

**MSW Advanced Direct Practice (ADP)**  
*(2<sup>nd</sup>-Year MSW Field Placement)*

**Field Learning Contract**

**Please Type or Print:** *(Typing Instructions: Type directly into gray area. Area will expand to include text.)*

**Student Name:**

**Dates of Placement:**

**Specialization:** Please indicate ADP specialization by checking one of the following

Public Child Welfare  Child/Youth and Families  Health or  Behavioral Health

If enrolled in a certificate program,  
please check the appropriate program.

Latino Certificate Program	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Gerontology Certificate Program	Yes <input type="checkbox"/>	No <input type="checkbox"/>

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**Agency:**

**Field Instructor:**

**Task Instructor (if applicable):**

**Field Liaison:**

**Signatures:**

**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>Other adjunct field instructors</b>	
<b>Field Agency</b>	
<b>Dates of Field Instruction</b>	<p style="text-align: center;"><i>Either check with ink pen or point and click with electronic cursor</i></p> <p><input type="checkbox"/> <b>Academic Year August</b>      <b>Yr</b>      <b>through May</b>      <b>Yr</b>      <b>or</b></p> <p><input type="checkbox"/> <b>Summer Block yr</b>      <input type="checkbox"/> <b>Other</b></p>
<b>Supervision Time</b> <i>(ASU SSW Policy requires one hour of supervision per Week.)</i>	<p><b>Supervision will occur as follows:</b></p> <p><b>Day of week</b>      <b>Time</b></p>
<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 <i>adjunct</i> field instructors
<input type="checkbox"/>	Process recording
<input type="checkbox"/>	Audio recording*
<input type="checkbox"/>	Video recording*
<input type="checkbox"/>	Online / e-mail communication
<input type="checkbox"/>	Telephonic

**\*Please Note: First Semester field student (SWG 641) is required to produce either one video or one audio tape of a client interview session.**

**Directions: Students in collaboration with their field instructor develop three activities for each category. The activities operationalize the learning objective of that category. Each activity must have a target date and an evaluation criteria. Information on the listed Educational Policy and Accreditation Policy Standards (EPAS) information can be found at <http://www.cswe.org/Accreditation>. Once the learning contract is complete, students must arrange a meeting with the field instructor and liaison to review and approve the contract. The approved learning contract with signatures is then uploaded to student’s IPT detail page.**

### #1 PROFESSIONAL VALUES AND ETHICS

<b>Learning Objective:</b> Demonstrate appropriate professional use of self and ethical problem solving in advanced practice. [EPAS 2.1.1; 2.1.2]	
<b>Learning Activities:</b>	<b>Target Dates</b>
<b>Evaluation Criteria:</b>	
<b>Evaluator:</b>	

### #2 PROFESSIONAL RELATIONSHIP SKILLS

<b>Learning Objective:</b> The student will engage in appropriate and effective communications skills with clients, supervisors and staff. The student will demonstrate professional use of self (e.g., the student can describe specifically how his/her relationship with a “client system” and how it affects the helping process). The student will use supervision and consultation appropriately. [EPAS 2.1.1; 2.1.2; 2.1.3]	
<b>Learning Activities:</b>	<b>Target Dates</b>
<b>Evaluation Criteria:</b>	
<b>Evaluator:</b>	

### #3 PROFESSIONAL ROLES

<b>Learning Objective:</b> The student will demonstrate awareness of (and participate in when possible) existing professional organizations, resources and state certification procedures. The student will demonstrate an awareness of various professional roles necessary in practice, e.g., advocate, broker, case manager, community organizer within the context of their area of specialization. [EPAS 2.1.9; 2.1.10 (a)-(d)]	
<b>Learning Activities:</b>	<b>Target Dates</b>
<b>Evaluation Criteria:</b>	

<b>Evaluator:</b>
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#### #4 RESPONSIVENESS TO MULTICULTURAL CLIENT SYSTEMS

<b>Learning Objective:</b>
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The student will demonstrate an understanding of, and respect for, the positive value of diversity, particularly as it relates to populations of the Southwest. The student will demonstrate an understanding of the forms and mechanisms of oppression and discrimination. [EPAS 2.1.4; 2.1.5; 2.1.8]

