

SPRINGFIELD COLLEGE SCHOOL OF SOCIAL WORK

CONCENTRATION YEAR LEARNING CONTRACT

RULES OF PROFESSIONAL CONDUCT FOR ALL STUDENTS IN FIELD PRACTICUM EXPERIENCES REQUIRED BY SPRINGFIELD COLLEGE

- I. Student interns shall behave in a legal, ethical, and moral manner in the conduct of their Field Practicum Experience, maintaining both a personal and professional integrity, and avoiding any actions or involvement in procedures not approved by qualified supervisors which would cause harm to others.
- II. Student interns will understand their responsibilities and practice within the limits of their defined roles, training, and competencies as defined and approved in the Affiliation Agreement. They shall be expected to adhere to all agreed upon requirements with regard to attendance, required clock hours, and performance of duties as contracted or amended.
- III. Student interns shall respect the integrity and protect the welfare of the individuals and the groups with whom they work. They shall not misrepresent their roles or competencies to agency staff, clients, patients, or others. Professional concerns or problems with others shall be discussed with the agency or faculty advisor.
- IV. Student interns shall, at all times, respect the confidentiality of information about clients or patients in the course of their Field Practicum Experience. They also shall be aware of agency policies or guidelines relating to research or training with human subjects.
- V. Student interns will avoid undertaking any activity in which competency, personal problems, or conflicts of understanding are likely to lead to inadequate performance. If, or when, such a situation arises, they shall seek Field Supervisor or Faculty Advisor assistance to determine the appropriate course of action.
- VI. Student interns acknowledge having read the NASW Code of Ethics, the current Field Practicum Manual, and the current Student Handbook of Policies and Procedures.

I fully understand and agree to abide by these rules of professional conduct for students in a Field Practicum Experience.

Signed and witnessed on this date: _____

Field Practicum Student

Field Supervisor (witness)

The Learning Contract is developed by student and Field Supervisor in consultation with Faculty Advisor as needed. Completed and signed by Field Supervisor and student not later than Friday, September 23.

- To be provided to Faculty Advisor for review and signature at Fall Site Visit. Attach additional pages if needed

**DO NOT REMOVE THE LEARNING CONTRACT FROM
THE FIELD PRACTICUM WORKBOOK**

It is strongly recommended that students and Field Supervisors make copies for their own use and records

Student Name: _____

Weekday Program _____ Weekend Program _____ Employment-Based Practicum _____

Agency Name: _____

Address: _____ City: _____ State: _____

Field Supervisor: _____ Telephone: _____

Learning Contract Period: Begin _____ End _____ (Dates practicum is expected to begin and end)

REGULAR SCHEDULE OF PRACTICUM HOURS:

	Monday	Tuesday	Wednesday	Thursday	Friday	Other
AM	_____	_____	_____	_____	_____	_____
PM	_____	_____	_____	_____	_____	_____

Weekly supervision session is scheduled for: _____

BRIEF DESCRIPTION OF FIELD PRACTICUM ACTIVITIES AND RESPONSIBILITIES:

Size of Direct Service Caseload:

(Typically expected to be four to five individual cases or families. Caseload size will vary, depending on agency mission, complexity of cases, type of service provided, number of groups student is assigned, and other factors.)

Learning Contract Information and Signatures

- The Learning Contract details the areas of skill development expected of the student in the field practicum experience. Please read the content carefully and note the learning activities that will be used to assure students have practiced and acquired the requisite skills.
- The Learning Contract should be made available to the Faculty Advisor for use during site visits to monitor learning and progress in skill development. An approval and signature from the Faculty Advisor is needed at the time of the first site visit.
- The completed and signed Learning Contract (retained in the Field Practicum Workbook) along with the completed and signed evaluations for that semester must be present in the workbook at the conclusion of each semester in order for the student to receive grades for the field practicum experience from the Faculty Advisor.
- Renegotiation of portions of the Learning Contract may be initiated by any party, but changes must be agreed upon by all parties. Changes must be in writing and signed by all parties prior to implementation. See Learning Contract Supplement/Amendment for guidelines (last page of Learning Contract). Additional information may be documented as needed.


SIGNATURES:

“I agree to/approve the provisions that follow in this Learning Contract...”

