**STOCKTON UNIVERSITY**

**SOCIAL WORK PROGRAM**

## MSW CONCENTRATION/ADVANCED YEAR FIELD LEARNING CONTRACT

**SOWK 5903-Fall/5904-Spring**

**Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Field Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SOWK 5903\_\_\_\_\_\_\_\_\_\_ / SOWK 5904\_\_\_\_\_\_\_\_\_\_\_\_\_(Check One)**

**Agency: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***Instructions:*** The field learning contract is a tool used to facilitate the student’s learning process. It provides a foundation for the learning experience to achieve learning outcomes of the Social Work Program’s Curriculum. Field learning objectives and learning activities provided by the field agency should be clearly stated and integrated in the process of developing this agreement. The intended result of developing this contract is mutual clarity and consensus among all educational partners (student, field instructor, social work program, and field agency) regarding responsibilities, tasks, and processes to achieve specified learning outcomes. Consequently, the field learning contract helps to set boundaries for the student and serves as the basis for evaluation of the student performance. It should be used to insure that the Social Work Program’s educational objectives for the field experience are met.

The student and field instructor should meet at the beginning of the semester to discuss agency expectations for student interns, outcomes expected by the Social Work Program, field learning objectives, and agency-based learning assignments. All students are required to receive an orientation to their field agency that includes topics of confidentiality and safety as well as an hour of weekly supervision. These learning experiences should be incorporated in the learning contract. Over the course of the semester, it is suggested that the learning contract be continuously reviewed in supervision to assess the student’s progress toward achieving the specified competencies. The learning contract completion date and signatures of the student, field instructor, and Coordinator of Field are requested to reflect a mutual process and agreement between all parties in developing this document. The completed learning contract should be turned in to the Field Coordinator no later than the 2nd field seminar class. Please contact the Field Coordinator for assistance in completing this form if needed.

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| **Competencies and Practice Behaviors (the student will be able to..)**  | **Learning Activities (the student will achieve this by….)** *Must be measurable* | **Target Date** |
| **Competency 1: Identify as a social worker and conduct self accordingly** |  |
| Advanced Practice Behavior 1: Advocate for increased access to social services, especially for marginalized groupsAdvanced Practice Behavior 2: Demonstrate personal reflection, self-awareness, self-correction, and comfort about different customs and worldviews in social work practiceAdvanced Practice Behavior 3: Use supervision and consultation appropriate to autonomous practice with diverse individuals, families and communities |  |  |
| **Competency 2: Apply social work ethical principles to guide professional practice** |  |
| Advanced Practice Behavior 4: Apply ethical guidelines to complex ethical dilemmas involving diverse individuals, families, and communities to arrive at ethically-informed decisionsAdvanced Practice Behavior 5: Address barriers to ethical practice in human service policies, programs, and organizations, especially in relation to issues of diversity |  |  |
| **Competency 3: Apply critical thinking to inform and communicate professional judgments** |  |
| Advanced Practice Behavior 6: Use current research and practice wisdom critically to evaluate and implement models of assessment, prevention, intervention, and evaluation appropriate for practice with diverse individuals, families, and communitiesAdvanced Practice Behavior 7: Demonstrate culturally sensitive oral and written communication with individuals, families, groups, organizations, communities and colleagues |  |  |
| **Competency 4: Engage diversity and difference in practice** |  |
| Advanced Practice Behavior 8: Identify specific personal biases and/or cultural structures and values that may oppress, marginalize, alienate or create or enhance privilege and powerAdvanced Practice Behavior 9: Integrate an understanding of how difference shapes the life experiences and behaviors of individuals, families, and communities into practice approaches with diverse individuals, families, and communities |  |  |
| **Competency 5: Advance human rights and social and economic justice** |  |
| Advanced Practice Behavior 10: Articulate the forms and mechanisms of oppression and discrimination that affect diverse individuals, families, and communitiesAdvanced Practice Behavior 11: Advocate for and work towards change in social policies when those policies fail adequately to protect human rights and advance social and economic justice for diverse individuals, families, and communitiesAdvanced Practice Behavior 12: Advocate for and work towards change in organizations and service delivery systems when they fail adequately to protect human rights and advance social and economic justice for diverse individuals, families, and communities |  |  |
| **Competency 6:  Engage in research-informed practice and practice-informed research** |  |
| Advanced Practice Behavior 13: Use practice experiences to formulate research questions relevant to diverse populations, and apply research skills to these questions Advanced Practice Behavior 14: Identify and evaluate current advances in evidence-based practice with diverse populations |  |  |
| **Competency 7: Apply knowledge of human behavior and the social environment** |  |
| Advanced Practice Behavior 15: Apply specialized theoretical perspectives creatively and with minimal direction in working with diverse individuals, families, and communitiesAdvanced Practice Behavior 16: Apply knowledge of biological, psychological, environmental, and social variables creatively and with minimal direction in working with diverse individuals, families, and communities |  |  |
| **Competency 8: Engage in policy practice to advance social and economic well-being and to delivery effective social work services** |  |
| Advanced Practice Behavior 17: Critically analyze and evaluate the impact of social policies on diverse communities, client systems, workers, and agenciesAdvanced Practice Behavior 18: Critically analyze, evaluate, and advocate for social policies that advance social well-being, while respecting the cultural values, norms, and behaviors of diverse individuals, families, and communities |  |  |
| **Competency 9: Respond to contexts that shape practice** |  |
| Advanced Practice Behavior 19: Continuously attend to the changing context in which social services are provided, paying particular attention to how effectively the needs of diverse populations are being addressed, providing leadership and advocating for changes as necessary |  |  |
| **Competency 10: (a) Engage, (b) assess, (c) intervene, and (d) evaluate with individuals, families, groups, organizations, and communities** |  |
| Advanced Practice Behavior 20: Apply knowledge of how diverse client systems seek helpAdvanced Practice Behavior 21: Apply understanding of language, communication, and other needs of diverse individuals, families, and communities in engaging client systemsAdvanced Practice Behavior 22 : Adopt a stance of “not knowing” with client systems in order to collaboratively discover culturally appropriate approaches to engagement of diverse individuals, families, and communitiesAdvanced Practice Behavior 23: Use knowledge of assessment models to develop and implement comprehensive assessments for use with diverse populationsAdvanced Practice Behavior 24: Empower client systems to engage in a collaborative process of developing culturally acceptable goals and outcomesAdvanced Practice Behavior 25: Work collaboratively with client systems to design and implement culturally appropriate interventionsAdvanced Practice Behavior 26 : Facilitate transitions and endings that meet the cultural needs of client systemsAdvanced Practice Behavior 27 : Using critical thinking, apply research methodologies to evaluate practice interventions with diverse individuals, families, and communities |  |  |

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Field Instructor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Coordinator of Field Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_