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|  | OFFICE OF FIELD EDUCATION |

**MSW CLINICAL LEARNING CONTRACT**

The student learning contract provides a broad framework for developing an individualized learning plan which is responsive to the needs of the student and the resources of the field agency. It is designed to give direction and learning structure to the field experience and is developed around the core practice competencies that are designated in the 2015 Educational Policy and Accreditation Standards (EPAS) by the Council on Social Work Education (CSWE).

**List of Nine Core Competencies Identified by CSWE**

CSWE has operationalized these competencies by identifying behaviors to be demonstrated by students in the field setting and observed by field instructors. The internship plays a key role in teaching behaviors to students while measuring and reflecting the student's ability to demonstrate capacity in the nine core competency areas identified by CSWE.

It is the joint responsibility of the student and agency field instructor to negotiate the learning contract content within the first weeks of the field placement. The student is responsible for completing the electronic learning contract and reviewing it with the field instructor for feedback and approval.

This learning contract outlines the core competencies that all accredited social work programs are required to measure. Each observable behavior should have a student task which relates directly to the behavior. A sample contract is included to assist students and agency field instructors in developing appropriate tasks. Please refer to the Field Education Website at <http://cohpa.ucf.edu/socialwork/field-education/> or contact your field liaison if you have additional questions.

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

*Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.*

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| **Observable Behaviors:** | **Learning Contract Activities:** |
| 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. | **1.** Practice and apply ethical standards with clients (students and families) and coworkers (school staff)  **2.** Compare how NASW Code relates to school setting; discuss questions and concerns with supervisor |
| Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. | **1.** Create and maintain log of observations of practice, personal reflections, and interpretations  **2.** Develop and utilize self-regulation skills to manage difficult situations that might arise due to past personal experiences |
| Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication. | **1.** Follow dress code for school staff  **2.** Adhere to school and district policies and procedures to maintain confidentiality |
| Use technology ethically and appropriately to facilitate practice outcomes. | **1.** Identify role of technology and manage confidentiality of clients in use of technology  **2.** Discuss possible ethical issues and boundaries related to use of technology, such as appropriate ways to communicate with students and families |
| Use supervision and consultation to guide professional judgment and behavior. | **1.** Address concerns, questions, and experiences with supervisor weekly  **2.** Consult school staff to identify appropriate procedures when needed |
| Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspectives | **1.** Develop rapport with students to help inform school staff of student strengths when issues arise   **2.** Identify aspects of diversity and its effect on interactions between student and school |
| Understand and identify professional strengths, limitations and challenges | **1.** Review personal log to identify progress  **2.** Reflect on difficulties and discuss with supervisor to work on limitations and challenges |

**Competency 2: Engage Diversity and Difference in Practice**

*Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.*

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| **Observable Behaviors:** | **Learning Contract Activities:** |
| Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. | **1.** Provide learning opportunities related to cultural diversity and difference to staff, students, or families when appropriate  **2.** Identify and discuss systemic issues and their impacts on the micro, mezzo, and macro levels with supervisor |
| Present themselves as learners and engage clients and constituencies as experts of their own experiences. | **1.** Explore perspectives of students and staff through sessions and meetings  **2.** Research or explore cultural meanings related to students when necessary, such as when unfamiliar slang is used in sessions |
| Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. | **1.** Acknowledge personal biases that may arise when working with clients after sessions or with supervisor as necessary   **2.** Reflect on the influence of personal biases and ways to manage them when working with students |
| Identify and use practitioner/client differences from a strengths perspective | **1.** Identify strengths when conducting needs assessments, observations, or other assessments  **2.** Explore family strengths with families facing difficult situations to provide support and encouragement as necessary |
| Work effectively with diverse populations and model culturally competent behavior with client groups, community partners and other professionals | **1.** Observe and be attentive of individual differences when meeting with students  **2.** Establish groups for group sessions that are diverse and culturally sensitive |

**Competency 3: Advance Human Rights and Social, Economic and Environmental Justice**

*Social workers understand that every person regardless of position in society has fundamental human rights Such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.*

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| **Observable Behaviors:** | **Learning Contract Activities:** |
| Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. | **1.** Identify forms of oppression and discrimination that client population faces   **2.** Research social, economic, and environmental background and needs to gain a better understanding of students and families |
| Engage in practices that advance social, economic, and environmental justice. | **1.** Attend school-based training on implicit biases, stereotypes, and discrimination  **2.** Discuss social, economic, and environmental needs with supervisor and brainstorm possible solutions |
| Participate in social advocacy and social action at the local, state and national level to increase equal access to all clients | **1.** Research local, state, and national laws that impact school safety measures; reflect on how they impact student privacy and freedoms   **2.** Attend LEAD Day and support policies that are in the best interest of the student population, their families, and schools |
| Advocate for the creation and revision of practices and tools that support anti-oppressive practice | **1.** Participate in school-based threat assessment team meetings to address student safety   **2.** Attend LEAD Day to support beneficial and anti-oppressive policies |

**Competency 4: Engage in Practice-Informed Research and Research-Informed Practice**

*Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.*

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| **Observable Behaviors:** | **Learning Contract Activities:** |
| Use practice experience and theory to inform scientific inquiry and research. | **1.** Shadow school/district staff to gain a better understanding of their perspectives and practice models   **2.** Discuss/research specific theories and related interventions that can be used with children in the school setting |
| Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. | **1.** Evaluate limitations of findings when reviewing research to understand if they are applicable to my field placement  **2.** Review school data and practices used within the school setting and compare to research findings |
| Use and translate research evidence to inform and improve practice, policy, and service delivery. | **1.** Discuss how research findings could be applied in the school setting  **2.** Reflect on school data and research to inform practice and make changes to practice in sessions as necessary |
| Use the evidence-based process in clinical assessment and intervention with clients | **1.** Analyze effectiveness through developing measurable outcomes of interventions  **2.** Measure impact of truancy interventions to improve student attendance; identify barriers, provide resources, and attend truancy court hearings as necessary |

