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DEPARTMENT OF
SOCIAL WORK

Learning Contract - Senior Field Experience

Date:

Student:

Agency: Site Location:

Messiah University Field Coordinator: Michelle George, MSW, LCSW, BCD
Messiah University Field Liaison (if applicable):

Agency Social Work Field Instructor:

Field Instructor's Phone Number:

Field Instructor's Email Address:

Agency Supervisor (if applicable):

Agency Supervisor's Phone Number:

Agency Supervisor's Email Address:

Agency's Director Phone Number:

Agency's Email Address:

The student will spend a minimum of 450 hours at the agency during the semester.

The student will begin placement on:

The student will end placement on:

Days and times student is expected to be at the agency:

Days	Times the student is expected to begin and end placement
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	



Competency 1: Demonstrate Ethical and Professional Behavior Dimensions:

Knowledge- Understand the profession's history, its mission, and the roles and responsibilities of the profession. Understand laws and regulations that may impact practice at the micro, mezzo, and macro levels.

Values- Understand the value base of the profession and its ethical standards.

Skills- Understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas.

Cognitive Processes- Recognize personal values and the distinction between personal and professional values when demonstrating ethical and professional behavior.

Affective Processes- Understand how their personal experiences and affective reactions influence their professional judgment and behavior.

Tasks and Activities: Please list the tasks and activities that will be undertaken to achieve this competency expectation. Indicate how the learning activity will be evaluated or measured to determine it has been accomplished. Please ensure that each of the dimensions are addressed.

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Competency 2: Engage diversity and difference in practice Dimensions:

Knowledge-Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity.

Values-Treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Promote clients' socially responsible self-determination

Skills- 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

Cognitive Processes- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Affective Processes-Understand how personal experiences and affective reactions may impact the ability to effectively engage with diverse clients and constituencies

Tasks and Activities: Please list the tasks and activities that the student will undertake to achieve this competency expectation. Indicate how the learning activity will be evaluated or measured to determine it has been accomplished. Please ensure that each of the dimensions are addressed.

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

Knowledge- Understand that every person regardless of position in society has fundamental human rights

Values- Pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Strive to ensure access

to needed information,

services, and resources; equality of opportunity; and meaningful participation in decision making for all people
Skills- Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. Engage in practices that advance social, economic, and environmental justice

Cognitive Processes- Critically evaluate issues of human rights and oppression

Affective Processes- Understand how their personal experiences and affective reactions influence their professional judgment and behavior. Understand how personal experiences and affective reactions may impact the ability to effectively engage in human rights, and social, economic, and environmental justice practices.

Tasks and Activities: Please list the tasks and activities that the student will undertake to achieve this competency expectation.

Indicate how the learning activity will be evaluated or measured to determine it has been accomplished. Please ensure that each of

the dimensions are addressed.

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Competency 4: Engage in Practice-informed Research and Research-informed Practice Dimensions:

Knowledge-Understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing

Values- Continually strive to increase their professional knowledge and skills and to apply them in practice. Aspire to contribute to the knowledge base of the profession.

Skills- Practice experience and theory to inform scientific inquiry and research. Understand the processes for translating research findings into effective practice.

Cognitive Processes- Apply critical thinking to analysis of quantitative and qualitative research methods and research findings.

Affective Processes-Understand how personal and professional experiences and affective reactions may impact the ability to effectively engage in practice informed research and research informed practice

Tasks and Activities: Please list the tasks and activities that the student will undertake to achieve this competency expectation. Indicate how the learning activity will be evaluated or measured to determine it has been accomplished. Please ensure that each of the dimensions are addressed.

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Competency 5: Engage in Policy Practice Dimensions:

Knowledge-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. 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. Recognize and understand the historical, social, cultural, economic, organizational, environmental,

and global influences that affect social policy

Values- Pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice

Skills- 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. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services, and assess how social welfare and economic policies impact the delivery of and access to social services

Cognitive Processes- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

Affective Processes- Understand how personal and professional experiences and affective reactions may impact the ability to effectively engage in policy practice

Tasks and Activities: Please list the tasks and activities that the student will undertake to achieve this competency expectation. Indicate how the learning activity will be evaluated or measured to determine it has been accomplished. Please ensure that each of the dimensions are addressed.

