**STOCKTON UNIVERSITY SOCIAL WORK PROGRAM**

## MSW FOUNDATION YEAR (1st Year) FIELD LEARNING CONTRACT

**SOWK 5901-Fall/5902-Spring**

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

**Field Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SOWK5901\_\_\_\_\_\_\_\_\_\_ / SOWK 5902\_\_\_\_\_\_\_\_\_\_\_\_\_(Check One)**

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

***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 learning contract should be turned in to the Field Seminar Instructor no later than the 2nd Field Seminar Session.

|  |  |  |
| --- | --- | --- |
| **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** |  |
|  |  |
| Foundation Practice Behavior 1: Advocate for client access to the services of social work.Foundation Practice Behavior 2: Practice personal reflection and self-correction to assure continual professional development.Foundation Practice Behavior 3: Attend to professional roles and boundaries.Foundation Practice Behavior 4: Demonstrate professional demeanor in behavior, appearance, and communicationFoundation Practice Behavior 5: Engage in career-long learning.Foundation Practice Behavior 6: Use supervision and consultation.  |  |  |
| **Competency 2: Apply social work ethical principles to guide professional practice** |  |
| Foundation Practice Behavior 7: Recognize and manage personal values in a way that allows professional values to guide practice.Foundation Practice Behavior 8: Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/ International Association of Schools of Social Work Ethics in Social Work, Statement of Principles.Foundation Practice Behavior 9: Tolerate ambiguity in resolving ethical conflicts.Foundation Practice Behavior 10: Apply strategies of ethical reasoning to arrive at principled decisions. |  |  |
| **Competency 3: Apply critical thinking to inform and communicate professional judgments** |  |
| Foundation Practice Behavior 11: Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.Foundation Practice Behavior 12: Analyze models of assessment, prevention, intervention, and evaluation.Foundation Practice Behavior 13: Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues. |  |  |
| **Competency 4: Engage diversity and difference in practice** |  |
| Foundation Practice Behavior 14: Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and powerFoundation Practice Behavior 15: Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.Foundation Practice Behavior 16: Recognize and communicate their understanding of the importance of difference in shaping life experiences.Foundation Practice Behavior 17: View themselves as learners and engage those with whom they work as informants. |  |  |
| **Competency 5: Advance human rights and social and economic justice** |  |
| Foundation Practice Behavior 18: Understand the forms and mechanisms of oppression and discrimination.Foundation Practice Behavior 19: Advocate for human rights and social and economic justiceFoundation Practice Behavior 20: Engage in practices that advance social and economic justice |  |  |
| **Competency 6:  Engage in research-informed practice and practice-informed research** |  |
| Foundation Practice Behavior 21: Use practical experience to inform scientific inquiryFoundation Practice Behavior 22: Use research evidence to inform practice |  |  |
| **Competency 7: Apply knowledge of human behavior and the social environment** |  |
| Foundation Practice Behavior 23: Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluationFoundation Practice Behavior 24: Critique and apply knowledge to understand person and environment |  |  |
| **Competency 8: Engage in policy practice to advance social and economic well-being and to delivery effective social work services** |  |
| Foundation Practice Behavior 25: Analyze, formulate, and advocate for policies that advance social well-beingFoundation Practice Behavior 26: Collaborate with colleagues and clients for effective policy action |  |  |
| **Competency 9: Respond to contexts that shape practice** |  |
| Foundation Practice Behavior 27: Continuously discover, appraise and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant servicesFoundation Practice Behavior 28: Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services |  |  |
| **Competency 10: (a) Engage, (b) assess, (c) intervene, and (d) evaluate with individuals, families, groups, organizations, and communities** |  |
| Foundation Practice Behavior (a)29: Substantively and affectively prepare for action with individuals, families, groups, organizations, and communitiesFoundation Practice Behavior (a) 30: Use empathy and other interpersonal skillsFoundation Practice Behavior (a) 31: Develop a mutually agreed-on focus of work and desired outcomes Foundation Practice Behavior (b) 32: Collect, organize, and interpret client dataFoundation Practice Behavior (b) 33: Assess client strengths and limitationsFoundation Practice Behavior (b) 34: Develop mutually agreed-on intervention goals and objectivesFoundation Practice Behavior (b) 35: Select appropriate intervention strategiesFoundation Practice Behavior (c) 36: Initiate actions to achieve organizational goalsFoundation Practice Behavior (c) 37: Implement prevention interventions that enhance client capacitiesFoundation Practice Behavior (c) 38: Help clients resolve problemsFoundation Practice Behavior (c) 39: Negotiate, mediate, and advocate for clientsFoundation Practice Behavior (c) 40: Facilitate transitions and endingFoundation Practice Behavior (d) 41: Critically analyze, monitor and evaluate interventions |  |  |

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

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

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

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

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

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