Field Practicum Student **Date**

Field Supervisor **Date**

Faculty Advisor **Date**

 **Date(s) of student’s orientation to the agency, including safety policies and protocols and sexual harassment policies, as well as other relevant policies or training, such as addressing hazardous materials:**

TRAINING :	DATES:

Signed by Field Supervisor: _____

Signed by Student: _____

CONCENTRATION YEAR

Concentration Year Field Experience Component #1:

Direct Service with Individuals, Families, and Groups – Increased Complexity:

The student demonstrates effective advanced generalist social work practice skills with clients with complex needs utilizing, resources and interventions relevant to a range of client systems.

Springfield College Mission: Spirit, Mind, Body

College Mission Emphasis: Helping Professions and Service to Humanity

School of Social Work Mission Emphases: Meeting universal human needs, mutually beneficial interaction between individuals and societal systems at all levels, economic and social justice, dignity and human rights.

The Council on Social Work Education (CSWE) has established standards for social work education. This component reflects the concentration year curriculum content described in the CSWE's 2008 Educational Policy and Accreditation Standards (EPAS). The Springfield College School of Social Work developed concentration year practice behaviors associated with each competency that reflect the Advanced Generalist orientation of the school's curriculum. CSWE competencies are noted on field syllabi as EPAS. For additional reference, please see the *Student Handbook*.

The following CSWE EPAS competencies are reflected in Component #1: Direct Service with Individuals, Families, and Groups — Increased Complexity.

Students will ...

- 1. Identify with the social work profession and behave professionally. Practice behaviors associated with this competency:**
 - Adhering to professional roles and boundaries
 - Articulating the mission of social work to multiple constituencies
 - Modeling professional demeanor in behavior and communications
 - Employing (modeling) conscious use of self, self-reflection, self-monitoring, and self-correction in practice
(Educational Policy and Accreditation Standards [EPAS] 2.1.1)
- 2. Apply social work ethical principles to guide professional practice. Practice behaviors associated with this competency:**
 - Conducting oneself ethically and engage in ethical decision-making using different approaches and strategies, e.g. moral reasoning, cultural perspective, professionalism in research and practice.
 - Articulating and advocating social work values and ethics among interdisciplinary situations and settings.
 - Applying appropriate social work values to resolve ethical issues.
(EPAS 2.1.2)
- 3. Apply critical thinking to inform and communicate professional judgments. Practice behaviors associated with this competency:**
 - Critically evaluating various strategies for assessment and intervention.
 - Differentially selecting and implementing strategies for assessment and intervention.
 - Analyzing and communicating professional judgments, reasoning, and process in practice.

- Producing practice-ready presentations and documents that could include case presentations, journal articles, grant applications, legislative brief/summary(ies).
 - Effectively communicating challenges to existing paradigms.
(EPAS 2.1.3)
- 4. Engage diversity and difference in practice. Practice behaviors associated with this competency:**
- Transforming one's behavior in response to a recognition of one's biases based in difference and culture.
 - Recognizing and describing the impact of culture and diversity on one's personal and professional behavior.
 - Modifying and adapting mainstream interventions to meet needs of diverse populations and that challenge oppression.
 - Applying an understanding of privilege and power within an anti-oppressive practice.
 - Actively promoting opportunities for diverse perspectives and participating of diverse constituents.
(EPAS 2.1.4)
- 5. Promote human rights and social justice. Practice behaviors associated with this competency:**
- Embracing the obligation to advance human rights and fostering social and economic justice.
 - Incorporating an understanding of regional and global interconnections of oppression and applying this understanding to social work practice.
 - Engaging in practices that advance social and economic justice.
 - Engaging in community collaborations that foster social and economic justice and social change.
 - Taking action to redress mechanisms of oppression and discrimination.
(EPAS 2.1.5)
- 7. Apply knowledge of human behavior and the social environment. Practice behaviors associated with this competency:**
- Demonstrating knowledge of a wide range of human behavior theories and conceptual frameworks into practice at all levels.
 - Translating empirically-supported human behavior theories and conceptual frameworks into practice at all levels.
 - Critically evaluating human behavior theories and conceptual frameworks when applied to cultural groups and varied population subgroups.
 - Examining the impact of environments on social work practice.
(EPAS 2.1.7)
- 9. Respond to and shape an ever-changing professional context. Practice behaviors associated with this competency:**
- Building necessary coalitions in response to contextual changes.
 - Taking leadership in social, organizational, and community change activities that create humane and just societies.
 - Building sustainable strategies for communities and social programs.
(EPAS 2.1.9)
- 10. Engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities. Practice behaviors associated with this competency:**
- Demonstrating practice autonomy in activities that may include the following behaviors:
 - Using empathy and other interpersonal skills
 - Implementing a mutually agreed upon focus of work and desired outcome
 - Collecting, organizing, and interpreting client data
 - Developing mutually agreed on intervention goals and competencies
 - Selecting appropriate intervention strategies

