**University of Wisconsin—Stevens Point**

Department of Sociology & Social Work

Social Work Field Education Learning Contract

**Student’s Name:** Click here to enter text.

**Semester (Fall/Spring/Summer):** Click here to enter text. **Year:** Click here to enter text.

**Agency Name:** Click here to enter text.

**Primary Field Supervisor:** Click here to enter text. **Secondary Field Instructor:** Click here to enter text.

**Date Placement Begins:** Click here to enter text. **Anticipated Ending Date:** Click here to enter text.

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**Number of Hours to Complete this Semester** (Field education must total 400 hours over one or more semesters)**:**

Click here to enter text.

**Schedule (**Specify the days and times each week student will be in field placement):

M Click here to enter text. T Click here to enter text. W Click here to enter text.

Th Click here to enter text. FClick here to enter text. Sa Click here to enter text. Su Click here to enter text.

**Agency Expectations** (Discuss the expectations regarding illness, holidays, personal time, make-up for lost time, notification and coverage during absences, etc.).

Discussion Completed: [ ] (please check)

**Supervision:** In addition to the supervision that takes place during day-to-day agency and internship activities, students are expected to receive at least 1 hour per week of individual, face-to-face supervision with their primary field instructor.

Supervision Day/Time: Click here to enter text.

**NASW Code of Ethics:**  I acknowledge that I have received a copy of the NASW Code of Ethics, NASW Standards for Cultural Competency, and NASW Standards for Technology. I have reviewed these documents and will address any questions or concerns that I have with the Field Coordinator and/or my Field Supervisor. Click here to enter text. (student initials and date)

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**Instructions for Students:**

**This learning contract is based on competencies students are expected to demonstrate upon completion of their internship. The field evaluation asks the field supervisor to evaluate skill development in each of these areas. Some learning objectives are closely related to each other and may be addressed with the same internship activities. The learning contract is a living document. Students and supervisors should refer to it each week in supervision, and update it as field activities change. If a student is interning for more than one semester, the learning contract should be updated at the beginning of each semester. The contract must be approved by the Field Coordinator at the beginning of every semester.**

**Students are advised to create a draft of their learning contract prior to asking their field supervisor to review it. Standard student outcomes are provided in each section, but students should modify them as needed and indicate additional outcomes that will help them to attain competency in each particular area. Once the student has created a solid draft, he or she should consult with his or her supervisor, make needed modifications, secure the supervisor’s signature, and upload a TYPED copy to the drop-box of D2L.**

**By the end of the internship, the student will have demonstrated competency in each of the following arenas of performance as a generalist social worker:**

| **STUDENT LEARNING OBJECTIVES** | Student Outcomes |
| --- | --- |
| ***Competency 1—Demonstrate Ethical and Professional Behavior.***1. 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.
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
3. Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication.
4. Use technology ethically and appropriately to facilitate practice outcomes.
5. Use supervision and consultation to guide professional judgment and behavior
 | * Student adheres to the NASW Code of ethics, & NASW standards for technology and cultural competency.
* Student maintains appropriate boundaries with clients

and colleagues.* Student demonstrates professionalism in behavior, appearance, and communication in seminar and internship.
* Student makes ethical decisions by recognizing and applying relevant laws and regulations.
* Student meets and consults with field supervisor and other colleagues appropriately to obtain feedback on performance, reflect on internship progress, and to identify strategies to improve practice.

Click here to enter text. |
| ***Competency 2—Engage in Diversity and Difference in Practice.***1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
2. Present themselves as learners and engage clients and constituencies as experts of their own experiences.
3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
 | * Student understands and articulates how various elements of diversity impact clients’ lives and the practice of social work.
* Student demonstrates the ability to work effectively with diverse groups.
* Student engages in self-reflection regarding personal biases, minimizing their influence on practice.

Click here to enter text. |
| ***Competency 3—Advance Human Rights and Social, Economic, and Environmental Justice.***1. Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
2. Engage in practices that advance social, economic, and

environmental justice. | * Student identifies the history, or potential for, oppression and discrimination in their particular client/agency context.
* Student advocates for human rights and social and environmental justice.
* Student engages in practices that advance social, economic, and environmental justice.

Click here to enter text. |
| ***Competency 4—Engage in Practice-informed Research and Research-Informed Practice***1. Use practice experience and theory to inform scientific inquiry and research.
2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
3. Use and translate research findings to inform and improve practice, policy, and service delivery.
 | * Student considers how scientific inquiry may be used to address questions that arise in practice.
* Student understands and analyzes the research used to inform practice in their particular client/agency context.
* Student utilizes current research and critical thinking skills for knowledge development and practice applications

Click here to enter text. |
| ***Competency 5—Engage in Policy Practice***1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery and access to social services.
2. Assess how social welfare and economic policies impact the delivery of and access to social services.
3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
 | * Student identifies agency, local, state, and federal policies that influence the provision of services.
* Student identifies policy action that promotes human rights and justice.
* Student collaborates for effective policy action/change.

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| ***Competency 6—Engage with Individuals, Families, Groups, Organizations, and Communities***1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
2. Use empathy, reflection, and interpersonal skills to

effectively engage diverse clients and constituencies. | * Student identifies and utilizes strategies to engage diverse clients, colleagues, and community partners to advance practice effectiveness.
* Student develops rapport, conveys empathy, and utilizes effective interpersonal skills with clients and constituencies.
* Student uses reflection to effectively engage diverse clients/client systems and constituencies.
* Student develops relationship building skills with diverse clients and colleagues.

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| ***Competency 7—Assess Individuals, Families, Groups, Organizations, and Communities.***1. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
2. 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.
3. Develop mutually agreed-on intervention goals and

objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.1. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
 | * Student demonstrates skill in collecting, organizing, and making sense of client information.
* Student is able to assess client strengths and limitations.
* Student collaborates with clients to develop goals and objectives.
* Student understands and utilizes different methods of assessment to advance practice with clients and community partners.
* Student utilizes the strengths perspective in addressing client and/or agency needs and challenges.
* Student is able to select an appropriate intervention with a client based on their identified needs and goals.

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| ***Competency 8—Intervene with Individuals, Families, Groups, Organizations, and Communities***.1. Critically choose and implement interventions to achieve goals and enhance capacities of clients and constituencies.
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
5. Facilitate effective transitions and endings that advance mutually agreed-on goals.
 | * Student demonstrates awareness of the social service network and connects clients and families to community resources.
* Student applies knowledge of human behavior and the social environment in interventions with clients/client systems and constituencies.
* Student is able to negotiate, mediate, and advocate with and on behalf of diverse clients.
* Student demonstrates skill in ending client relationships in a professional way.
* Student effectively participates in interdisciplinary team work.

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| ***Competency 9—Evaluate Practice with Individuals, Families, Groups, Organizations and Communities.***1. Select and use appropriate methods for evaluation of outcomes.
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.
 | * Student demonstrates skill in evaluating intervention effectiveness.
* Student assists agency in data collection or other formal methods of evaluating program/agency outcomes.
* Student processes client interventions to evaluate ways service delivery could be improved.
* Student utilizes the strengths perspective to evaluate client achievement of goals and agency service delivery.

Click here to enter text. |

**SIGNATURES**

**Student:** Click here to enter text. **Date:** Click here to enter text.

**Primary Field Instructor:** Click here to enter text. **Date:** Click here to enter text.

**Field Coordinator:** Click here to enter text. **Date:** Click here to enter text.