

**Bachelor of Social Work (BSW)  
Field Learning Contract**

**Please Type or Print:**

**Student:**

**Dates of Placement:**

**Agency:**

**Field Instructor:**

**Task Instructor (if applicable):**

**Field Liaison:**

**Signatures:** (Must have all original signatures on this page before submitting Learning Contract.)

**Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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

**Task Instructor (if applicable):** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Field Liaison:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Field Instructor/Field Student Supervision Agreement**

<b>Student Name</b>	
<b>Field Instructor</b>	
<b>Task Instructor</b>	
<b>Field Agency</b>	
<b>Dates of Field Instruction</b>	<input type="checkbox"/> <b>Academic Yr: August Yr_____ through May Yr_____</b> or <input type="checkbox"/> <b>Summer Block Yr_____</b> or <input type="checkbox"/> <b>Other:</b>
<b>Supervision Time</b> <i>(ASU SSW Policy requires one hour of supervision per Week.)</i>	<b>Supervision will occur as follows:</b> <b>Day of week:</b>
<b>Agreement on holidays, winter break, and spring break.</b>	<b>What is the agreement for coverage during school breaks?</b>
<b>Conflict Resolution Procedure</b>	<b>Please refer to the ASU Social Work Field Education Policy SWK 715.</b>
<b>Supervision Formats to be used. Check all that apply.</b> <i>Either check with ink pen or point and click with electronic cursor</i>	
<input type="checkbox"/>	One on One supervision
<input type="checkbox"/>	Group supervision
<input type="checkbox"/>	Co-facilitation with task instructors
<input type="checkbox"/>	E-mail communication
<input type="checkbox"/>	Telephone communication
<input type="checkbox"/>	Audio/Video/Process recording

## Educational Policy 2.1 -- Core Competencies

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods.

**DIRECTIONS: In each category choose two activities and create a student choice activity. Every activity must have an evaluation criteria and a target date.**

### #1 Professional Values and Ethics

<p><b><u>Educational Policy 2.1.2 -- Apply social work ethical principles to guide professional practice.</u> Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards and relevant law.</b></p> <p><b><u>Learning Objective:</u></b> The student will identify, in practice situations, major values that both support and challenge his/her personal and professional practice of social work. The student will demonstrate compliance with the NASW Code of Ethics.</p>	
<p><b><u>Practice Behavior:</u></b></p> <ol style="list-style-type: none"><li>1. Recognize and manage personal values in a way that allows professional values to guide practice.</li><li>2. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles.</li><li>3. Tolerate ambiguity in resolving ethical conflicts.</li><li>4. Apply strategies of ethical reasoning to arrive at principled decisions.</li></ol>	
<p><b><u>Learning Activities:</u> Student to complete two activities and create a student choice activity.</b></p> <ol style="list-style-type: none"><li>1. Student will interview 2 agency staff members on how they identify, address and resolve ethical dilemmas.</li><li>2. Student will demonstrate ability to identify 2-3 ethical dilemmas when working with agency clients and debrief with field/task instructor on how social workers address the dilemmas.</li><li>3. Student will identify personal values and perceptions about culture and class that influence social work practice.</li><li>4. Student Choice</li></ol>	<p><i>Target Dates</i></p> <ol style="list-style-type: none"><li>1. Month/Year</li><li>2. Month/Year</li><li>3. Month/Year</li></ol>
<p><b><u>Evaluation Criteria:</u></b></p> <ol style="list-style-type: none"><li>1. The student will identify three strategies for addressing ethical dilemmas and report back to field instructor.</li><li>2. The student will debrief with field instructor on values and perceptions that conflict/support with work with clients.</li><li>3. The student will discuss own awareness regarding self-perceptions during weekly supervision.</li><li>4. Student Choice</li></ol> <p><b><u>Evaluator:</u></b></p>	

## #2 Professional Relationship Skills and Professional Roles

**Educational Policy 2.1.1 – Identify as a professional social worker and conduct oneself accordingly.**

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.

**Learning Objective:** The student will engage in appropriate and effective communications skills with communities, stakeholders, partnering agencies, clients, supervisors, staff and systems of all sizes. The student will demonstrate professional use of self. The student will use supervision and consultation appropriately. The student will demonstrate awareness of various professional roles necessary in practice, e.g., advocate, broker, case manager, community organizer.