- Implementing prevention interventions that enhance client capacities
- Assisting clients to resolve problems
- Negotiating, mediating, and advocating for client systems
- Facilitating transitions and endings
- Critically analyzing, monitoring, and evaluating interventions
- Assessing, intervening, and evaluating complex problems with systems of all sizes and types.
- Demonstrating one's ability to move a client system through the practice intervention process.
- Identifying the range of legalities and/or legal risks that may exist for a client or client system that may be considering accessing social services.
- Synthesizing and applying a broad range of interdisciplinary knowledge and skills consistent with current evidence informed practice.
(EPAS 2.1.10)

Specific Conditions for Learning/Means of Assessment:

As part of the Learning Contract consider carefully what will be used to assess student competence in the areas above. Possible sources include:

Supervision discussions

Review of process recordings

Observation of student in practice with clients

Observation of student interacting with colleagues

Observation of student in groups of colleagues, such as team meetings

Observation of student presentations in agency or community contexts

Review of paperwork and/or reports completed by the student

Reports from colleagues

Results from a project taken on by the student

Other sources

Two parts are required:

A. Direct Service With Individuals and/or Families

B. Direct Service With Client Helping Groups

A. Direct Service with Individuals and/or Families

Student will have the opportunity to engage in advanced direct social work services with individuals and/or families. The number of individuals and/or families with whom the student will be able to engage is four to five. More advanced/psycho-social assessments and development of appropriate interventions strategies are also expected in the Concentration Year.

In recognition of the nature of agency services and the individual learning needs of the student, this number of individuals/families may be reached over the course of the first semester, then maintained at four to five cases for the remainder of the internship.

Complex client needs may necessitate a lower number of cases being addressed by the student. (See End of Semester Evaluations for detailed outcome expectations.)

Please describe the client population with whom the student will be engaged:

Please describe the practice behaviors, activities, and assignments that will provide evidence of movement toward mastery of expected competencies:

Estimated number of hours per week the student will be engaged in this field component: _____. Minimum expected by school is: **160 hours** for total internship (for Component #1 both parts A and B) of the required 600 hours.

B. Direct Service with Client Helping Groups

Student will have the opportunity to engage in direct social work services with client helping groups. The student must facilitate or co-facilitate a minimum of one group.

In recognition of the nature of agency services and the individual learning needs of the student, this minimum of one client helping group may be reached over the course of the first semester, then maintained at a minimum of one group for the remainder of the internship. (See End of Semester Evaluations found in the Student's Field Practicum Workbook for detailed outcome expectations.)

Please describe the Client Helping Groups with whom the student will be engaged:

Please describe the practice behaviors, activities, and assignments that will provide evidence of movement toward mastery of expected competencies:

Estimated number of hours per week the student will be engaged in this field component: _____. Minimum expected by school is: **160 hours** for total internship (for Component #1 both parts A and B) of the required 600 hours.

Concentration Year Field Education Expectations for Successful Completion of

Field Experience Component #1. The student demonstrates effective advanced social work practice skills with clients with complex needs utilizing resources and interventions relevant to a range of client systems as evidenced by:

1. Practice with four to five individuals and/or families, who are different from the student in race, background, personality, sexual orientation, socio economic status, or other ways. (EPAS 2.1.1, 2.1.2, 2.1.4 and 2.1.10)
2. Addressing a range of client circumstances and systems through engagement in challenging relationship-building and specialized counseling skills. (EPAS 2.1.3, 2.1.7, 2.1.10)
3. Engagement in autonomous professional judgment and decision making in:
 - a. Assessment
 - b. Treatment planning
 - c. Crisis intervention
 - d. Referrals
 - e. Client advocacy
 - f. Addressing complex situations and the needs of diverse clients. (EPAS 2.1.3, 2.1.7, 2.1.10)
4. Carrying out multi-level interventions using a strengths perspective. (EPAS 2.1.3, 2.1.5, 2.1.7, 2.1.10)
5. Accessing and negotiating large systems. (EPAS 2.1.2, 2.1.9, 2.1.10)
6. Planning and facilitation or co-facilitation of a minimum of one client-helping group comprised of clients with complex needs. (EPAS 2.1.4, 2.1.7, 2.1.10)
7. Completion of process recordings presented to supervisor weekly using individual, family, group or administrative meeting formats found in Field Manual Appendices. (EPAS 2.1.1, 2.1.2, 2.1.3, 2.1.7)
8. Production of and presentation to faculty advisor a minimum of two process recordings per semester that illustrate development of advanced generalist practice skills. (EPAS 2.1.1, 2.1.2, 2.1.3, 2.1.7)

