

Midwestern State University  
Social Work Program  
Field Practicum

**UNDERGRADUATE LEARNING CONTRACT**

FACE SHEET

Student Name Printed: \_\_\_\_\_ E-mail: \_\_\_\_\_  
Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Field Instructor Agency Printed: \_\_\_\_\_ E-mail: \_\_\_\_\_  
Field Instructor Agency Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Field Coordinator Name Printed: \_\_\_\_\_ E-mail: \_\_\_\_\_  
Field Coordinator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Agency Name: \_\_\_\_\_  
Agency Address: \_\_\_\_\_  
Agency Phone: \_\_\_\_\_

Circle the Type of Field Placement:    Field I    Field II

Total Number of Clock Hours to be completed for this Semester: \_\_\_\_\_ hours

Semester and Year: \_\_\_\_\_

Weekly Supervision Schedule: \_\_\_\_\_  
(Day of week and time the student and the field instructor meet for supervision)

Weekly Field Schedule: \_\_\_\_\_  
(Days of week and times the student will be in the agency)

**NOTE:** Once the learning contract has been completed, the student, the field instructor and the field liaison must sign the face sheet. The learning contract should be completed and in the hands of the field liaison by the due date noted on the field placement calendar. The field liaison will forward the original contract to the field instructor at a later time.

Day and time that Field Instructor and student will meet each week:

Record your class and field schedule here:

This contract includes opportunities for learning about organizational structure and function, gaining experience in problem solving with micro and macro systems and functioning as a change agent. Included are all system levels (social work with individuals, families, groups, organizations, and communities) and weekly review of student documentation (journals and agency documentation).

Field Instructor responsibilities are ongoing and include: reviewing copies of relevant course syllabi from the student in order to become familiar with the curriculum; providing relevant agency reading materials; providing opportunities for role play to examine skills and feelings; helping the student arrange for attendance at board and community meetings; providing weekly uninterrupted supervision (review and discuss records, journals, and process recordings submitted by the student). Goals common to all assignments are that students shall: take responsibility for own learning and for professional development, adhere to client confidentiality, respect clients and client systems, be aware of personal biases and limitations, be open to constructive criticism, strive to connect theory to practice, strive for professional self-awareness and development of a professional self, and attend time management (including organization and prioritization of workload).

All activities of student and Field Instructor shall comply with the NASW Code of Conduct and with the Social Work Licensing laws that apply.

Hours required: minimum of 400 (15 hours per week for 14 weeks each semester).

\_\_\_\_\_  
Field Instructor Agency Signature

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



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

Social workers:

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

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

Social workers:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
  
- b. 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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**Competency 4: Engage in Practice-Informed Research and Research-Informed Practice**

Social workers:

- a. apply research findings to inform and improve practice, policy, and programs; and
- b. 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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**Competency 5: Engage in Policy Practice**

Social workers:

- a. 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
- b. 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**

Social workers:

- a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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