

Colorado State University Pueblo

LEARNING CONTRACT

Student name: _____

Agency: _____

Field instructor: _____

Field Liaison: _____

(Include signatures below)

- SW 488 MIDTERM GRADE: _____ DATE: _____
FIELD INSTRUCTOR _____ FACULTY LIAISON _____ STUDENT _____
- SW 488 FINAL GRADE: _____ DATE: _____
 - Student has completed _____ field placement hours.FIELD INSTRUCTOR _____ FACULTY LIAISON _____ STUDENT _____
- SW 489 MIDTERM GRADE: _____ DATE: _____
 - Student has completed _____ field placement hours.FIELD INSTRUCTOR _____ FACULTY LIAISON _____ STUDENT _____
- SW 489 FINAL GRADE: _____ DATE: _____
FIELD INSTRUCTOR _____ FACULTY LIAISON _____ STUDENT _____

Learning Goal	Assignment	Evaluation			
1. Description of student's field assignment; identification of learning opportunities available to student; must include micro, mezzo, and macro opportunities		0 NA	1 Doesn't meet Expectations	2 Meets Expectations	3 Exceeds Expectations
2. Competency 1: Demonstrate Ethical and Professional Behavior Practice Behaviors are: <ul style="list-style-type: none"> • 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; • use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; • demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; • use technology ethically and appropriately to facilitate practice outcomes; and • use supervision and consultation to guide professional judgment and behavior. 	<p>Examples:</p> <ol style="list-style-type: none"> 1. explain the laws related to placement 2. journal about practice experiences and value stretches/challenges 3. present educational seminar to staff 4. use computerized program to establish goals/write case notes 5. maintain weekly supervisory sessions and come prepared with a list of ideas/issues to discuss 	0 NA	1 Doesn't meet Expectations	2 Meets Expectations	3 Exceeds Expectations
3. Competency 2: Engage Diversity and Difference in Practice. Practice behaviors are: <ul style="list-style-type: none"> • apply and communicate understanding 	<ol style="list-style-type: none"> 1. use diversity to explain experiences in social history 	<ol style="list-style-type: none"> 1. Evaluated by supervisor Outcome: 2. Evaluated by seminar instructor. Outcome: 3. Evaluated by supervisor and attendees. Outcome: 4. Evaluated by supervisor/others. Outcome: 5. Evaluated by supervisor. Outcome: 			

<p>of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</p> <ul style="list-style-type: none"> • present themselves as learners and engage clients and constituencies as experts of their own experiences; and • apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. 	<p>2. be open to learning about “the other” through practice experiences</p> <p>3. journal about biases or values that emerge in practice with diverse clients and constituencies</p>	<p>2. Observed by supervisor/others. Outcome:</p> <p>3. Evaluated by seminar instructor. Outcome:</p>
<p>4. Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice. Practice behaviors are:</p> <ul style="list-style-type: none"> • apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and • engage in practices that advance social, economic, and environmental justice. 	<p>1. identify areas where clients may be challenged to access services</p> <p>2. develop an advocacy plan to address inconsistencies in service delivery</p>	<p>1. Evaluated by supervisor/others. Outcome:</p> <p>2. Evaluated by supervisor. Outcome:</p>
<p>5. Competency 4: Engage In Practice-informed Research and Research-informed Practice. Practice behaviors are:</p> <ul style="list-style-type: none"> • use practice experience and theory to inform scientific inquiry and research • apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and • use and translate research evidence to inform and improve practice, policy, and service delivery. 	<p>1. identify an area of practice that emerges as an interest and examine 5 scholarly articles that address evidence-based practice.</p> <p>2. write a 5-page paper using the scholarly articles to shape the way that you would engage with similar clients in the future</p>	<p>1. Evaluated by seminar instructor. Outcome:</p> <p>2. Evaluated by seminar instructor. Outcome:</p>
<p>6. Competency 5: Engage in Policy Practice. Practice behaviors are:</p> <ul style="list-style-type: none"> • Identify social policy at the local, state, and federal level that impacts well-being, 	<p>1. identify the specific policy that impacts your placement.</p>	<p>1. Evaluated by supervisor. Outcome:</p>

<p>service delivery, and access to social services;</p> <ul style="list-style-type: none"> • assess how social welfare and economic policies impact the delivery of and access to social services; • apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. 	<p>2. find gaps or overlaps in service delivery or access to services at your placement.</p> <p>3. identify ways that policy can be changed so that service delivery can be improved.</p>	<p>2. Evaluated by supervisor. Outcome:</p> <p>3. Evaluated by supervisor. Outcome:</p>
<p>7. Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities. Practice behaviors are:</p> <ul style="list-style-type: none"> •apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and •use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. 	<p>1. practice engagement skills with clients at all three levels of intervention.</p> <p>2. assess your level of empathy and use of interpersonal skills and abilities to engage clients at all levels; identify areas to grow.</p>	<p>1. Evaluated by supervisor. Outcome:</p> <p>2. Evaluated by self and supervisor. Outcome:</p>
<p>8. Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities. Practice behaviors are:</p> <ul style="list-style-type: none"> •collect and organize data, and apply critical thinking to interpret information from clients and constituencies; •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; •develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and 	<p>1. do an assessment of clients at all levels of intervention</p> <p>2. choose a theory to use in assessment</p> <p>3. develop goals using the theory chosen.</p>	<p>1. Evaluated by supervisor and seminar instructor. Outcome:</p> <p>2. Evaluated by supervisor and seminar instructor. Outcome:</p> <p>3. Evaluated by supervisor and seminar instructor. Outcome:</p>

<ul style="list-style-type: none"> •select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. 	4. develop action plan using the theory and knowledge gained from engagement and assessment.	4. Evaluated by supervisor and seminar instructor. Outcome:
9. Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities. Practice behaviors are: <ul style="list-style-type: none"> •critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; •apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; •use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; •negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and •facilitate effective transitions and endings that advance mutually agreed-on goals. 	1. implement goals. 2. using knowledge gained and theory, assess value and probable success of interventions chosen. 3. consult with supervisor and/or peers to plan intervention implementation. 4. assess plan for fit with client diversity. 5. plan for termination.	1. Evaluated by supervisor. Outcome: 2. Evaluated by supervisor. Outcome: 3. Evaluated by supervisor/others. Outcome: 4. Evaluated by supervisor. Outcome: 5. Evaluated by supervisor. Outcome:
10. Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities. Practice behaviors are: <ul style="list-style-type: none"> •select and use appropriate methods for evaluation of outcomes; •apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; •critically analyze, monitor, and evaluate intervention and program processes and outcomes; and 	1. develop outcome measures. 2. choose type of measure (quantitative/qualitative, GAS, Likert, client self-report from journal, etc.) 3. evaluate outcomes using at least 2 measures.	1. Evaluated by supervisor. Outcome: 2. Evaluated by supervisor. Outcome: 3. Evaluated by supervisor. Outcome:

<p>•apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>	<p>4. use evidence to evaluate practice, identifying areas of strength and growth areas.</p>	<p>Evaluated by self and supervisor. Outcome:</p>
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