**Practice Behaviors:**

1. Advocate for client access to the services of social work.
2. Practice personal reflection and self-correction to assure continual professional development.
3. Attend to professional roles and boundaries.
4. Demonstrate professional demeanor in behavior, appearance and communication.
5. Engage in career-long learning.
6. Use supervision and consultation.

**Learning Activities: Student to complete two activities and create a student choice activity.**

1. Student will observe two staff members in the provision of agency services to learn about various social work roles.
2. Student will actively participate in a professional or student social work organization to gain awareness with various social work roles necessary in skill based practice.
3. Maintain a reflection journal to chronicle internship experiences and share with field instructor during supervision.
4. Student Choice

*Target Dates*  
 1. Month/Year  
 2. Month/Year  
 3. Month/Year

**Evaluation Criteria:**

1. Student will describe social work roles to field instructor during supervision.
2. The student will provide his/her field instructor with regular updates on activities with the professional or student organization.
3. The student will review journal entries weekly with field instructor.
4. Student Choice

**Evaluator:**

## #3 Responsiveness to a Multicultural Society

**Educational Policy 2.1.4 -- Engage diversity and difference in practice.**

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate 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.

**Learning Objective:** The student will practice without discrimination and with respect, knowledge, and skills related to clients: age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation, particularly as it relates to populations of the Southwest.

<p><b><u>Practice Behaviors:</u></b></p> <ol style="list-style-type: none"> <li>1. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, create or enhance privilege and power.</li> <li>2. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.</li> <li>3. Recognize and communicate their understanding of the importance of difference in shaping life experiences.</li> <li>4. View themselves as learners and engage those with whom they work as informants.</li> </ol>	
<p><b><u>Learning Activities: Student to complete two activities and create the student choice activity.</u></b></p> <ol style="list-style-type: none"> <li>1. Student will conduct two key informant interviews with community organizers to learn culturally grounded approaches in working with a diverse community.</li> <li>2. Design a specific case intervention that demonstrates the application of culturally responsive service delivery for an assigned client.</li> <li>3. Student will identify agency population and discuss how best practices interventions are culturally responsive to population served.</li> <li>4. Student Choice</li> </ol>	<p><i>Target Dates</i></p> <ol style="list-style-type: none"> <li>1. Month/Year</li> <li>2. Month/Year</li> <li>3. Month/Year</li> </ol>
<p><b><u>Evaluation Criteria:</u></b></p> <ol style="list-style-type: none"> <li>1. The student will share reflections from interviews with field instructor.</li> <li>2. The student will receive feedback from attendees during case presentation at client staffing or social work staff meeting.</li> <li>3. The student will discuss with field/task instructor.</li> <li>4. Student Choice</li> </ol> <p><b><u>Evaluator:</u></b></p>	

#### #4 Applications of Theories of Human Behavior and Practice Frameworks

<p><b><u>Educational Policy 2.1.7 – Apply knowledge of human behavior and the social environment.</u></b>  Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.</p> <p><b><u>Learning Objective:</u></b> The student will use theoretical frameworks supported by empirical evidence to understand individuals’ developmental and behavior across the lifespan and the interactions among individuals, and between families, groups, organizations, and communities.</p>	
<p><b><u>Practice Behaviors:</u></b></p> <ol style="list-style-type: none"> <li>1. Utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation.</li> <li>2. Critique and apply knowledge to understand person and environment.</li> </ol>	
<p><b><u>Learning Activities: Student to complete two activities and create a student choice activity.</u></b></p> <ol style="list-style-type: none"> <li>1. Student will research the use of motivational interviewing with agency clients.</li> <li>2. Student will learn about human behavior across the life course and identify the stages of human development appropriate for the agency population.</li> <li>3. Student will identify “person in the environment” and how it relates to social work.</li> <li>4. Student Choice</li> </ol>	<p><i>Target Dates</i></p> <ol style="list-style-type: none"> <li>1. Month/Year</li> <li>2. Month/Year</li> <li>3. Month/Year</li> </ol>

**Evaluation Criteria:**

1. Student will review SWU 410 Course Assignment with field or task instructor.
2. Student will discuss the stages of human behavior relevant to the population served by the agency.
3. Student will review the “person in the environment” perspective and how it related to social with field and/or task instructor.
4. Student Choice

**Evaluator:**

**#5 Promoting Social and Economic Justice**

**Educational Policy 2.1.5 – Advance human rights and social and economic justice.**

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

**Learning Objective:** The student will understand the forms oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice, particularly as it relates to populations of the southwest.