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

Dimensions:

Knowledge- 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. Understand theories of human behavior and the social environment.

Values- Value the importance of human relationships. Value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Skills- Understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Apply theories of human behavior to facilitate engagement with clients and constituencies including individuals, families, groups and communities.

Cognitive Processes- Critically evaluate theories of human behavior.

Affective Processes- Understand how professional experiences and affective reactions may impact the ability to effectively engage with diverse clients and constituencies

Tasks and Activities: Please list the tasks and activities that the student will undertake to achieve this competency expectation. Indicate how the learning activity will be evaluated or measured to determine it has been accomplished. Please ensure that each of the dimensions are addressed.

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

Knowledge-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

Values- Understand that relationships between and among people are an important vehicle for change. Engage people as partners in the helping process.

Skills- Apply theories of human behavior and the social environment in the assessment of diverse clients and constituencies including individuals, families, groups and communities.

Cognitive Processes- Critically evaluate theories of human behavior and the social environment.

Affective Processes- Understand how personal experiences and affective reactions may affect assessment and decision-making

Tasks and Activities: Please list the tasks and activities that the student will undertake to achieve this competency expectation. Indicate how the learning activity will be evaluated or measured to determine it has been accomplished. Please ensure that each of the dimensions are addressed.

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

Knowledge- Utilize evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Understand theories of human behavior and the social environment

Values- Understand that relationships between and among people are an important vehicle for change. Engage people as partners in the helping process. Seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities

Skills- Understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Apply knowledge of human behavior and the social environment to effectively intervene with clients and constituencies.

Cognitive Processes- Critically evaluate theories of human behavior and the social environment to effectively intervene with clients and constituencies.

Affective Processes- Understand how their personal experiences and affective reactions may affect their ability to effectively intervene.

Tasks and Activities: Please list the tasks and activities that the student will undertake to achieve this competency expectation. Indicate how the learning activity will be evaluated or measured to determine it has been accomplished. Please ensure that each of the dimensions are addressed.

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

Knowledge- 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. Understand theories of human behavior and the social environment. Understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness

Values-Understand that relationships between and among people are an important vehicle for change. Engage people as partners in the helping process. Seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities

Skills- Recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Apply theories of human behavior and the social environment in evaluating outcomes.

Cognitive Processes- Critically evaluate theories of human behavior and the environment in evaluating outcomes.

Affective Processes- Understand how personal experiences and affective reactions may affect their ability to effectively evaluate

Tasks and Activities: Please list the tasks and activities that the student will undertake to achieve this competency expectation. Indicate how the learning activity will be evaluated or measured to determine it has been accomplished. Please ensure that each of the dimensions are addressed.

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Competency 10: Apply Christian faith development principles to inform and guide competent, professional and ethical practice Dimensions:

Knowledge-Understand the components of each spiritual discipline and understand how applying each spiritual discipline enhances spiritual development and facilitates becoming a professional, ethical and competent social worker

Values- Understand the importance of demonstrating cultural competence when applying faith development principles in practice Skills- develop strategies to apply each spiritual discipline in an ethical, professional and competent manner to enhance spiritual growth.

Cognitive Processes- Comprehend, critically evaluate and apply the practice of each spiritual discipline to their daily life, based on their personal understanding of the discipline. Demonstrate critical thinking when working through tensions between faith and social work practices.

Affective Processes- Understand how their own feelings and emotional responses can influence the personal application of each spiritual discipline and the expression of the spiritual discipline with client populations.

Tasks and Activities: Please list the tasks and activities that the student will undertake to achieve this competency expectation. Indicate how the learning activity will be evaluated or measured to determine it has been accomplished. Please ensure that each of the dimensions are addressed.

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My signature represents agreement to this learning contract and the responsibilities outlined above. I understand that I may be asked to revise this learning contract at a future date to better represent responsibilities at the agency and field expectations.

Signature of Student: Date

Signature of Field Instructor: Date

Signature of Field Liaison: Date

(Please sign the Learning Contract. Note that typing in a student or field instructor's name does not constitute a signature.)