

MSW Advanced Generalist Practice (AG)
(2nd-Year MSW Field Placement)
Field Learning Contract

Please Type or Print:

Student:

Dates of Placement:

If enrolled in a certificate, please indicate that here:

Latino Certificate Program	Yes	<input type="checkbox"/>
Gerontology Certificate Program	Yes	<input type="checkbox"/>
Trauma and Bereavement Certificate Program	Yes	<input type="checkbox"/>
Assessment of Integrative Health Modalities	Yes	<input type="checkbox"/>

Agency:

Agency Address:

Agency Phone Number:

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

Student Name	
Field Instructor	
Other adjunct field instructors	
Field Agency	
Dates of Field Instruction	<p style="text-align: right;"><i>Point and click with electronic cursor</i></p> <p><input type="checkbox"/> Academic Year August Yr through May Yr or</p> <p><input type="checkbox"/> Summer Block Yr <input type="checkbox"/> Other</p>
Supervision Time <i>(ASU SSW Policy requires one hour of supervision per Week.)</i>	<p>Supervision will occur as follows:</p> <p>Day of week Time</p>
Agreement on holidays, winter break, and spring break.	What is the agreement for coverage during school breaks?
Conflict resolution procedure.	Please refer to the ASU Social Work Field Education Policy SWK 715.
<p>Supervision Formats to be used. Check all that apply.</p> <p style="text-align: right;"><i>Either check with ink pen or point and click with electronic cursor</i></p>	
<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

The learning objectives are based on the Council on Social Work Education 2015 Educational Policy and Accreditation Standards.

Directions: In each category choose two learning activities and create a student choice activity. Each activity must have an evaluation criteria and a target date (month & year).

Typing Instructions: Type directly in to the gray box. Area will expand to include text.

#1 DEMONSTRATE PROFESSIONAL VALUES AND ETHICS

Learning Objective: Develop skills in ethical practice by identifying complex ethical issues that arise at particular phases of social work practice and in particular settings.	
Practice Behaviors <ul style="list-style-type: none"> • 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; • use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; • demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; • use technology ethically and appropriately to facilitate practice outcomes; and • use supervision and consultation to guide professional judgment and behavior. 	
Learning Activities: 1. Compare and contrast NASW Code of Ethics with the agency Code of Conduct. 2. Identify your personal values and perceptions about culture that influence social work practice in your placement agency. 3. Identify and obtain training in the agency decision making model. 4. Student Choice.	Target Dates
Evaluation Criteria: 1. Write a summary of what constitutes ethical practice and discuss with field instructor during supervision 2. During field supervision use self-reflection to identify personal values and perceptions about agency's population. 3. Submit proof of training from agency orientation /training and discuss key factors with field instructor. 4. Student Choice.	
Evaluator:	

#2 ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE

Learning Objective: Increase understanding of how diversity shapes human experience and identity. Demonstrate that understanding with respect to varying populations and issues. Explain how forms and mechanisms of oppression and discrimination may marginalize, alienate, or create privilege and power.	
Practice Behaviors <ul style="list-style-type: none"> • apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; • present themselves as learners and engage clients and constituencies as experts of their own experiences; and • apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies 	
Learning Activities: 1. Review two case management plans involving non-dominant families, identifying how strengths and family-centered practice is grounded in a cultural context. 2. Interview an agency administrator responsible for administration/ service delivery or a local community organizer on issues that impact non-dominant communities.	Target Dates

3. Participate in agency training on cultural competence. 4. Student Choice.	
Evaluation Criteria: 1. Produce and submit a summary of how diversity impacts practice to the field instructor for discussion in supervision. 2. Provide summary of interview to the field instructor. 3. Summarize reflections on the cultural competence training. 4. Student Choice.	
Evaluator:	

#3 ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE

Learning Objective: Establish professional identity through leadership by applying and developing strategies that promote social and economic justice, eliminate barriers to services, and advance human rights.	
Practice behaviors <ul style="list-style-type: none"> • apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and • engage in practices that advance social, economic, and environmental justice 	
Learning Activities: 1. Collaborate with field instructor and agency administration to identify issues related to human rights at the individual and system level. 2. Through community and organizational analysis identify ways to advance human rights and social, economic and environmental justice. 3. Student Choice	Target Dates
Evaluation Criteria: 1. Community presentation of advocacy project. 2. Submit analysis as part of the advocacy project. 3. Student choice	
Evaluator:	

#4 ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE

Learning Objective: Engage in critical thinking through the application and evaluation of research- informed practices.	
<i>Practice Behavior</i> <ul style="list-style-type: none"> • use practice experience and theory to inform scientific inquiry and research; • apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and • use and translate research evidence to inform and improve practice, policy, and service delivery 	
Learning Activities: 1. Attend training on evidence based practices used by agency. 2. Interview 2 or 3 staff members on their perceptions of the evidenced based interventions used by the agency. 3. Develop a single case design to evaluate an assigned client’s progress. 4. Student Choice.	Target Dates

Evaluation Criteria:

1. Provide the field instructor with feedback regarding the training.
2. Provide field instructor summary on interviews with staff members.
3. Have field instructor review single case design and obtain feedback on client progress.
4. Student Choice.

