

DEPARTMENT CHAIR  
Charles Seitz, Ph.D., MSW, LCSW

FIELD COORDINATOR  
Michelle George, MSW, LCSW, BCD

ASSOCIATE PROFESSOR  
Charlene Lane, Ph.D., MSW, LCSW



SOCIAL WORK DEPARTMENT  
One University Avenue Suite 3057  
Mechanicsburg, PA 17055  
717-796-1800

CONTACT INFORMATION:

[cseitz@messiah.edu](mailto:cseitz@messiah.edu), ext.3240

[mgeorge@messiah.edu](mailto:mgeorge@messiah.edu), ext. 3902

[clane@messiah.edu](mailto:clane@messiah.edu), ext. 2070

**Learning Contract- Sophomore Field Experience**

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 50 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.

- 1.
- 2.
- 3.
- 4.
- 5.

#### **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.

- 1.
- 2.
- 3.
- 4.
- 5.

#### **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.

- 1.
- 2.
- 3.
- 4.
- 5.

#### **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.

- 1.
- 2.
- 3.
- 4.
- 5.

**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.

- 1.
- 2.
- 3.
- 4.
- 5.

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 via Digital ID in the signature boxes above. Note that typing in a student or field instructor's name does not constitute a signature.)