discrimination, and historical trauma of a client group to guide the development of socially just planning and interventions									
	Examine and reflect on media material to identify ways in which diversity, cultural contexts and identity guide the experience of trauma.									
	Other practice behaviors:									

For Student: After Reviewing the Agency Activities and Field Course Assignments, describe how these will help you advance human rights and social, economic, and environmental justice (be specific):

For Student: Write two goals that you want to achieve to help you advance human rights and justice:

- 1.
- 2.

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

Expected Behaviors – You will be evaluated on these at the end of the quarter	Agency Activities to help you achieve the expected behaviors- Check all that apply	Field Course Assignments – Complete these in the course when assigned
<p>A- Seek opportunities to strengthen knowledge and support services to an increasingly diverse and global society</p> <p>B- Demonstrate leadership in the development of necessary alliances to advocate effectively for change and inclusion across social work and interdisciplinary practice environments</p> <p>C- Model a conscious use of self regulation, self monitoring and self correction in practice situations</p> <p>D- Intervene when disparities are identified to ensure equitable services</p>	<p>Choose an agency policy and analyze it for implicit bias in areas of racism and sexism. How does this affect the clients that are served by the agency?</p>	<p>Read Hunt, V., Layton, D., & Prince, S. (2015) "Why diversity matters". Retrieved from https://assets.mckinsey.com/~media/857F440109AA4D13A54D9C496D86ED58.ashx and create a visual summary or write a 1-2 page paper summarizing the article's key points and personal feelings around this topic.</p>
	<p>Recognize and discuss complexities and contradictions that may arise in adhering to the Universal Declaration of Human rights while respecting cultural differences of clients.</p>	<p>Complete a cultural self-identification assessment and present it to the class. Discuss how everyone has the right to cultural self-definition regardless of who others see them.</p>
	<p>Explore Black Lives Matter organization or website, http://blacklivesmatter.com/ or another relevant movement that affects your agency's population and observe/attend/listen to something from this organization.</p>	<p>Work in a small group and choose a current events article related to trauma and human rights or social, economic, environmental justice rights. Then a small group will present the current event to the class.</p>
	<p>Other practice behaviors:</p>	<p>Student will write in their Reflection Log expressing feelings and ideas for change.</p>

For Student: After Reviewing the Agency Activities and Field Course Assignments, describe how these will help you engage diversity and difference in practice (be specific):

For Student: Write two goals that you want to achieve to engage diversity and difference in practice:

- 1.
- 2.

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

Expected Behaviors – You will be evaluated on these at the end of the quarter	Agency Activities to help you achieve the expected behaviors- Check all that apply	Field Course Assignments – Complete these in the course when assigned
<p>A- Use evidence-based research findings to inform and improve social work practice.</p> <p>B- Utilize social work research and evaluation methods to further equitable care and respond to perceived disparities.</p> <p>C- Integrate research findings from various disciplines to improve services through transdisciplinary practice</p>	<p>Develop research questions that helps population of agency and strategically inform the research process and its impact on individuals, groups, organizations, and communities.</p> <p>Identify and evaluate existing data to determine if operating resources are meeting the needs of the community.</p> <p>Identify anticipated barriers to conduct and dissemination of research, including ethical, political, and economic dilemmas.</p> <p>Other practice behaviors:</p>	<p>Read: Kettner, P. M., Moroney, R. M., & Martin, L. L. (2016). Selecting the appropriate intervention strategy. In Designing and managing programs: An effectiveness-based approach. (pp. 89-106). Thousand Oaks, CA: SAGE. The student will discuss equitable intervention strategies that may work for their field agencies and how they would move forward with implementing these strategies.</p>

For Student: After Reviewing the Agency Activities and Field Course Assignments, describe how these will help you engage in practice-informed research and research-informed practice (be specific).

For Student: Write two goals that you want to achieve to help you improve use research in your practice:

- 1.
- 2.