If relevant, list other specific, direct practice behaviors, activities, and assignments related to working with clients with complex needs for the student during this practicum that will provide evidence of movement toward mastery of expected competencies:

**Concentration Year Field Experience Component #2:
Administrative Skills and Project:**

The student demonstrates an understanding of and ability to function at an advanced generalist level in agency, organizational, and larger service systems by addressing an organizational administrative need that will enhance the functioning of the host agency and services to clients.

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The Council on Social Work Education (CSWE) has established standards for social work education. This component reflects the concentration year curriculum content described in the CSWE's 2008 Educational Policy and Accreditation Standards (EPAS). The Springfield College School of Social Work developed concentration year practice behaviors associated with each competency that reflect the Advanced Generalist orientation of the school's curriculum. CSWE competencies are noted on field syllabi as EPAS. For additional reference, please see the *Student Handbook*.

The following CSWE EPAS competencies are reflected in Component #2: Administrative Skills and Project.

Students will ...

1. Identify with the social work profession and behave professionally. Practice behaviors associated with this competency:

- Adhering to professional roles and boundaries
- Articulating the mission of social work to multiple constituencies
- Modeling professional demeanor in behavior and communications
- Employing (modeling) conscious use of self, self-reflection, self-monitoring, and self-correction in practice
(Educational Policy and Accreditation Standards [EPAS] 2.1.1)

2. Apply social work ethical principles to guide professional practice. Practice behaviors associated with this competency:

- Conducting oneself ethically and engage in ethical decision-making using different approaches and strategies, e.g. moral reasoning, cultural perspective, professionalism in research and practice.
- Articulating and advocating social work values and ethics among interdisciplinary situations and settings.
- Applying appropriate social work values to resolve ethical issues.
(EPAS 2.1.2)

3. Apply critical thinking to inform and communicate professional judgments. Practice behaviors associated with this competency:

- Critically evaluating various strategies for assessment and intervention.
- Differentially selecting and implementing strategies for assessment and intervention.
- Analyzing and communicating professional judgments, reasoning, and process in practice.
- Producing practice-ready presentations and documents that could include case presentations, journal articles, grant applications, legislative brief/summary(ies).
- Effectively communicating challenges to existing paradigms.
(EPAS 2.1.3)

4. Engage diversity and difference in practice. Practice behaviors associated with this competency:

- Transforming one's behavior in response to a recognition of one's biases based in difference and culture.

- Recognizing and describing the impact of culture and diversity on one's personal and professional behavior.
- Modifying and adapting mainstream interventions to meet needs of diverse populations and that challenge oppression.
- Applying an understanding of privilege and power within an anti-oppressive practice.
- Actively promoting opportunities for diverse perspectives and participating of diverse constituents. (EPAS 2.1.4)

5. Promote human rights and social justice. Practice behaviors associated with this competency:

- Embracing the obligation to advance human rights and fostering social and economic justice.
- Incorporating an understanding of regional and global interconnections of oppression and applying this understanding to social work practice.
- Engaging in practices that advance social and economic justice.
- Engaging in community collaborations that foster social and economic justice and social change.
- Taking action to redress mechanisms of oppression and discrimination. (EPAS 2.1.5)

7. Apply knowledge of human behavior and the social environment. Practice behaviors associated with this competency:

- Demonstrating knowledge of a wide range of human behavior theories and conceptual frameworks into practice at all levels.
- Translating empirically-supported human behavior theories and conceptual frameworks into practice at all levels.
- Critically evaluating human behavior theories and conceptual frameworks when applied to cultural groups and varied population subgroups.
- Examining the impact of environments on social work practice. (EPAS 2.1.7)