**Practice Behaviors**

1. Understand the forms and mechanisms of oppression and discrimination.
2. Advocate for human rights and social and economic justice.
3. Engage in practices that advance social and economic justice.

**Learning Activities: Student to complete two activities and create a student choice activity.**

1. The student will conduct a windshield or walking tour of the neighborhood served by the field agency.
2. The student will utilize public transportation to section of town other than your own and compare and contrast your life style to fellow travelers.
3. The student will attend a community meeting (city council, agency board of directors, local school board, or RHBA open governance meeting).
4. Student Choice

*Target Dates*  
1. Month/Year  
2. Month/Year  
3. Month/Year

**Evaluation Criteria:**

1. Student will discuss tour observations with Field or Task instructor.
2. Student will share own reflections of similarities and differences with fellow public transportation riders in a one page summary given to field or task instructor.
3. Student will share meeting information and highlights with field or task instructor.
4. Student Choice

**Evaluator:**

## #6 Generalist Social Work Practice Skills

### Educational Policy 2.1.10 (a-d) -- Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Generalist practitioners view clients and client systems from a strengths perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem solving process to engage, assess, broker services, advocate, counsel, educate and organize with and on behalf of client and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs.

#### #6A – Educational Policy 2.1.10(a) – Engagement

**Learning Objective:** The student will recognize the role of culturally appropriate communication in information gathering and will demonstrate skill in collecting data through the interview process. The student will demonstrate effective and appropriate recording skills and adhere to professional standards of confidentiality.

#### Practice Behaviors:

1. Substantively and affectively prepare for action with individuals, families, groups, organizations and communities.
2. Use empathy and other interpersonal skills.
3. Develop a mutually agreed-on focus and desired outcomes.

#### Learning Activities: Student to complete two activities and create a student choice activity.

1. The student will attend agency orientation on documentation, confidentiality, HIPAA, and mandated reporting.
2. The student will observe a staff member conduct three (3) client intake sessions.
3. The student will complete three (3) to five (5) client intakes and receive ongoing commentary from field instructor regarding skill acquisition.
4. Student Choice

*Target Dates*  
 1. Month/Year  
 2. Month/Year  
 3. Month/Year

#### Evaluation Criteria:

1. The student will adhere to agency policy with all written and verbal communication throughout the internship experience.
2. Student will debrief the client sessions with staff or field instructor after each intake.
3. Student will receive feedback from field instructor regarding skill acquisition on a regular basis.
4. Student Choice

#### Evaluator:

#### #6B – Educational Policy 2.1.10(b) – Assessment

**Learning Objective:** The student will formulate written multi-dimensional assessments based on appropriate socioeconomic and ethnic cultural factors, including strengths.

#### Practice Behaviors:

1. Collect, organize and interpret client data.
2. Assess client strengths and limitations.
3. Develop mutually agreed-on intervention goals and objectives.
4. Select appropriate intervention strategies.

<b><u>Learning Activities: Student to complete two activities and create a student choice activity.</u></b>	<i>Target Dates</i>
<ol style="list-style-type: none"> <li>1. The student will complete a minimum of five (5) agency assessments and receive ongoing commentary from field instructor regarding skill acquisition.</li> <li>2. The student will choose a client and complete a genogram or eco-map.</li> <li>3. The student will compare and contrast two psycho-social assessment instruments and write a short one page paper on their findings.</li> <li>4. Student Choice</li> </ol>	<ol style="list-style-type: none"> <li>1. Month/Year</li> <li>2. Month/Year</li> <li>3. Month/Year</li> </ol>

**Evaluation Criteria:**

1. Student will receive feedback from field instructor regarding skill acquisition on a regular basis.
2. Student will review the genogram or eco-map with client and field instructor.
3. Student will submit the one page paper to field instructor for review.
4. Student Choice

**Evaluator:**

**#6C – Educational Policy 2.1.10(c) – Intervention, Transition and Termination**

**Learning Objective:** In collaboration with the client, the student will develop a culturally respectful intervention plan using an ecological systems framework. The student will implement theoretical approaches based on culturally respectful interventions that are predicated on empirically sound practice knowledge. The student will also demonstrate an understanding of the limitations of current practice knowledge.