Evaluator:

#5 ENGAGE IN POLICY PRACTICE

Learning Objective:

Contribute to the advancement and dissemination of knowledge of social policy at the local, state, and federal level.

Practice Behaviors

- identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

Learning Activities:

1. Identify an area of policy change needed for a segment of the agency population.
2. Design an intervention for identified change strategy.
3. Analyze how policy affects the delivery of a social service or program.
4. Student Choice

Target Dates

Evaluation Criteria:

1. Discuss relevant factors in identifying an area of change during supervision.
2. Review intervention for an identified change strategy with field instructor for approval.
3. Submit analysis of social service delivery and review with field instructor.
4. Student Choice.

Evaluator:

#6 ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

Learning Objectives:

Communicate with clients and mobilize resources appropriate to unique practice settings to implement relevant services, programs, advocacy, and/or policies.

Practice Behaviors

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

Learning Activities:

1. Develop a plan for ongoing engagement with clients or other constituencies.
2. Observe 2 or 3 agency social workers as they practice in different service areas at the micro, mezzo or macro level.
3. Complete three to five new client intakes utilizing agency forms.
4. Student Choice

Target Dates

Evaluation Criteria:

1. Receive feedback from field instructor on the plan for client engagement.
2. Discuss findings from observation of other agency social workers.
3. Review intakes on assigned client with field instructor.
4. Student Choice

Evaluator:

#7 ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

Learning Objectives:

Assume differential roles appropriate to the practice situations at the micro, mezzo and macro levels.

Practice Behaviors

- 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;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Learning Activities:

1. Student will interview a professionally trained social worker in a leadership position to learn about micro, mezzo, or macro level practice.
2. Complete a minimum of 3 assessments for an assigned client, family or group.
3. Identify a change opportunity within the organization, system or community.
4. Student Choice

Target Dates

Evaluation Criteria:

1. Student will discuss interview results with field instructor.
2. Review client assessments with field instructor.
3. Discuss with field instructor the possible change opportunity and how it may impact agency population.
4. Student Choice

Evaluator:

#8 INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

Learning Objectives:

Demonstrate the ability to use inter-professional collaboration to achieve beneficial outcomes for relevant services, programs, advocacy, and/or policies at the micro, mezzo or macro level to achieve client and constituency goals.

Practice Behaviors <ul style="list-style-type: none"> critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and facilitate effective transitions and endings that advance mutually agreed-on goals 	
Learning Activities: 1. Demonstrate ability to collaborate with other professionals to provide research – informed interventions to assigned client or other constituencies. 2. Participate in a community event that addresses social justice opportunity 3. Complete a needs assessment on a community or organizational need from a macro level perspective. 4. Student Choice	Target Dates
Evaluation Criteria: 1. Receive feedback from field instructor on the audio/videotape of client interview. 2. Demonstration participation thru event flyer, meeting agenda or related documentation. 3. Discuss findings with field instructor. 4. Student Choice	
Evaluator:	

#9 EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

Learning Objectives: Demonstrate the ability to evaluate processes and outcomes to advance practice, policy, and service delivery effectiveness.	
Practice Behaviors <ul style="list-style-type: none"> select and use appropriate methods for evaluation of outcomes; apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; facilitate effective transitions and endings that advance mutually agreed-on goals 	
Learning Activities: 1. Demonstrate ability to collaborate with other professionals to provide research – informed interventions. 2. Provide an intervention for an assigned client, family or group. 3. Utilize qualitative and quantitative methods for evaluating outcomes and practice effectiveness. 4. Student Choice	Target Dates
Evaluation Criteria: 1. Receive feedback from field instructor on the process of developing the intervention. 2. Ongoing review of delivery of client services with field instructor. 3. Provide data analysis to field instructor for discussion. 4. Student Choice	
Evaluator:	

#10 PROFESSIONAL GROWTH AND DEVELOPMENT

Learning Objective: Develop an understanding of the professional use of self on micro, mezzo and macro levels to implement self-care strategies and promote ongoing professional development.	
Practice Behaviors <ul style="list-style-type: none"> • use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; • negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and • engage in practice that demonstrates integration of self-care strategies 	
Learning Activities: 1. Participate in a group training on stress reduction or burn-out prevention. 2. Develop a plan for continued professional development. 3. Develop weekly self-care plan and implement throughout internship. 4. Student Choice.	Target Dates
Evaluation Criteria: 1. Provide documentation of training completion. 2. Review plan with field instructor. 3. Document weekly self-care activities in the Weekly Supervision Log and review with field instructor. 4. Student Choice.	
Evaluator:	

#11 DEMONSTRATION OF PROFESSIONAL SKILL AND KNOWLEDGE

Learning Objective: Demonstrate synthesis of theory and course content in direct application in the field through the compilation of a professional portfolio.	
Learning Activities: 1. Development of a synthesis paper. 2. Compilation of materials that demonstrate application activities. 3. Presentation of portfolio.	Target Dates
Evaluation Criteria: 1. Successful attainment of a passing grade for SWG 593.	
Evaluator: SWG 593 Instructor	

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

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