9. Respond to and shape an ever-changing professional context. Practice behaviors associated with this competency:

- Building necessary coalitions in response to contextual changes.
- Taking leadership in social, organizational, and community change activities that create humane and just societies.
- Building sustainable strategies for communities and social programs. (EPAS 2.1.9)

10. Engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities. Practice behaviors associated with this competency:

- Demonstrating practice autonomy in activities that may include the following behaviors:
 - Using empathy and other interpersonal skills
 - Implementing a mutually agreed upon focus of work and desired outcome
 - Collecting, organizing, and interpreting client data
 - Developing mutually agreed on intervention goals and competencies
 - Selecting appropriate intervention strategies
 - Implementing prevention interventions that enhance client capacities
 - Assisting clients to resolve problems
 - Negotiating, mediating, and advocating for client systems
 - Facilitating transitions and endings
 - Critically analyzing, monitoring, and evaluating interventions
- Assessing, intervening, and evaluating complex problems with systems of all sizes and types.
- Demonstrating one's ability to move a client system through the practice intervention process.
- Identifying the range of legalities and/or legal risks that may exist for a client or client system that may be considering accessing social services.

- Synthesizing and applying a broad range of interdisciplinary knowledge and skills consistent with current evidence informed practice. (EPAS 2.1.10)

Specific Conditions for Learning/Means of Assessment:

As part of the Learning Contract consider carefully what will be used to assess student competence in the areas above. Possible sources include:

Supervision discussions

Review of process recordings

Observation of student in practice with clients

Observation of student interacting with colleagues

Observation of student in groups of colleagues, such as team meetings

Observation of student presentations in agency or community contexts

Review of paperwork and/or reports completed by the student

Reports from colleagues

Results from a project taken on by the student

Other sources _____

Student will have the opportunity to address an organizational administrative need that enhances the functioning of the host agency and services to clients.

In recognition of the nature of agency services and the individual learning needs of the student, this project can be conducted and accomplished over the course of two semesters. (See End of Semester Evaluations for detailed outcome expectations.)

Please briefly describe the Administrative Project and/or activities in which the student will be engaged: _____

Please describe the practice behaviors, activities, and assignments that will provide evidence of movement toward mastery of expected competencies:

Estimated number of hours per week the student will be engaged in this field Component: _____.

Minimum expected by school is: **160 hours** for total internship of the required 600 hours.

Expectations for Successful Completion of Field Experience Component #2.

The student demonstrates effective understanding of and ability to function at an advanced generalist level in agency, organizational, and larger service systems through addressing an organizational administrative need that will enhance the functioning of the host agency and services to clients, as evidenced by:

1. An understanding of the organization of the host agency. (EPAS 2.1.7, 2.1.8)
2. An understanding of the position of the host agency in the larger social service system. (EPAS 2.1.7, 2.1.8)

3. Negotiating the subsystems of the host agency and the larger social service system to bring about effective programs and services. (EPAS 2.1.1, 2.1.2, 2.1.9, 2.1.10)
4. Participating in administrative and team groups as an effective contributor and group member, also using the contributions of others. (EPAS 2.1.1, 2.1.2, 2.1.3, 2.1.4)
5. Recording administrative meetings and developing reports that reflect accurate group process and progress toward goals. (EPAS 2.1.1, 2.1.3, 2.1.8)
6. Applying theories of administration and supervision to selected agency functions (possibilities include program planning and education, staff development, client outcomes, and public outreach, among others relevant to the agency. (EPAS 2.1.2, 2.1.4, 2.1.5, 2.1.6, 2.1.8, 2.1.9, 2.1.10)
7. Promoting effective and humane operations in social work organizations and larger delivery systems for both clients and colleagues through effective use of self. (EPAS 2.1.2, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8)
8. Completion of process recordings presented to supervisor weekly using individual, family, group or administrative meeting formats found in Field Manual Appendices. (EPAS 2.1.1, , 2.1.2, 2.1.3, 2.1.7)
9. Production of and presentation to faculty advisor a minimum of two process recordings per semester that illustrate development of advanced generalist practice skills. (EPAS 2.1.1, , 2.1.2, 2.1.3, 2.1.7)

If relevant, list other specific, direct practice behaviors and activities related to administrative skills for the student during this practicum that will provide evidence of mastery of expected competencies:

Concentration Year Field Experience Component #3:

Development Toward Advanced Generalist Social Work Practice Competence

The student integrates knowledge of micro, mezzo, and macro systems, social work ethics, and effective use of self to engage in autonomous professional advanced generalist social work practice with client and social systems of all sizes, using the ecological model, person-in-environment, and the strengths perspective.

