



Steps to completing the BSW Student Learning Contract

1. Meet with your Field Supervisor (and Task Coordinator as necessary) to review all of the various learning experiences and activities that you will have during your internship. Consider your own individual learning needs. What do you hope to learn/experience/achieve during your internship? Additionally, review the nine competencies and associated behaviors along with the examples listed in this document for further ideas of potential learning tasks and activities. Make a list of the proposed learning activities you will participate in during the semester. Be sure to start the description of each learning task or activity with an action verb, such as facilitate, observe, attend, etc.
2. From your list, begin to determine where each learning activity best fits within the learning contract. Which competency does the identified activity best reflect? Type the activity into the learning contract to use as a rough draft.
3. After determining the learning activities for each competency, consider the evaluation method. How will your Field Supervisor know that you've completed the learning activity? Generally, the method could be a review of any written document (i.e. case notes), direct observation, feedback from other staff, or discussion in supervision. Also, consider the time frame for when you plan to complete the learning activity. The time frame could be ongoing or a specific date.
4. Allow your Field Liaison to review your rough draft and make suggestions as necessary. Once all parties (Student, Field Supervisor, Task Coordinator, and Field Liaison) have reviewed the learning contract and any necessary changes/additions have been made, all parties should sign the learning contract. *Please note that the learning contract is fluid, meaning learning activities can be changed or modified throughout the semester as long as the student communicates the changes with their Field Supervisor and the Field Supervisor agrees with the changes.

Tips for completing the BSW Student Learning Contract

1. Use action verbs to describe the learning activity such as:

Conduct	Analyze	Research
Participate	Facilitate	Develop
Attend	Interview	Understand
Collect	Organize	Assist
Compile	Identify	Demonstrate
Utilize	Document	Prepare
Present	Perform	Review
Assess	Engage	Evaluate
Observe	Interact	Practice

2. Consider how your Field Supervisor will evaluate your progress. Possible evaluation methods include:

- Discuss task/activity with Field Supervisor during weekly supervision
- Review of written document (daily logs, case notes, progress notes, treatment plans, summaries, emails)
- Direct observation
- Feedback received from others
- Conference certificate

3. Use the SMART method when developing learning activities:

S = Simple and Specific

M = Measurable

A = Achievable

R = Realistic

T = Time Bound

- Example: "By November 1, I will identify barriers that clients face when accessing services and develop strategies to lessen the barriers. I will share the barriers and strategies during supervision."

4. Students need to create a revised learning contract for the winter semester. Save some learning activities for the next semester.

Examples of Learning Activities

CSWE Competency & Associated Behaviors	Learning Activity Examples by Competency
<p>Competency 1: Demonstrate Ethical and Professional Behavior</p> <p>Behaviors:</p> <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 • Use supervision and consultation to guide professional judgment and behavior. 	<ul style="list-style-type: none"> • Determine what applicable laws and regulations reveal about a relevant issue and how the laws and regulations may impact practice on a micro, mezzo, macro level • Consult the NASW Code of Ethics, relevant laws, and organizational policies regarding appropriate social work practice and technology use. • Understand and demonstrate the distinction between personal and professional values • Use supervision to identify professional development opportunities and challenges • Recognize potential boundary conflicts within the practice setting; demonstrate appropriate boundaries • Arrive on time, dress appropriately, use professional oral and written communication • Attend staff meetings and regularly participate • Learn the agency’s electronic records system and use with discretion • Develop a weekly agenda and/or two weekly goals to share in supervision meetings • Ask for feedback on your performance on a regular basis
<p>Competency 2: Engage Diversity and Difference in Practice</p> <p>Behaviors:</p> <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, macro levels • Present themselves as learners and engage clients and constituencies as experts of their own experiences 	<ul style="list-style-type: none"> • Attend a relevant training on diversity and difference and apply concepts learned at the internship agency • Research cultures (traditions, values, religions and family structures) of clients, groups, or communities to better understand them and share findings in a staff meeting • Use supervision to discuss the effects of oppression on specific client groups • Actively participate when engaging with clients, asking relevant questions to understand their experiences