<b>Learning Activities:</b>	<b>Target Date</b>
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<b>Evaluation Criteria:</b>
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<b>Evaluator:</b>
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#### #5 APPLICATION OF THEORIES OF HUMAN BEHAVIOR AND PRACTICE FRAMEWORKS

<b>Learning Objective:</b>
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Student will demonstrate skill in evaluating and applying culturally relevant theories and empirical evidence to assessment and intervention practice in their area of specialization. [EPAS 2.1.3; 2.1.7]

<b>Learning Activities:</b>	<b>Target Dates</b>
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<b>Evaluation Criteria:</b>
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<b>Evaluator:</b>
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#### #6 THERAPEUTIC RELATIONSHIP WITH CLIENT

<b>Learning Objective:</b>
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The student will recognize the role of culturally appropriate communication in information gathering and will demonstrate skills in collecting data through the interview process. The student will demonstrate effective and appropriate clinical interviewing skills and adhere to professional standards of confidentiality. [EPAS 2.1.4; 2.1.5; 2.1.10 (a)-(d)]

<b>Learning Activities:</b>	<b>Target Dates</b>
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**1. Produce audio or video of client interview. To be completed in first semester: SWG 641.**

<b>Evaluation Criteria:</b>	
<b>Evaluator:</b>	

## #7 CLINICAL ASSESSMENT

<b>Learning Objective:</b> The student will gather and formulate written assessments and psychosocial histories and in doing so, the student will demonstrate culturally responsive skills in performing individual, family, and group assessments within their area of specialization. Student will demonstrate competent critical thinking skills in formulating assessments. [EPAS 2.1.3; 2.1.4; 2.1.10 (a)-(d)]	
<b>Learning Activities:</b>	<b>Target Dates</b>
<b>Evaluation Criteria:</b>	
<b>Evaluator:</b>	

## #8 PLANNING, IMPLEMENTATION AND EVALUATION OF INTERVENTIONS

<b>Learning Objective:</b> Student will demonstrate knowledge and skill in planning, implementing and evaluating evidence-based interventions through the application of critical thinking skills, review of evidence, synthesis of information, and development of a clear rationale for guiding practice. [EPAS 2.1.3; 2.1.6; 2.1.10 (a)-(d)]	
<b>Learning Activities:</b>	<b>Target Dates</b>
<b>Evaluation Criteria:</b>	
<b>Evaluator:</b>	

## #9 TRANSITION/DISCHARGE/TERMINATION

<b>Learning Objective:</b> The student will demonstrate knowledge of factors involved in transitioning/discharging client cases and will adhere to ethical and practice standards appropriate to transitioning or discharging a case. [EPAS 2.1.10 (d)]
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<b>Learning Activities:</b>	<b>Target Dates</b>
<b>Evaluation Criteria:</b>	
<b>Evaluator:</b>	

## #10 ORGANIZATIONAL AND SOCIAL CHANGE SKILLS

<b>Learning Objective:</b> The student will demonstrate knowledge on how to advance social justice using principles of cultural competence and empowerment to promote organizational and social change. [EPAS 2.1.5; 2.1.8; 2.1.9; 2.1.10 (c)]	
<b>Learning Activities:</b>	<b>Target Dates</b>
<b>Evaluation Criteria:</b>	
<b>Evaluator:</b>	

## #11 POLICY PRACTICE

<b>Learning Objective:</b> Student will demonstrate skill in analyzing the impact of social policies* on social and economic justice, and demonstrate skills for influencing policy in their <u>area of specialization</u> . More generally the student will demonstrate an awareness of key policy issues relevant to families and social networks that are unique to the Southwest such as extended families, clans and compadrazgo. [EPAS 2.1.4; 2.1.5; 2.1.8]  <i>*This would include issues relevant at either the agency, or state or federal level.</i>	
<b>Learning Activities:</b>	<b>Target Dates</b>
<b>Evaluation Criteria:</b>	
<b>Evaluator:</b>	

## #12 PROFESSIONAL DEVELOPMENT AND RENEWAL

<b>Learning Objective:</b> 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. [EPAS 2.1.1; 2.1.2]
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<b>Learning Activities:</b>	<b>Target Dates</b>
<b>Evaluation Criteria:</b>	
<b>Evaluator:</b>	

### **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. (SWK 710-06)
- 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 School of Social Work Field Policy SWK 710

### **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 School of Social Work Field Policy SWK 705

## 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 Policy SWK 709