Competency: 5- Engage in Policy Practice

Expected Behaviors – You will be evaluated on these at the end of the quarter	Agency Activities to help you achieve the expected behaviors- Check all that apply		Field Course Assignments – Complete these in the course when assigned
<p>A- Identify parity issues in health and mental health policy and services and their potential impact well being</p> <p>B- Identify gaps in policies at varied levels such as agency policies, public policies, and regulations</p> <p>C- Provide leadership for colleagues, client systems, and agencies for effective policy action.</p>		Choose similar policies at a local, state and national level and analyze how those policies affect the population you currently work with.	<p>Students will pair up and discuss policies. They will each write an entry in their Reflection Log about the three policies—are they equitable? Is one policy better than the other for your given population? What are the missing components? What makes the policy helpful to your population?</p> <p>Read article: Guo, C., & Saxton, G. D. (2012). Tweeting social change: How social media are changing nonprofit advocacy. Nonprofit and Voluntary Sector Quarterly.</p> <p>Watch video: Broken Child (62 minutes): This documentary explores what happens when programs and policies to assist families in need are lacking. It focuses on child abuse and neglect, mothers who use drugs while pregnant, and parents challenged by living in violent neighborhoods. (Copyrighted documentary uploaded to YouTube by Child Advocacy Channel at https://youtu.be/g1FMyPTwUII). Student will be prepared for class discussion.</p>
		Lead a discussion at your agency or in your community about candidates running for office, voter mobilization and educating the public about political party positions.	
		Student will write a sample social media post for a nonprofit agency and post it to the class discussion board.	
		Choose an existing agency policy and analyze it with a trauma-informed lens. Rewrite the policy with suggestions for changed practice or language.	
		Other practice behaviors:	

For Student: After Reviewing the Agency Activities and Field Course Assignments, describe how these will help you engage in policy practice (be specific).

For Student: Write two goals that you want to achieve to engage in policy practice:

- 1.
- 2.

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

Expected Behaviors – You will be evaluated on these at the end of the quarter	Agency Activities to help you achieve the expected behaviors- Check all that apply	Field Course Assignments – Complete these in the course when assigned
<p>A- Engage multidisciplinary teams and/or providers at the system and community level</p> <p>B- Employ culturally responsive engagement skills</p>	<p>Observe a twelve-step program and write an entry in Reflection Log about personal feelings toward the population and participate in class discussion.</p>	<p>Read: Rosengren, D.B. (2018). Building motivational interviewing skills: A practitioner workbook. Guilford Press. Work with a partner to role play the use of motivational interviewing to enhance knowledge, skills, and abilities to engage a client.</p>
	<p>Demonstrate attention to nonverbal behaviors and cues, emotional dysregulation, and wariness of institutions that impede the establishment of a therapeutic alliance.</p>	<p>Watch video: https://youtube.com/qYs9TEbvXE on initial engagement with a client, Students will then participate in a mock session (social worker and client) with a partner to practice engagement skills and then provide feedback to your partner. Students will share their experience with the class.</p>
	<p>Other practice behaviors:</p>	

For Student: After Reviewing the Agency Activities and Field Course Assignments, describe how these will help you engage with individuals, families, groups, organizations, and communities (be specific).

- 1. Individuals-
- 2. Groups-
- 3. Families-
- 4. Organizations-
- 5. Communities-

For Student: Write two goals that you want to achieve to help you develop your engagement skills:

- 1.
- 2.

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

Expected Behaviors – You will be evaluated on these at the end of the quarter	Agency Activities to help you achieve the expected behaviors- Check all that apply	Field Course Assignments – Complete these in the course when assigned								
<p>A- Interface with complex problems in systems of all sizes and assess, intervene, and evaluate at multiple levels of practice.</p> <p>B- Evaluate the multi-systemic dimensions of client problems.</p> <p>C- Use client system approaches and design interventions that affect change at multiple systemic levels of practice.</p> <p>D- Identify the disparities and impact on well being.</p>	<table border="1"> <tr> <td data-bbox="453 337 520 459"></td> <td data-bbox="520 337 1545 459">Talk with field instructor about how to assess scenarios with individual clients and identify how trauma manifests itself and how each client reacts differently to their respective traumas.</td> </tr> <tr> <td data-bbox="453 459 520 613"></td> <td data-bbox="520 459 1545 613">Conduct an assessment with a client from agency. Student will be required to complete a process recording with feedback from field instructor. Student may record session if consent is given by client and agency, and submit that in lieu of process recording.</td> </tr> <tr> <td data-bbox="453 613 520 716"></td> <td data-bbox="520 613 1545 716">Select appropriate intervention strategies based on the assessment, research, and values and preferences of clients and constituencies.</td> </tr> <tr> <td data-bbox="453 716 520 1071"></td> <td data-bbox="520 716 1545 1071">Other practice behaviors:</td> </tr> </table>		Talk with field instructor about how to assess scenarios with individual clients and identify how trauma manifests itself and how each client reacts differently to their respective traumas.		Conduct an assessment with a client from agency. Student will be required to complete a process recording with feedback from field instructor. Student may record session if consent is given by client and agency, and submit that in lieu of process recording.		Select appropriate intervention strategies based on the assessment, research, and values and preferences of clients and constituencies.		Other practice behaviors:	<p>Read: Courtois, C. (2008). Complex trauma, complex reactions: Assessment and Treatment. Psychological Trauma: Theory, Research, Practice & Policy, S(1), 86-100 doi:10.1037/1942-9681.S.1.86. Student will be prepared and participate in class discussion.</p> <p>Write in Reflection Log how client presentation affected you and what you can do as a social worker to become more informed and provide equitable services to all clients.</p> <p>Write a paper comparing two human service organizations in your community that provide equitable mental health services. What are their assessment protocols? What tools do they utilize? Which agency does a better job at providing these services to clients and why?</p>
	Talk with field instructor about how to assess scenarios with individual clients and identify how trauma manifests itself and how each client reacts differently to their respective traumas.									
	Conduct an assessment with a client from agency. Student will be required to complete a process recording with feedback from field instructor. Student may record session if consent is given by client and agency, and submit that in lieu of process recording.									
	Select appropriate intervention strategies based on the assessment, research, and values and preferences of clients and constituencies.									
	Other practice behaviors:									

