

SPRINGFIELD COLLEGE SCHOOL OF SOCIAL WORK

FOUNDATION 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 no later than 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**

(Students and/or Field Supervisors may want to make copies for their own use.)

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 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: _____

FOUNDATION YEAR

Foundation Year Field Experience Component #1A:

Direct Service with Individuals and Families – Client Engagement:

The student demonstrates effective social work engagement with clients and client systems, including assessment, beginning counseling, and referral skills.

1. 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 course reflects the foundation year curriculum content described in the CSWE's 2008 Educational Policy and Accreditation Standards (EPAS). 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 1A: Direct Service with Individuals and Families – Client Engagement.

Students will . . .

1. Identify as a professional social worker and conduct oneself accordingly. Practice behaviors associated with this competency:

- Advocating for client access to the services of social work
- Practicing personal reflection and self-correction to assure continual professional development
- Attending to professional roles and boundaries
- Demonstrating professional demeanor in behavior, appearance, and communication
- Engaging in career-long learning; and
- Using supervision and consultation.

(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:

- Adhering to the standards of one's license or credentials
- Recognizing and managing personal values in a way that allows professional values to guide practice
- Making ethical decisions by applying standards of the National Association of Social Workers Code of Ethics (1999) and, as applicable, of the International Federation of Social Workers/ International Association of School of Social Work Ethics in Social Work, Statement of Principles (2004)
- Tolerating ambiguity in resolving ethical conflicts
- Applying strategies of ethical reasoning to arrive at principled decisions.

(EPAS 2.1.2)

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

- Distinguishing, appraising and integrating multiple sources of knowledge, including research-based knowledge and practice wisdom
- Analyzing models of assessment, prevention, intervention and evaluation
- Demonstrating effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues.

(EPAS 2.1.3)

- 4. Engage diversity and difference in practice. Practice behaviors associated with this competency:**
 - Recognizing the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege or power
 - Gaining sufficient self-awareness to eliminate the influences of personal biases and values in working with diverse groups
 - Recognizing and communicating their understanding of the importance of differences in shaping life experiences
 - Viewing themselves as a learner and recognizing clients as the experts
(EPAS 2.1.4)

- 5. Promote human rights and social and economic justice. Practice behaviors associated with this competency:**
 - Understanding the forms and mechanisms of oppression and discrimination
 - Advocating for human rights and social and economic justice
 - Engaging in practices that advance social and economic justice.
(EPAS 2.1.5)

- 6. Engage in research-informed practice and practice-informed research. Practice behaviors associated with this competency:**
 - Using practice experience to inform scientific inquiry
 - Using research evidence to inform practice
(EPAS 2.1.6)

- 7. Apply knowledge of human behavior and the social environment. Practice behaviors associated with this competency:**
 - Using conceptual frameworks to guide the processes of assessment, intervention and evaluation
 - Critiquing and applying knowledge to understand person and environment.
(EPAS 2.1.7)

- 9. Respond to contexts that shape practice. Practice behaviors associated with this competency:**
 - Continually discovering, appraising and attending to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
 - Providing leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services
(EPAS 2.1.9)

- 10. Engage, assess, intervene and evaluate individuals, families, groups, organizations, and communities. Practice behaviors associated with this competency:**
 - Engagement
 - Substantively and affectively preparing for engagement with individuals, families, groups, organizations and communities
 - Using empathy and other interpersonal skills
 - Involving the client in goal-setting, focus of work and desired outcomes
 - Assessment
 - Collecting, organizing, and interpreting client data
 - Assessing client strengths and limitations
 - Developing mutually agreed on intervention goals and objectives
 - Selecting appropriate intervention strategies
 - Intervention
 - Initiating actions to achieve client and/or organizational goals and resolve problems
 - Implementing prevention interventions that enhance client capacities
 - Negotiating, mediating, and advocating for clients
 - Facilitating transitions and endings

- Evaluation
 - Critically analyzing, monitoring, and evaluating interventions. (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 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 4 – 5.

To reflect 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 4 – 5 cases for the remainder of the internship. (See End of Semester Evaluations for detailed outcome expectations.)

Please describe the client population with whom the student will be engaged and the sample responsibilities expected of the student: _____

Estimated number of hours per week the student will be engaged in this field experience component: _____. Minimum expected by school is: **160 hours** for total internship (for both Field Experience Components 1A and 1B) of the 450 hours.

