

**Misericordia University  
Social Work Field Learning Contract**

**Student Name:** \_\_\_\_\_

**Field Instructor:** \_\_\_\_\_

**Task Supervisor (if applicable):** \_\_\_\_\_

**Agency Name:** \_\_\_\_\_ **Field Placement: 371 / 475 / 476**

The purpose of the Field Learning Contract is to provide the student and supervisor with an opportunity to plan together the student’s learning experience in accordance with the Council on Social Work Education’s (CSWE’s) Educational Policy & Accreditation Standards (EPAS). These standards promote holistic competence as demonstrated through knowledge, values, skills, and cognitive and affective processes through 9 competencies and 31 practice behaviors.

This contract is flexible, but will provide mutual understanding of expectations for the student throughout the semester(s). The student will discuss the competencies and practice behaviors in developing the contract with their Field Supervisor. During the Senior Field practicum, special attention should be placed on competencies not previously met in the Junior Field Practicum, and those that can only be met through direct practice in the agency field setting.

As students’ progress in their understanding of social work methods and processes and agency purpose, policies, and procedures, Field Supervisors are encouraged to help students progressively increase their supervised contact with and provision of direct social work services to clients within the agency field setting appropriate to their knowledge, skills, and abilities. If you need assistance developing agency tasks to satisfy the core competencies and practice behaviors, the Field Director is available to assist you as needed. A midterm and final evaluation will be conducted each semester to assess the student’s progress in completing the agency tasks and meeting core social work competencies and practice behaviors. Please review the midterm and final evaluation prior to completing the Field Learning Contract to ensure the agency tasks correspond to how the student will be evaluated (**1 = unsatisfactory, 2 = needs improvement, 3 = acceptable, 4 = above average, 5 = outstanding, and NYC = not yet completed**).

**COMPETENCY 1: INTERN DEMONSTRATES ETHICAL AND PROFESSIONAL BEHAVIOR.**

<b>Practice Behaviors (Learning Outcomes)</b>	<b>Agency Tasks</b>
1. Make ethical decisions by applying the standards of NASW Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research,	

<p>&amp; additional codes of ethics as appropriate to context;</p> <p>2. use reflection &amp; self-regulation to manage personal values &amp; manage personal values &amp; maintain professionalism in practice situations;</p> <p>3. demonstrate professional demeanor in behavior; appearance; and oral, written, &amp; electronic communication;</p> <p>4. use technology ethically &amp; appropriately to facilitate practice outcomes; and</p> <p>5. use supervision &amp; consultation to guide professional judgment &amp; behavior</p>	
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**COMPETENCY 2: INTERN ENGAGES DIVERSITY AND DIFFERENCE IN PRACTICE.**

<b>Practice Behaviors (Learning Outcomes)</b>	<b>Agency Tasks</b>
<p>6. apply and communicate understanding of the importance of diversity &amp; difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</p> <p>7. present themselves as learners &amp; engage clients &amp; constituencies as experts of their own experiences; and</p> <p>8. apply self-awareness &amp; self-regulation to manage the influence of personal biases &amp; values in working with diverse clients</p>	

**COMPETENCY 3: INTERN ADVANCES HUMAN RIGHTS AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE.**

<b>Practice Behaviors (Learning Outcomes)</b>	<b>Agency Tasks</b>
<p>9. apply their understanding of social, economic, &amp; environmental justice to advocate for human rights at the individual &amp; system levels; and</p> <p>10. engage in practices that advance social, economic, &amp; environmental justice</p>	

**COMPETENCY 4: INTERN ENGAGES IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE.**

<b>Practice Behaviors (Learning Outcomes)</b>	<b>Agency Tasks</b>
<p>11. use practice experience &amp; theory to inform scientific inquiry &amp; research;</p> <p>12. apply critical thinking to engage in analysis of quantitative &amp; qualitative research methods &amp; research findings; and</p> <p>13. use &amp; translate research evidence to inform &amp; improve practice, policy, &amp; service delivery</p>	

**COMPETENCY 5: INTERN ENGAGES IN POLICY PRACTICE.**

<b>Practice Behaviors (Learning Outcomes)</b>	<b>Agency Tasks</b>
14. identify social policy at the local, state, & federal level that impacts well-being, service delivery, & access to social services; 15. assess how social welfare & economic policies impact the delivery of & access to social services; 16. apply critical thinking to analyze, formulate, & advocate for policies that advance human rights & social, economic, & environmental justice; and	

**COMPETENCY 6: INTERN ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES.**

<b>Practice Behaviors (Learning Outcomes)</b>	<b>Agency Tasks</b>
17. apply knowledge of human behavior & the social environment, person-in-environment, & other multidisciplinary theoretical frameworks to engage with clients & constituencies; and 18. use empathy, reflection, & interpersonal skills to effectively engage diverse clients & constituencies.	

**COMPETENCY 7: INTERN ASSESSES INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES.**

Practice Behaviors (Learning Outcomes)	Agency Tasks
<p>19. collect &amp; organize data, &amp; apply critical thinking to interpret information from clients &amp; constituencies;</p> <p>20. apply knowledge of human behavior &amp; the social environment, person-in-environment, &amp; other multidisciplinary theoretical frameworks in the analysis of assessment data from clients &amp; constituencies;</p> <p>21. develop mutually agreed-on intervention goals &amp; objectives based on critical assessment of strengths, needs, &amp; challenges within clients &amp; constituencies; and</p> <p>22. select appropriate intervention strategies based on the assessment, research knowledge, &amp; values &amp; preferences of clients &amp; constituencies.</p>	

**COMPETENCY 8: INTERN INTERVENES WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES.**

<b>Practice Behaviors (Learning Outcomes)</b>	<b>Agency Tasks</b>
<p>23. critically choose &amp; implement interventions to achieve practice goals &amp; enhance capacities of clients &amp; constituencies;</p> <p>24. apply knowledge of human behavior &amp; the social environment &amp; the social environment, person-in-environment, &amp; other multidisciplinary theoretical frameworks in interventions with clients &amp; constituencies;</p> <p>25. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</p> <p>26. negotiate, mediate, &amp; advocate with &amp; on behalf of diverse clients &amp; constituencies; and</p> <p>27. facilitate effective transitions &amp; endings that advance mutually agreed-on goals</p>	

**COMPETENCY 9: INTERN EVALUATES PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES**

Practice Behaviors (Learning Outcomes)	Agency Tasks
28. select & use appropriate methods of evaluation of outcomes; 29. apply knowledge of human behavior & the social environment, person-in-environment, & other multidisciplinary theoretical frameworks in the evaluation of outcomes; 30. critically analyze, monitor, & evaluate intervention & program processes & outcomes; and 31. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	

**Intern Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Field Instructor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Task Supervisor (if applicable) Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Field Director Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_