



**Steps to completing the BSW Student Learning Contract
(within the online Learning Contract portal)**

Portal access: <https://www.gvsu.edu/ssw/felc/login.htm>

1. Meet with your Field Supervisor (and Task Coordinator as necessary) to identify the various learning experiences and activities that you will experience 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. Your Field Liaison will review your rough draft and make suggestions as necessary. 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 (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 will create a revised learning contract for the winter semester. Keep some learning activities in mind for the next semester.

Examples of Learning Activities

(These are only examples. Students should apply their specific intern role and responsibilities to the learning activity.)

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 National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context • demonstrate professional 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 • demonstrate self-care practices and recognize professional risks including secondary traumatic stress and vicarious trauma. 	<ul style="list-style-type: none"> • 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 • Develop and implement a self-care plan

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Behaviors:

- advocate for human rights at the individual, family, group, organizational, and community system levels
- engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

- Familiarize self with current political events and consider how those events may impact clients on a micro, mezzo, or macro level
- 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
- Contribute to a community event, task force, or community initiative to advocate for practices that meet the needs of an underserved population

<p>Competency 3: Engage in Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice</p> <p>Behaviors:</p> <ul style="list-style-type: none"> • demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels • demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences. 	<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 • Attend a relevant training on diversity, equity, inclusion and/or anti-racists practices and apply concepts learned at the internship agency • Engage with professional contacts outside of the field site who are members of advocacy groups/organizations that advocate for my client population and evaluate how we can collaborate to meet the needs of clients/constituents • 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

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

Behaviors:

- apply research findings to inform and improve practice, policy, and programs
- identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.
- 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
- Synthesize research documents into a one-page bullet point summary to inform the agency about relevant information for the population served
- 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"> • use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services • apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, 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 person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies • use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients 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 person-in-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"> • apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies • demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan. 	<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 • 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"> • engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals • incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies. 	<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 a resource guide to support intervention resource that assist the client system • 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 interventions, in consultation with clients, that are culturally responsive

<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 culturally responsive methods for evaluation of outcomes • critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities. 	<ul style="list-style-type: none"> • Examine client goals and progress regularly and redevelop goals as needed • Discuss with supervisor how to determine outcomes that are culturally responsive • 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 • Identify themes of evaluation findings • Report findings/outcomes at a staff meeting and provide suggestions for improvement
--	--