Foundation Year Field Education Expectations for Successful Completion of Field Experience Component 1A. The student demonstrates effective social work engagement with clients and client systems as evidenced by:

1. Practice with 4 – 5 individuals and/or families; activities encompass, at minimum, engagement, assessment, and beginning counseling and referral activities. (EPAS 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.9, 2.1.10)
2. Completion of a minimum of three comprehensive psychosocial assessments and development of appropriate intervention strategies each semester for a total of six clients or families. (EPAS 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.10)

3. 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, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.9, 2.1.10)
4. Production and presentation to faculty advisor of a minimum of two process recordings per semester that illustrate development of interactive interviewing and communication skills, including empathy, beginning social work analysis, and self-awareness as a professional social worker. (EPAS 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.9, 2.1.10)

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:

Foundation Year Field Experience Component 1B:

Direct Service with Individuals and Families – Multiple Systems:

The student recognizes, articulates, and addresses the multi-systemic elements of clients' conditions and circumstances, including pressures and influences that create unequal access to services and fulfillment of basic and culturally-relevant human needs.

College Mission: Spirit, Mind, Body

College Mission Emphasis: Helping Professions, Service to Humanity, and Leadership

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 course reflects the foundation year curriculum content described in the CSWE's 2008 Educational Policy and Accreditation Standards (EPAS). 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 #1B: Direct Service with Individuals and Families – Multiple Systems.

Students will ...

1. Identify as a professional social worker and conduct oneself accordingly. Practice behaviors associated with this competency:

- Advocating for client access to the services of social work
 - Practicing personal reflection and self-correction to assure continual professional development
 - Attending to professional roles and boundaries
 - Demonstrating professional demeanor in behavior, appearance, and communication
 - Engaging in career-long learning; and
 - Using supervision and consultation.
- (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:

- Adhering to the standards of one's license or credentials
- Recognizing and managing personal values in a way that allows professional values to guide practice
- Making ethical decisions by applying standards of the National Association of Social Workers Code of Ethics (1999) and, as applicable, of the International Federation of Social Workers/ International Association of School of Social Work Ethics in Social Work, Statement of Principles (2004)
- Tolerating ambiguity in resolving ethical conflicts
- Applying strategies of ethical reasoning to arrive at principled decisions.
(EPAS 2.1.2)

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

- Distinguishing, appraising and integrating multiple sources of knowledge, including research-based knowledge and practice wisdom
- Analyzing models of assessment, prevention, intervention and evaluation
- Demonstrating effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues.
(EPAS 2.1.3)

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

- Recognizing the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege or power
- Gaining sufficient self-awareness to eliminate the influences of personal biases and values in working with diverse groups
- Recognizing and communicating their understanding of the importance of differences in shaping life experiences
- Viewing themselves as a learner and recognizing clients as the experts
(EPAS 2.1.4)

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

- Understanding the forms and mechanisms of oppression and discrimination
- Advocating for human rights and social and economic justice
- Engaging in practices that advance social and economic justice.
(EPAS 2.1.5)

6. Engage in research-informed practice and practice-informed research. Practice behaviors associated with this competency:

- Using practice experience to inform scientific inquiry
- Using research evidence to inform practice
(EPAS 2.1.6)

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

- Using conceptual frameworks to guide the processes of assessment, intervention and evaluation
- Critiquing and applying knowledge to understand person and environment.
(EPAS 2.1.7)

9. Respond to contexts that shape practice. Practice behaviors associated with this competency:

- Continually discovering, appraising and attending to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
- Providing leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services
(EPAS 2.1.9)

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

- Engagement
 - Substantively and affectively preparing for engagement with individuals, families, groups, organizations and communities
 - Using empathy and other interpersonal skills
 - Involving the client in goal-setting, focus of work and desired outcomes
 - Assessment
 - Collecting, organizing, and interpreting client data
 - Assessing client strengths and limitations
 - Developing mutually agreed on intervention goals and objectives
 - Selecting appropriate intervention strategies
 - Intervention
 - Initiating actions to achieve client and/or organizational goals and resolve problems
 - Implementing prevention interventions that enhance client capacities
 - Negotiating, mediating, and advocating for clients
 - Facilitating transitions and endings
 - Evaluation
 - Critically analyzing, monitoring, and evaluating interventions.
- (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 _____

Students will have the opportunity to identify the multiple systems that affect individuals and families. Students will have the opportunity to coordinate services, make referrals, and intervene at multiple levels in multiple systems for clients and/or families. (See End of Semester Evaluations for detailed outcome expectations.)