**Competency 5: Engage in Policy Practice**

*Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.*

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| **Observable Behaviors:** | **Learning Contract Activities:** |
| Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. | **1.** Review Florida statutes and how they provide/impact access to services  **2.** Attend child welfare and mandatory reporter training |
| Assess how social welfare and economic policies impact the delivery of and access to social services. | **1.** Review laws and policies that affect service delivery and access with supervisor  **2.** Assess how delivery of services at student level relate to McKinney-Vento Act when working on "Families In Need" program activities |
| Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. | **1.** Observe how policies affect school staff's interactions with students   **2.** Advocate for students and families when they are not receiving appropriate resources/services |
| Advocate with and inform legislators to influence policies that impact clients and services | **1.** Write a letter to a legislator to discuss school policies, homelessness, or educational neglect  **2.** Attend LEAD Day and discuss policy issues with legislators |

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

*Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.*

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| **Observable Behaviors:** | **Learning Contract Activities:** |
| Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies | **1.** Use knowledge of developmental stages and student's perspective to aid in understanding behaviors/issues  **2.** Work with various staff members to form a more holistic view of a student's environment, perspective, and/or difficulties |
| Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies | **1.** Facilitate individual and group counseling activities with students  **2.** Maintain documentation about skills utilized in individual and group sessions; reflect with supervisor as needed |
| Develop a culturally responsive therapeutic relationship with clients | **1.** Identify and use culturally appropriate strategies to build rapport and problem solve  **2.** Differentiate strategies in "Getting Along Together" curriculum as it relates to culture to help students better identify/understand the curriculum |
| Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes | **1.** Encourage students to come up with solutions and appropriate rewards/consequences for goals and outcomes  **2.** Use Peace Path to establish problem-solving norms with students and foster an environment that values equality |

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

*Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.*

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| **Observable Behaviors:** | **Learning Contract Activities:** |
| 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 | **1.** Interview client and conduct assessments based on referred need(s)  **2.** Assess student skills, strengths, and weaknesses as it relates to the presenting problem |
| Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies | **1.** Work with students to develop school and behavioral goals  **2.** Create intervention/treatment plans for social/emotional issues |
| Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies | **1.** Brainstorm multiple intervention strategies with a student to resolve an issue; utilize "Getting Along Together" strategies  **2.** Use social skill curriculum in individual and group settings as appropriate |
| Assess clients' readiness for change | **1.** Observe supervisor deescalating students and classroom reentry procedures; practice these skills with students   **2.** Identify strengths and weaknesses of students and communicate with staff to assess student readiness, warning signs, and triggers |
| Use multidimensional biopsychosocial-spiritual assessment tools | **1.** Conduct a biopsychosocialspiritual assessment with a student/family  **2.** Conduct a needs assessment with families to identify helpful resources that are appropriate to the family needs/background |

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

*Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.*

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| **Observable Behaviors:** | **Learning Contract Activities:** |
| Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies | **1.** Shadow supervisor to observe appropriate interventions/strategies   **2.** Identify and use local resources as an intervention with families as necessary |
| Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies | **1.** Utilize knowledge of developmental stages for children to distinguish typical/atypical behavior when working with students   **2.** Choose and apply specific theoretical interventions to lessons provided in individual and group sessions |
| Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes | **1.** Utilize supervision and consultation when having difficulties  **2.** Create a presentation or handout for teachers/staff to educate on strategies in working with students |
| Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; | **1.** Act as a liaison between family and school when necessary  **2.** Connect families to community resources as necessary |
| Facilitate effective transitions and endings that advance mutually agreed-on goals | **1.** Follow up with students/families after providing sessions or referrals to other services  **2.** Facilitate transitions back into class after deescalating students who had crises at school |
| Collaborate with other professionals to coordinate treatment interventions | **1.** Participate/attend team meetings with parents to discuss student issues   **2.** Refer families to school-based and/or outside resources or services and follow up with families/agencies to such referrals as needed |
| Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment including crisis intervention | **1.** Use problem-solving and strengths-based approach to assist student/family  **2.** Attend and engage in staff/parent meetings to discuss issues, develop and clarify goals, and steps to be taken |

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

*Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.*

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| **Observable Behaviors:** | **Learning Contract Activities:** |
| Select and use appropriate methods for evaluation of outcomes. | **1.** Develop measurable markers of progress to use with student, such as behavior charts or reward system  **2.** Utilize attendance data to measure success of interventions |
| Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. | **1.** Reassess if goals are appropriate for developmental stage and cultural background of student when needed   **2.** Identify interventions provided by multidisciplinary team members and evaluate success/progress |
| Critically analyze, monitor, and evaluate intervention and program processes and outcomes. | **1.** Check student attendance data after intervention to monitor progress   **2.** Use school discipline data to address progress of students; evaluate if this follows the School Improvement Plan |
| Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. | **1.** Monitor effectiveness of outcomes and adjust interventions in individual and group counseling as needed  **2.** Communicate with families and resources to reassess if interventions are appropriate |
| Use clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of biopsychosocial-spiritual conditions | **1.** Discuss biopsychosocialspiritual conditions of students with supervisor/team to develop treatment plans that drive practice; evaluate effectiveness  **2.** Use biopsychosocialspiritual conditions to develop and recognize traits/behaviors that may lead or contribute to diagnoses of mental health conditions |

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