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
Learning Contract

**Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers:

a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;

b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;

c. use technology ethically and appropriately to facilitate practice outcomes; and

d. use supervision and consultation to guide professional judgment and behavior.
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.
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.
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.
**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.
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.
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers:

a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and

b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers:

a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and

b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies

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

Social workers:

a. select and use culturally responsive methods for evaluation of outcomes; and

b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

__________________________________ _________________________
Student     Date

__________________________________   __________________________
Field Instructor Agency   Date

__________________________________ __________________________
Social Work Field Coordinator   Date