Please describe the specific behaviors available in the agency by which the student will be able to identify and intervene in client systems (e.g., access to client files, consultation with agency colleagues, communication with professionals at related/referral agencies, etc.):

Estimated number of hours per week the student will be engaged in this internship component: _____ . Minimum expected by school is **160 hours** for total internship (for both Field Experience Components 1A and 1B) of the 450 hours.

Foundation Year Field Education Expectations for Successful Completion of Field Experience

Component 1B. The student recognizes, articulates, and addresses the multi-systemic elements of clients’ conditions and circumstances as evidenced by:

1. Practicing counseling activities, client advocacy, case management, interagency collaboration, and referral and treatment planning reflective of the ecological model of social work practice, person-in-environment, and a strengths perspective. (EPAS 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.9, 2.1.10)
2. Production of bio-psychosocial assessments that include comprehensive information consistent with the ecological model of social work practice, “person-in-environment”, and a strengths perspective. (EPAS 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.9, 2.1.10)

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:

Foundation Year Field Experience Component 2: Group Work:

The student practices and demonstrates the skills necessary to conducting and, if possible, directly facilitating effective social work groups including both client helping groups and collegial administrative groups, using skills related to conflict management, development of cohesion and consensus, and movement toward group goals, as appropriate for the group.

College Mission: Spirit, Mind, Body

College Mission Emphasis: Helping Professions and Leadership

School of Social Work Mission Emphasis: 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 course reflects the foundation year curriculum content described in the CSWE’s 2008 Educational Policy and Accreditation Standards (EPAS). 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: Group Work.

Students will ...

1. **Identify as a professional social worker and conduct oneself accordingly. Practice behaviors associated with this competency:**
 - Advocating for client access to the services of social work
 - Practicing personal reflection and self-correction to assure continual professional development
 - Attending to professional roles and boundaries

- Demonstrating professional demeanor in behavior, appearance, and communication
- Engaging in career-long learning; and
- Using supervision and consultation.
(EPAS 2.1.1)

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

- Adhering to the standards of one's license or credentials
- Recognizing and managing personal values in a way that allows professional values to guide practice
- Making ethical decisions by applying standards of the National Association of Social Workers Code of Ethics (1999) and, as applicable, of the International Federation of Social Workers/ International Association of School of Social Work Ethics in Social Work, Statement of Principles (2004)
- Tolerating ambiguity in resolving ethical conflicts
- Applying strategies of ethical reasoning to arrive at principled decisions.
(EPAS 2.1.2)

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

- Distinguishing, appraising and integrating multiple sources of knowledge, including research-based knowledge and practice wisdom
- Analyzing models of assessment, prevention, intervention and evaluation
- Demonstrating effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues.
(EPAS 2.1.3)

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

- Recognizing the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege or power
- Gaining sufficient self-awareness to eliminate the influences of personal biases and values in working with diverse groups
- Recognizing and communicating their understanding of the importance of differences in shaping life experiences
- Viewing themselves as a learner and recognizing clients as the experts
(EPAS 2.1.4)

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

- Understanding the forms and mechanisms of oppression and discrimination
- Advocating for human rights and social and economic justice
- Engaging in practices that advance social and economic justice.
(EPAS 2.1.5)

6. Engage in research-informed practice and practice-informed research. Practice behaviors associated with this competency:

- Using practice experience to inform scientific inquiry
- Using research evidence to inform practice
(EPAS 2.1.6; SSW FC 6)

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

- Using conceptual frameworks to guide the processes of assessment, intervention and evaluation
- Critiquing and applying knowledge to understand person and environment.
(EPAS 2.1.7)