For Student: After Reviewing the Agency Activities and Field Course Assignments, describe how these will help you assess individuals, families, groups, organizations, and communities (be specific).

For Student: Write two goals that you want to achieve to help you develop your assessment skills:

- 1.
- 2.

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

Expected Behaviors – You will be evaluated on these at the end of the quarter	Agency Activities to help you achieve the expected behaviors- Check all that apply	Field Course Assignments – Complete these in the course when assigned
<p>A- Build culturally competent ways to enhance client choice, motivation, and hopefulness during the process of change.</p> <p>B- Synthesize and apply a broad range of interdisciplinary knowledge and skills consistent with current evidence informed practice.</p>	<p>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</p>	<p>Read: Fallo, R. & Harris, M. (2009). Creating Cultures of Trauma Informed Care (CCTIC):. A self-assessment and planning protocol. Community Connections, 2, 1-17. Student will use it to assess field agency, and make a video or hand in a paper explaining their recommendations and suggestions for change.</p>
	<p>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</p>	
	<p>Modify and adapt interventions to address cultural differences and environmental challenges with awareness of continual evaluation.</p>	<p>React to face-to-face in-class simulation exercises where peers act out scenarios while MSW student assess the situation and intervenes. Students and professor will provide feedback to MSW student on areas of strength and improvement.</p>
	<p>Select and implement group-based interventions to prevent or reduce substance use problems, including referrals to community-based peer support and mutual help groups.</p>	
	<p>Create a 1-2 page resource guide for clients within their own community.</p>	
	<p>Other practice behaviors:</p>	

For Student: After Reviewing the Agency Activities and Field Course Assignments, describe how these will help you intervene with individuals, families, groups, organizations, and communities (be specific).

For Student: Write two goals that you want to achieve to help you apply appropriate intervention strategies:

- 1.
- 2.

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

<p>Expected Behaviors – You will be evaluated on these at the end of the quarter</p>	<p>Agency Activities to help you achieve the expected behaviors- Check all that apply</p>		<p>Field Course Assignments – Complete these in the course when assigned</p>
<p>A- Critically analyze multiple client system intervention processes and evaluate for effectiveness and cultural competence.</p> <p>B- Evaluate the impact of intentional and unintentional practice approaches</p> <p>C- Use evidence based research to support methods of intervention in one's- own practice.</p> <p>D- Review, analyze and evaluate the effectiveness of one's own practice.</p>		<p>Identify and use appropriate evaluation methods to measure practice processes and outcomes with individuals, families, groups, organizations, and communities and advocate discontinuance of ineffective practices, programs and policies.</p>	<p>Read: United Nations office for Drugs and Crimes (2015) Evaluation of substance use treatment programs https://www.unodc.org/documents/isla/micrepublicofiran/publications/1jan2015/Evaluation_of_Substance_Use_Treatment_Programmes-EN.pdf Write in Reflection Log on the ways the article suggests evaluating these treatment programs and whether or not you agree.</p>
		<p>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</p>	
		<p>Discuss evaluation tools used at agency during supervision. Do they align with DEI practices?</p>	
		<p>Other practice behaviors:</p>	
<p>For Student: After Reviewing the Agency Activities and Field Course Assignments, describe how these will help you evaluate your practice and outcomes with individuals, families, groups, organizations, and communities (be specific).</p>			
<p>For Student: Write two goals that you want to achieve to help you understand how to evaluate clients and other systems:</p> <ol style="list-style-type: none"> 1. 2. 			

Signature Page

Field Instructor/ Site Supervisor

Date

Student

Date

Rowan Field Office

Date