**Practice Behaviors:**

1. Initiate actions to achieve organizational goals.
2. Implement prevention interventions that enhance client capacities.
3. Help clients resolve problems.
4. Negotiate, mediate and advocate for clients.
5. Facilitate transitions and endings.

**Learning Activities: Student to complete two activities and create a student choice activity.**

1. In collaboration with the client, the student will develop a culturally respectful intervention plan.
2. The student will meet with designated clients to implement their intervention plan.
3. The student will be aware of the factors that impact client’s transition or termination.
4. Student Choice

*Target Dates*  

1. Month/Year
2. Month/Year
3. Month/Year

**Evaluation Criteria:**

1. Student will discuss intervention plans and procedures with the field or task instructor.
2. Student will have intervention plans reviewed by field or task instructor.
3. Student will have all intervention plan changes and revisions reviewed by field or task instructor.
4. Student Choice

**Evaluator:**



## **#6D – Educational Policy 2.1.10(d) – Evaluation**

**Learning Objective:** The student will regularly evaluate the effectiveness of interventions of client systems and modify as indicated. The student will demonstrate knowledge of factors involved in termination and will appropriately terminate cases.

### **Practice Behaviors:**

1. Social workers critically analyze, monitor and evaluate interventions.

### **Learning Activities: Student to complete two activities and create a student choice activity.**

1. The student will work with client and agency staff to develop benchmarks for each client on caseload.
2. The student will work with assigned clients to regularly review the effectiveness of their intervention plan.
3. The student will understand the agency policy and implementation of terminating or transitioning cases.
4. Student Choice

*Target Dates*  
1. Month/Year  
2. Month/Year  
3. Month/Year

**Evaluator**

## **#7 Community Analysis, Organizational Analysis and Macro Intervention Skills**

### **Educational Policy 2.1.9 – Respond to contexts that shape practice.**

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

**Learning Objective:** The student will demonstrate an ability to identify community and organizational strengths and needs and recommend change strategies.

### **Practice Behaviors:**

1. Continuously discover, appraise and attend to changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant services.
2. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

### **Learning Activities: Student to complete two activities and create a student choice activity.**

1. The student will identify agencies in the local community that provide services and resources relevant to the agency's population for the referral directory or informational pamphlet.
2. The student will attend an agency Board of Directors meeting or other related staff meeting.
3. The student will identify a local, state or federal policy issue that would affect the agency's population.
4. Student Choice

*Target Dates*  
1. Month/Year  
2. Month/Year  
3. Month/Year

### **Evaluation Criteria:**

1. The student will submit a draft document of community resources to field instructor during supervision.
2. The student will debrief meeting agenda items with field or task instructor during supervision.
3. The student will present findings to field instructor.
4. Student Choice

**Evaluator:**

## #8 Social Policy

### **Educational Policy 2.1.8 – Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know 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.

**Learning Objective:** The student will analyze, critique, and influence social policies as relevant to the field placement setting.

#### **Practice Behaviors:**

1. Analyze, formulate and advocate for policies that advance social well-being.
2. Collaborate with colleagues and clients for effective policy action.

#### **Learning Activities: Student to complete two activities and create a student choice activity.**

1. The student will attend Social Work Day at the Legislature to learn about Arizona's social and economic justice efforts.
2. The student will complete relevant course work assignment in SWU 413/415.
3. The student will attend a city council meeting to learn about community concerns or city initiatives that may affect client access to services.
4. Student Choice

*Target Dates*  
1. Month/Year  
2. Month/Year  
3. Month/Year

#### **Evaluation Criteria:**

1. The student will share handouts and/or literature from Social Work Day at the Legislature.
2. The student will provide a hard copy of SWU 413/415 course assignment to field instructor for discussion.
3. The student will complete a short one page summary of meeting activities and review with field instructor.
4. Student Choice

#### **Evaluator:**

## #9 Professional Research Skills

### **Educational Policy 2.1.6 – Engage in research-informed practice and practice-informed research.**

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

**Learning Objective:** The student will demonstrate an ability to use current social work research to inform his/her practice.