- 8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Practice behaviors associated with this competency:**
- Analyzing, formulating and advocating for policies that advance social well-being
 - Collaborating with colleagues and clients for effective policy action.
(EPAS 2.1.8)
- 9. Respond to contexts that shape practice. Practice behaviors associated with this competency:**
- Continually discovering, appraising and attending to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
 - Providing leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services
(EPAS 2.1.9)
- 10. Engage, assess, intervene and evaluate individuals, families, groups, organizations, and communities. Practice behaviors associated with this competency:**
- Engagement
 - Substantively and affectively preparing for engagement with individuals, families, groups, organizations and communities
 - Using empathy and other interpersonal skills
 - Involving the client in goal-setting, focus of work and desired outcomes
 - Assessment
 - Collecting, organizing, and interpreting client data
 - Assessing client strengths and limitations
 - Developing mutually agreed on intervention goals and objectives
 - Selecting appropriate intervention strategies
 - Intervention
 - Initiating actions to achieve client and/or organizational goals and resolve problems
 - Implementing prevention interventions that enhance client capacities
 - Negotiating, mediating, and advocating for clients
 - Facilitating transitions and endings
 - Evaluation
 - Critically analyzing, monitoring, and evaluating interventions.
(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 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 4 – 5.

To reflect 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 4 – 5 cases for the remainder of the internship. (See End of Semester Evaluations for detailed outcome expectations.)

Please describe the client population with whom the student will be engaged and the sample responsibilities expected of the student: _____

Estimated number of hours per week the student will be engaged in this field experience component: _____. Minimum expected by school is: **160 hours** for total internship (for both Field Experience Components 1A and 1B) of the 450 hours.

Conditions for Learning/Means of Assessment:

Student will have the opportunity to engage in one or more client helping groups (therapy, support, or psycho-education, etc.) as facilitator, co-facilitator, or agency intern/representative. (Student may move from intern/representative to co-facilitator to facilitator, if appropriate to agency setting and acquisition of individual skills, as appropriate, over the course of the internship.)

Student will have the opportunity to engage in one or more collegial/administrative groups (team meetings, committee work, etc.). Participation in these groups may link to the Community Work/ Project Field Experience Component. Student may facilitate or co-facilitate these groups or participate in them as a member. (See End of Semester Evaluations for detailed outcome expectations.)

Please describe the collegial/administrative group in which the student will be engaged (note if this/these groups will be linked to the student's community work project:

Estimated number of hours per week the student will be engaged in this field experience component: _____ . Minimum expected by school for total internship is: **160 hours of the 450 hours.**

Foundation Year Field Education Expectations for Completion of Field Experience Component 2.
The student practices and demonstrates the skills necessary to conducting and facilitating effective social work groups, both client helping groups and collegial administrative groups, as evidenced by:

1. Participation in a client-focused helping group (therapy, support, psycho- education, information provision, or other) as co-facilitator, facilitator, or agency intern representative. (EPAS 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.9, 2.1.10)
2. Participation in a collegial/administrative group as co-facilitator, facilitator, or agency intern representative (this group may be linked to Field Experience Component 3: Community Work/Project) (EPAS 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8, 2.1.9, 2.1.10)

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:

**Foundation Year Field Experience Component 3:
Community Work/Project:**

The student articulates and addresses the contextual and interactive role of community for clients, colleagues, and/or the placement agency.

College Mission: Spirit, Mind, Body

College Mission Emphasis: Helping Professions and Leadership

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.

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The following CSWE EPAS competencies and School of Social Work competencies are reflected in Component #3: Community Work/Project.

Students will ...

- 1. Identify as a professional social worker and conduct oneself accordingly. Practice behaviors associated with this competency:**
 - Advocating for client access to the services of social work
 - Practicing personal reflection and self-correction to assure continual professional development
 - Attending to professional roles and boundaries
 - Demonstrating professional demeanor in behavior, appearance, and communication
 - Engaging in career-long learning; and
 - Using supervision and consultation.(EPAS 2.1.1)

- 2. Apply social work ethical principles to guide professional practice. Practice behaviors associated with this competency:**
 - Adhering to the standards of one's license or credentials
 - Recognizing and managing personal values in a way that allows professional values to guide practice
 - Making ethical decisions by applying standards of the National Association of Social Workers Code of Ethics (1999) and, as applicable, of the International Federation of Social Workers/ International Association of School of Social Work Ethics in Social Work, Statement of Principles (2004)
 - Tolerating ambiguity in resolving ethical conflicts
 - Applying strategies of ethical reasoning to arrive at principled decisions.(EPAS 2.1.2)