<ul style="list-style-type: none"> • Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies 	<ul style="list-style-type: none"> • Explore personal biases in supervision and examine how this may affect equitable delivery of services • Interview other social workers in the agency to determine strategies of managing influences of biases
<p>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</p> <p>Behaviors:</p> <ul style="list-style-type: none"> • Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems levels • Engage in practices that advance social, economic, and environmental justice 	<ul style="list-style-type: none"> • Review the Universal Declaration of Human Rights • Familiarize self with current political events and consider how those events may impact clients on a micro, mezzo, or macro level • Follow a legislative bill promoting civil rights for a marginalized group • Advocate for client or client system • Identify barriers that clients face when accessing services and develop strategies to lessen the barriers • Identify strengths and gaps within the existing service delivery system and develop plans that meet the needs of clients, groups, or community • Assist in writing a grant to advance opportunities for clients • Attend a meeting where policy action is discussed
<p>Competency 4: Engage in Practice-informed Research and Research-informed Practice</p> <p>Behaviors:</p> <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 • Use and translate research evidence to inform practice, policy, and service delivery 	<ul style="list-style-type: none"> • Create, distribute, compile, and analyze a client satisfaction survey • Use practice experience and theory to contribute to program evaluation • Compile client demographics to inform evaluation findings • Complete documents needed for grant-funded program report • Learn the purpose and contribute to the agency audit process • Develop a literature review with recommendations to inform practice interventions or organizational changes • Research effective engagement interventions with a particular population/group • Learn the evidenced-based practices the

	<p>agency utilizes and understand why they are used</p> <ul style="list-style-type: none"> • Develop curriculum for a group constructed from own knowledge-base and evidence-based research
<p>Competency 5: Engage in Policy Practice</p> <p>Behaviors:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Learn how a particular policy that affects practice has evolved over time • Review the agency’s policies and procedures handbook and consider intended and unintended consequences for clients • Become knowledgeable about pertinent legislation and its effects on agency clients or client system • Understand which policies are local vs. state. vs. federal • Participate in efforts (task force, agency collaborative, letter to government) to fill gaps in service and remove barriers to service • Advocate for client needs through conducting a training or proposing organizational policy changes
<p>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</p> <p>Behaviors:</p> <ul style="list-style-type: none"> • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies • Use empathy, reflection, and interpersonal skills to effectively engage diverse client and constituencies 	<ul style="list-style-type: none"> • Attend home visits to increase understanding of client’s social systems • Identify environmental factors that may affect client functioning • Identify ecological factors that may affect client functioning • Determine various approaches to engagement with clients and constituencies based on agency context and understanding of human behavior and the social environment • During supervision identify areas of comfort and discomfort in client engagement • Demonstrate active listening skills during meetings and in interactions with colleagues and clients • Seek feedback from supervisor and colleagues about ways to build rapport and trust in interpersonal interactions • Research a particular culture’s norms for communication and engagement

<p>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</p> <p>Behaviors:</p> <ul style="list-style-type: none"> • 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 • Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies 	<ul style="list-style-type: none"> • Conduct professional interviews with clients, groups, and/or communities to build collaborative relationships • Attend inter-professional meetings and reflect learning in supervision • Observe or facilitate client intake appointments • Create genogram or ecomap for client or constituencies • Develop person-centered plans with client • Participate in goal-setting with client or client system • Conduct needs assessment or community assessment of client or client system • Research evidenced-based interventions • Discuss with supervisor multiple intervention approaches • Develop a comprehensive intervention plan related to an assigned case
<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p> <p>Behaviors:</p> <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 	<ul style="list-style-type: none"> • Make referrals on behalf of clients • Prepare for and facilitate groups • Participate in inter-agency collaborative to analyze community needs • Visit a referral agency to gain better understanding of their services • Develop coordinated approaches for advocacy • Explain the termination or transitional process to a client or client system • Assist in gaining community support for a program, policy, or population group • Choose appropriate interventions in consultation with clients, professional knowledge-base, supervisor, and inter-professional colleagues

<p>appropriate to achieve beneficial practice outcomes</p> <ul style="list-style-type: none"> • Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies • Facilitate effective transitions and endings that advance mutually agreed-on goals 	
<p>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p> <p>Behaviors:</p> <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 • Critically analyze, monitor, and evaluate intervention and program processes and outcomes • Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels 	<ul style="list-style-type: none"> • Assess client goals and progress regularly and redevelop goals as needed • Discuss with supervisor how to determine outcomes; what aspects are important to include • Identify possible barriers or limitations for client outcomes through using professional knowledge and consultation • Follow up with clients after 60/90 days and use feedback to improve practice • Discuss with client and supervisor ways to maximize supportive services for goal attainment • Write a summary report of the analyzed results • Identify themes of evaluation findings • Report findings/outcomes at a staff meeting and provide suggestions for improvement