#### **Practice Behaviors:**

1. Use practice experience to inform scientific inquiry.
2. Use research evidence to inform practice.

#### **Learning Activities: Student to complete two activities and create a student choice activity.**

1. The student will choose a research topic relevant to the agency population to complete a research study for classroom or Field assignment.
2. The student will partner with the agency's data management or research projects to assist with research on evidence-based practices or with program development.
3. Student Choice

*Target Dates*  
1. Month/Year  
2. Month/Year  
3. Month/Year

**Evaluation Criteria:**

1. The student will provide a hard copy of research study to field instructor for review and discussion.
2. The student will participate in agency project and share outcome of research with field instructor.
3. Student Choice

**Evaluator:**

**#10 Professional Growth and Renewal**

**Educational Policy 2.1.1 – Identify as a professional social worker and conduct oneself accordingly.**

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

**Learning Objective:** The student will develop strategies for promoting personal/professional balance and self-care skills. The student will develop a learning plan for continuing professional education and development.

**Practice Behaviors:**

1. Advocate for client access to the services of social work.
2. Practice personal reflection and self-correction to assure continual professional development.
3. Attend to professional roles and boundaries.
4. Demonstrate professional demeanor in behavior, appearance and communication.
5. Engage in career-long learning and utilize supervision and consultation.

**Learning Activities: Student to complete two activities and create a student choice activity.**

1. The student will create a five year plan outlining goals for professional development.
2. The student will engage in a self-care activity two – three times per week.
3. The student will maintain weekly supervision logs.
4. Student Choice

*Target Dates*  
1. Month/Year  
2. Month/Year  
3. Month/Year

**Evaluation Criteria:**

1. The student will review five year plan with field instructor for feedback.
2. The student will develop a self-care plan and review regularly with field instructor.
3. The student will review the weekly supervision log with field instructor.
4. Student Choice

**Evaluator:**

## Student Intern's Bill of Rights

- The right to have a field instructor who supervises them consistently at regularly designated times.
- The right to a sufficient number and variety of cases/projects to ensure learning.
- The right to growth-oriented, as well as technical and theoretical, learning that is stable in its expectations.
- The right to clear criteria for performance evaluation.
- The right to a field instructor who is adequately trained and skilled in supervision.

Munson C.E. (1987) Field Instruction in Social Work Education. *Journal of Teaching in Social Work*, 1 (1), 91-109

## ASU Field Student Responsibilities

- Student is expected to adhere to the NASW Code of Ethics
- To adhere to the attendance policies as established by the School.
- Regular attendance at required seminars, if applicable (typically BSW Field seminar).
- Regular and prompt attendance at conference with the field instructor.
- Recognition of the need for strict confidentiality in and use of information gained during work in the agency.
- Recording of field practice hours in the agency.

## ASU Field Instructor Responsibilities

- Field instructor is required to complete the school's field instructor certification training.
- To develop a clear learning contract with the student about performance expectations, the expectations are to be stated in terms of behavioral learning goals, methods of achievement, and standards of measurement.
- To provide instruction on a regular basis and a supervisory conference, ordinarily one hour a week.
- To develop specific practice opportunities that will enable the student to fulfill the expectations of the learning contract.
- To provide feedback to the student, on an ongoing basis, as to their field performance.
- To communicate to the student and to the faculty liaison about any unusual opportunities, conditions, or problems as soon as they are evident.
- To involve the student in the preparation of the student performance evaluations during the semester.

## ASU Field Liaison Responsibilities

- ❖ Field liaisons are to insure that the students within their assigned agencies are involved in the high quality education that curriculum defines.
- ❖ To assist the field instructor in the development of the field learning contract.
- ❖ To fulfill the school/agency contract by visiting their assigned agencies on a regularly scheduled basis and interpret curriculum and policy implementations for the student and the agency.
- ❖ To fulfill the responsibilities for liaison activities as described in the field manual.
- ❖ To forward to the field office the student learning contract and the plan for implementation within six weeks of the beginning of placement.
- ❖ To insure that the student is informed at mid-semester of their performance according to the contract.

ASU School of Social Work Field Education Policies & Procedures: <http://ssw.asu.edu/admissions-degrees/field-folder/field-education-policies-procedures/view>