- 3. Apply critical thinking to inform and communicate professional judgments. Practice behaviors associated with this competency:**
 - Distinguishing, appraising and integrating multiple sources of knowledge, including research-based knowledge and practice wisdom
 - Analyzing models of assessment, prevention, intervention and evaluation
 - Demonstrating effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues.(EPAS 2.1.3)

- 4. Engage diversity and difference in practice. Practice behaviors associated with this competency:**
 - Recognizing the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege or power
 - Gaining sufficient self-awareness to eliminate the influences of personal biases and values in working with diverse groups
 - Recognizing and communicating their understanding of the importance of differences in shaping life experiences
 - Viewing themselves as a learner and recognizing clients as the experts(EPAS 2.1.4)

- 5. Promote human rights and social and economic justice. Practice behaviors associated with this competency:**
 - Understanding the forms and mechanisms of oppression and discrimination
 - Advocating for human rights and social and economic justice
 - Engaging in practices that advance social and economic justice.(EPAS 2.1.5; SSW FC 5)

- 6. Engage in research-informed practice and practice-informed research. Practice behaviors associated with this competency:**
 - Using practice experience to inform scientific inquiry
 - Using research evidence to inform practice(EPAS 2.1.6)

- 7. Apply knowledge of human behavior and the social environment. Practice behaviors associated with this competency:**
- Using conceptual frameworks to guide the processes of assessment, intervention and evaluation
 - Critiquing and applying knowledge to understand person and environment.
(EPAS 2.1.7)
- 8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Practice behaviors associated with this competency:**
- Analyzing, formulating and advocating for policies that advance social well-being
 - Collaborating with colleagues and clients for effective policy action.
(EPAS 2.1.8)
- 9. Respond to contexts that shape practice. Practice behaviors associated with this competency:**
- Continually discovering, appraising and attending to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
 - Providing leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services
(EPAS 2.1.9)
- 10. Engage, assess, intervene and evaluate individuals, families, groups, organizations, and communities. Practice behaviors associated with this competency:**
- Engagement
 - Substantively and affectively preparing for engagement with individuals, families, groups, organizations and communities
 - Using empathy and other interpersonal skills
 - Involving the client in goal-setting, focus of work and desired outcomes
 - Assessment
 - Collecting, organizing, and interpreting client data
 - Assessing client strengths and limitations
 - Developing mutually agreed on intervention goals and objectives
 - Selecting appropriate intervention strategies
 - Intervention
 - Initiating actions to achieve client and/or organizational goals and resolve problems
 - Implementing prevention interventions that enhance client capacities
 - Negotiating, mediating, and advocating for clients
 - Facilitating transitions and endings
 - Evaluation
 - Critically analyzing, monitoring, and evaluating interventions.
(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 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 4 – 5.

To reflect 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 4 – 5 cases for the remainder of the internship. (See End of Semester Evaluations for detailed outcome expectations.)

Please describe the client population with whom the student will be engaged and the sample responsibilities expected of the student: _____

Estimated number of hours per week the student will be engaged in this field experience component: _____. Minimum expected by school is: **90 hours** for total internship (for both Field Experience Components 1A and 1B) of the 450 hours.

(See End of Semester Evaluations for detailed outcome expectations.)

Conditions for Learning/Means of Assessment:

Students will have the opportunity to engage in community work or a project that promotes increased understanding of an area of practice, clients' needs, and/or community needs. The community work experience or project may link to Field Experience Component 2B, engagement/participation in collegial/administrative group(s).

Please describe the planned community work or project in which the student will engage: _____

Estimated number of hours per week the student will be engaged in this field experience component: _____. Minimum expected by school for total internship is: **90 hours of the 450 hours.**

Foundation Year Field Education Expectations for Completion of Field Experience Component 3.
The student articulates and addresses the contextual and interactive role of community for clients, colleagues, and the placement agency as evidenced by acting in a leadership role in a community project that:

- a. promotes increased understanding of an area of practice, clients' needs, and/or community needs,
 - b. engages members of an identified community,
 - c. utilizes collegial/administrative group work skills to realize its goals (may be linked to the group work field experience component).
- (EPAS 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8, 2.1.9, 2.1.10)

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:

**Foundation Year Field Experience Component 4:
Professional Practice and Effective Use of Self:**

Student demonstrates an understanding of professional social work practice, including effective use of supervision, development of effective relationships with colleagues, adherence to agency policies and procedures, and use of the NASW code of ethics, as evidenced by effective, day-to-day, ongoing practice as a professional member of the placement agency. Student demonstrates an understanding of how his or her values and ethics influence work with diverse populations of clients, including ethnic and cultural, gay, lesbian, bisexual, transgendered, and ability-challenged populations.