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College Mission Emphasis: Helping Professions and Service to Humanity

School of Social Work Mission Emphases: Prepare individuals to meet universal human needs in order to engender mutually beneficial interaction between individuals and societal systems at all levels, based on principles of economic and social justice, dignity and human rights.

The Council on Social Work Education (CSWE) has established standards for social work education. This component reflects the concentration year curriculum content described in the CSWE's 2008 Educational Policy and Accreditation Standards (EPAS). The Springfield College School of Social Work developed concentration year practice behaviors associated with each competency that reflect the Advanced Generalist orientation of the school's curriculum. CSWE

competencies are noted on field syllabi as EPAS. For additional reference, please see the *Student Handbook*.

The following CSWE EPAS competencies are reflected in Component #3: Development toward autonomous advanced generalist social work practice competence.

Students will ...

- 1. Identify with the social work profession and behave professionally. Practice behaviors associated with this competency:**
 - Adhering to professional roles and boundaries
 - Articulating the mission of social work to multiple constituencies
 - Modeling professional demeanor in behavior and communications
 - Employing (modeling) conscious use of self, self-reflection, self-monitoring, and self-correction in practice
(Educational Policy and Accreditation Standards [EPAS] 2.1.1)

- 2. Apply social work ethical principles to guide professional practice. Practice behaviors associated with this competency:**
 - Conducting oneself ethically and engage in ethical decision-making using different approaches and strategies, e.g. moral reasoning, cultural perspective, professionalism in research and practice.
 - Articulating and advocating social work values and ethics among interdisciplinary situations and settings.
 - Applying appropriate social work values to resolve ethical issues.
(EPAS 2.1.2)

- 3. Apply critical thinking to inform and communicate professional judgments. Practice behaviors associated with this competency:**
 - Critically evaluating various strategies for assessment and intervention.
 - Differentially selecting and implementing strategies for assessment and intervention.
 - Analyzing and communicating professional judgments, reasoning, and process in practice.
 - Producing practice-ready presentations and documents that could include case presentations, journal articles, grant applications, legislative brief/summary(ies).
 - Effectively communicating challenges to existing paradigms.
(EPAS 2.1.3)

- 4. Engage diversity and difference in practice. Practice behaviors associated with this competency:**
 - Transforming one's behavior in response to a recognition of one's biases based in difference and culture.
 - Recognizing and describing the impact of culture and diversity on one's personal and professional behavior.
 - Modifying and adapting mainstream interventions to meet needs of diverse populations and that challenge oppression.
 - Applying an understanding of privilege and power within an anti-oppressive practice.
 - Actively promoting opportunities for diverse perspectives and participating of diverse constituents.
(EPAS 2.1.4)

- 5. Promote human rights and social justice. Practice behaviors associated with this competency:**
 - Embracing the obligation to advance human rights and fostering social and economic justice.
 - Incorporating an understanding of regional and global interconnections of oppression and applying this understanding to social work practice.
 - Engaging in practices that advance social and economic justice.

- Engaging in community collaborations that foster social and economic justice and social change.
- Taking action to redress mechanisms of oppression and discrimination.
(EPAS 2.1.5)

7. Apply knowledge of human behavior and the social environment. Practice behaviors associated with this competency:

- Demonstrating knowledge of a wide range of human behavior theories and conceptual frameworks into practice at all levels.
- Translating empirically-supported human behavior theories and conceptual frameworks into practice at all levels.
- Critically evaluating human behavior theories and conceptual frameworks when applied to cultural groups and varied population subgroups.
- Examining the impact of environments on social work practice.
(EPAS 2.1.7)

9. Respond to and shape an ever-changing professional context. Practice behaviors associated with this competency:

- Building necessary coalitions in response to contextual changes.
- Taking leadership in social, organizational, and community change activities that create humane and just societies.
- Building sustainable strategies for communities and social programs.
(EPAS 2.1.9)

10. Engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities. Practice behaviors associated with this competency:

- Demonstrating practice autonomy in activities that may include the following behaviors:
 - Using empathy and other interpersonal skills
 - Implementing a mutually agreed upon focus of work and desired outcome
 - Collecting, organizing, and interpreting client data
 - Developing mutually agreed on intervention goals and competencies
 - Selecting appropriate intervention strategies
 - Implementing prevention interventions that enhance client capacities
 - Assisting clients to resolve problems
 - Negotiating, mediating, and advocating for client systems
 - Facilitating transitions and endings
 - Critically analyzing, monitoring, and evaluating interventions
- Assessing, intervening, and evaluating complex problems with systems of all sizes and types.
- Demonstrating one's ability to move a client system through the practice intervention process.
- Identifying the range of legalities and/or legal risks that may exist for a client or client system that may be considering accessing social services.
- Synthesizing and applying a broad range of interdisciplinary knowledge and skills consistent with current evidence informed practice.
(EPAS 2.1.10)

Specific Conditions for Learning/Means of Assessment:

As part of the Learning Contract consider carefully what will be used to assess student competence in the areas above. Possible sources include:

Supervision discussions

Review of process recordings

Observation of student in practice with clients

Observation of student interacting with colleagues

Observation of student in groups of colleagues, such as team meetings

Observation of student presentations in agency or community contexts

Review of paperwork and/or reports completed by the student

Reports from colleagues

Results from a project taken on by the student

Other sources _____

Student will have the opportunity to engage in social work practice experiences that will encourage development of advanced generalist social work skills and autonomous practices.

In recognition of the nature of agency services and the individual learning needs of the student, this field experience component should be interwoven throughout student assignments (See End of Semester Evaluations for detailed outcome expectations.)

Please describe the autonomous practice behaviors, activities, and assignments in which the student will be engaged (some may be repeated from Field Concentration Year Field Experience Components #1 and #2) that will provide evidence of movement toward mastery of expected competencies:

Note: Concentration Year Field Education Experience Component #3 should be interwoven throughout the internship hours.

Expectations for Successful Completion of Field Experience Component #3.

The student demonstrates movement toward autonomous professional practice as evidenced by:

1. Using supervision effectively and appropriately to enhance practice, develop greater self-awareness of practice, and move toward autonomous practices. (EPAS 2.1.1., 2.1.2., 2.1.3)
2. Basing social work practice interventions on social work values and the NASW Code of Ethics and an understanding of diverse client circumstances and situations and the multiple systems that comprise human experience, including social service systems and historical context. (EPAS 2.1.2, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.9)

3. Intervening and practicing using the ecological model, person-in-environment, and the strengths perspective in interactions with clients, colleagues, organizations, and larger systems. (EPAS 2.1.1, 2.1.7, 2.1.9, 2.1.10)
4. Intervening and practicing at a variety of systems' levels, including individual, family, helping groups, administrative groups, organizational, inter organizational, community, social, and larger systems levels. (EPAS 2.1.1, 2.1.3, 2.1.4, 2.1.5., 2.1.7, 2.1.8, 2.1.9, 2.1.10)
5. Seeking out opportunities for professional practice enhancement and advancement of advanced generalist skills. (EPAS 2.1.1, 2.1.3, 2.1.7, 2.1.9, 2.1.10)
6. Completion of process recordings presented to supervisor weekly using individual, family, group or administrative meeting formats found in Field Manual Appendices. (EPAS 2.1.1, 2.1.2, 2.1.3, 2.1.7)
7. Production of, and presentation to the faculty advisor, a minimum of two process recordings per semester that illustrate development of advanced generalist practice skills, as defined above. (EPAS 2.1.1, 2.1.2, 2.1.3, 2.1.7)

If relevant, list other specific, practice behaviors, activities, and assignments related to autonomous advanced generalist practice for the student during this practicum that will provide evidence of movement toward mastery of expected competencies:

**CONCENTRATION YEAR LEARNING CONTRACT
SUPPLEMENT/AMENDMENT TO LEARNING CONTRACT
(Optional or as needed)**

*Use this space to describe supplements to the contract.
Attach/insert additional sheets, as necessary.*

Additional Expectations:

Additional Conditions for Learning:

Additional Means of Assessment (Specific Practice Behaviors, Activities, and Assignments that Will Provide Evidence of Movement Toward Mastery of Expected Competencies):

Student's Signature

Date

Field Supervisor's Signature

Date

Faculty Advisor's Signature

Date