College Mission: Spirit, Mind, Body

College Mission Emphasis: Helping Professions and Leadership

School of Social Work Mission Emphasis: 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 course reflects the foundation year curriculum content described in the CSWE's 2008 Educational Policy and Accreditation Standards (EPAS). 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 #4: Professional Practice and Effective Use of Self.

Students will ...

1. **Identify as a professional social worker and conduct oneself accordingly. Practice behaviors associated with this competency:**
 - Advocating for client access to the services of social work
 - Practicing personal reflection and self-correction to assure continual professional development

- Attending to professional roles and boundaries
- Demonstrating professional demeanor in behavior, appearance, and communication
- Engaging in career-long learning; and
- Using supervision and consultation.
(EPAS 2.1.1)

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

- Adhering to the standards of one's license or credentials
- Recognizing and managing personal values in a way that allows professional values to guide practice
- Making ethical decisions by applying standards of the National Association of Social Workers Code of Ethics (1999) and, as applicable, of the International Federation of Social Workers/ International Association of School of Social Work Ethics in Social Work, Statement of Principles (2004)
- Tolerating ambiguity in resolving ethical conflicts
- Applying strategies of ethical reasoning to arrive at principled decisions.
(EPAS 2.1.2)

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

- Distinguishing, appraising and integrating multiple sources of knowledge, including research-based knowledge and practice wisdom
- Analyzing models of assessment, prevention, intervention and evaluation
- Demonstrating effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues.
(EPAS 2.1.3)

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

- Recognizing the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege or power
- Gaining sufficient self-awareness to eliminate the influences of personal biases and values in working with diverse groups
- Recognizing and communicating their understanding of the importance of differences in shaping life experiences
- Viewing themselves as a learner and recognizing clients as the experts
(EPAS 2.1.4)

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

- Understanding the forms and mechanisms of oppression and discrimination
- Advocating for human rights and social and economic justice
- Engaging in practices that advance social and economic justice.
(EPAS 2.1.5)

6. Engage in research-informed practice and practice-informed research. Practice behaviors associated with this competency:

- Using practice experience to inform scientific inquiry
- Using research evidence to inform practice
(EPAS 2.1.6)

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

- Using conceptual frameworks to guide the processes of assessment, intervention and evaluation
- Critiquing and applying knowledge to understand person and environment.
(EPAS 2.1.7; SSW FC 7)

8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Practice behaviors associated with this competency:

- Analyzing, formulating and advocating for policies that advance social well-being
- Collaborating with colleagues and clients for effective policy action.
(EPAS 2.1.8)

9. Respond to contexts that shape practice. Practice behaviors associated with this competency:

- Continually discovering, appraising and attending to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
- Providing leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services
(EPAS 2.1.9)

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

- Engagement
 - Substantively and affectively preparing for engagement with individuals, families, groups, organizations and communities
 - Using empathy and other interpersonal skills
 - Involving the client in goal-setting, focus of work and desired outcomes
- Assessment
 - Collecting, organizing, and interpreting client data
 - Assessing client strengths and limitations
 - Developing mutually agreed on intervention goals and objectives
 - Selecting appropriate intervention strategies
- Intervention
 - Initiating actions to achieve client and/or organizational goals and resolve problems
 - Implementing prevention interventions that enhance client capacities
 - Negotiating, mediating, and advocating for clients
 - Facilitating transitions and endings
- Evaluation
 - Critically analyzing, monitoring, and evaluating interventions.
(EPAS 2.1.10)

Conditions for Learning/Mean of Assessment: Supervisor and agency agree to provide settings and experiences where the student will demonstrate an understanding of professional social work practice and effective use of self. Use of supervision, engagement with colleagues, knowledge of agency policies and procedures, and use of the NASW Code of Ethics will be evaluated. (EPAS 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8, 2.1.9, 2.1.10)

Please describe specific expectations of the student related to professional practice and effective use of self:

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:_____

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

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

Objective Supplemented (if relevant): _____

Additional Expectation:

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