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**Practicum Learning Contract**

**(Please Save to your computer, then type information into form fields and check boxes;**

**fields will expand to hold your text.**

***NOTE: You will not be able to edit or alter this document other than text you enter in form fields.*)**

# Level (check one): BSW MSW GENERALIST MSW CLINICAL

# Semester (check one, fill in year): Fall Spring Summer 20

# Date form completed (mm/dd/yyyy, i.e. 09/21/2015):

**Student name:**

**Student daytime phone number:** (     )

**Agency name:**

**Program title:**

**Agency city:**      **, state**      **, and zip code:**

**Field Instructor name:**

**Field Instructor phone**: (     )

**Field Instructor email:**

**Preceptor name**:

**Preceptor phone**: (     )

**Preceptor email:**

**Weekly Practicum Hours:**       **Total Semester Required Practicum Hours:**

**INDIVIDUAL SUPERVISION SCHEDULE (minimum one (1) hour per week required):**

**Day:**       **Time:**

**Service populations. Briefly describe and estimate numbers to be served by end of semester.**

**Each population is expected to be addressed** *(Non applicable markings, not acceptable).*

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|  | | |
| **Population Est. # Description** | | |
| Individual children/youth |  |  |
| Individual adults/seniors |  |  |
| Families |  |  |
| Groups: c­­lient |  |  |
| Groups: community |  |  |
| At risk characteristics |  | |
| Diversity characteristics |  | |

NOTE: When form fields above have been completed, PRINT this page for signatures/dates. Signatures below indicate approval of all aspects of the contract. Student and Field Instructor signatures are **required** before final review by the Department.

**Student:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date**: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_

**Field Instructor**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date**: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_

**Liaison/Seminar Instructor**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date**: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_

**Received by the Practicum Office:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Goal 1: Demonstrate ethical and professional behavior.** |  |  |  |  |
| Learning Objectives | **Tasks** | **Evaluation Methods** | **Projected Completion Date** | **Outcome/**  **Date Completed** |
| Learning Objective 1.A:  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 | Task 1.A1 |  |  |  |
|  | Task 1.A2 |  |  |  |
| Learning Objective 1.B:  Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations | Task 1.B1 |  |  |  |
|  | Task 1.B2 |  |  |  |
| Learning Objective 1.C:  Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication | Task 1.C1 |  |  |  |
|  | Task 1.C2 |  |  |  |
| Learning Objective 1.D:  Use technology ethically and appropriately to facilitate practice outcomes | Task 1.D1 |  |  |  |
|  | Task 1.D2 |  |  |  |
| Learning Objective 1.E:  Use supervision and consultation to guide professional judgment and behavior | Task 1.E1 |  |  |  |
|  | Task 1.E2 |  |  |  |

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| **Goal 2: Engage diversity and difference in practice.** |  |  |  |  |
| Learning Objectives | **Tasks** | **Evaluation Methods** | **Projected Completion Date** | **Outcome/**  **Date Completed** |
| Learning Objective 2.A:  Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels | Task 2.A1 |  |  |  |
|  | Task 2.A2 |  |  |  |
| Learning Objective 2.B:  Present themselves as learners and engage clients and constituencies as experts of their own experiences | Task 2.B1 |  |  |  |
|  | Task 2.B2 |  |  |  |
| Learning Objective 2.C:  Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies | Task 2.C1 |  |  |  |
|  | Task 2.C2 |  |  |  |

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| **Goal 3: Advance human rights and social, economic, and environmental justice.** |  |  |  |  |
| Learning Objectives | **Tasks** | **Evaluation Methods** | **Projected Completion Date** | **Outcome/**  **Date Completed** |
| Learning Objective 3.A:  Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels | Task 3.A1 |  |  |  |
|  | Task 3.A2 |  |  |  |
| Learning Objective 3.B:  Engage in practices that advance social, economic, and environmental justice | Task 3.B1 |  |  |  |
|  | Task 3.B2 |  |  |  |

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| **Goal 4: Engage in practice-informed research and research-informed practice.** |  |  |  |  |
| Learning Objectives | **Tasks** | **Evaluation Methods** | **Projected Completion Date** | **Outcome/**  **Date Completed** |
| Learning Objective 4.A:  Use practice experience and theory to inform scientific inquiry and research | Task 4.A1 |  |  |  |
|  | Task 4.A2 |  |  |  |
| Learning Objective 4.B:  Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings | Task 4.B1 |  |  |  |
|  | Task 4.B2 |  |  |  |
| Learning Objective 4.C:  Use and translate research evidence to inform and improve practice, policy, and service delivery | Task 4.C1 |  |  |  |
|  | Task 4.C2 |  |  |  |

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|  | **Goal 5: Engage in policy practice.** |  |  |  |
| Learning Objectives | **Tasks** | **Evaluation Methods** | **Projected Completion Date** | **Outcome/**  **Date Completed** |
| Learning Objective 5.A:  Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services | Task 5.A1 |  |  |  |
|  | Task 5.A2 |  |  |  |
| Learning Objective 5.B:  Assess how social welfare and economic policies impact the delivery of and access to social services | Task 5.B1 |  |  |  |
|  | Task 5.B2 |  |  |  |
| Learning Objective 5.C:  Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice | Task 5.C1 |  |  |  |
|  | Task 5.C2 |  |  |  |

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| **Goal 6: Engage with individuals, families, groups, organizations, and communities.** |  |  |  |  |
| Learning Objectives | **Tasks** | **Evaluation Methods** | **Projected Completion Date** | **Outcome/**  **Date Completed** |
| Learning Objective 6.A:  Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies | Task 6.A1 |  |  |  |
|  | Task 6.A2 |  |  |  |
| Learning Objective 6.B:  Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies | Task 6.B1 |  |  |  |
|  | Task 6.B2 |  |  |  |

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| **Goal 7: –** **Assess individuals, families, groups, organizations, and communities.** |  |  |  |  |
| Learning Objectives | **Tasks** | **Evaluation Methods** | **Projected Completion Date** | **Outcome/**  **Date Completed** |
| Learning Objective 7.A:  Collect and organize data, and apply critical thinking to interpret information from clients and constituencies | Task 7.A1 |  |  |  |
|  | Task 7.A2 |  |  |  |
| Learning Objective 7.B:  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 | Task 7.B1 |  |  |  |
|  | Task 7.B2 |  |  |  |
| Learning Objective 7.C:  Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies | Task 7.C1 |  |  |  |
|  | Task 7.C2 |  |  |  |
| Learning Objective 7.D:  Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies | Task 7.D1 |  |  |  |
|  | Task 7.D2 |  |  |  |

**Goal 8: Intervene with individuals, families, groups, organizations, and communities.**

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| Learning Objectives | **Tasks** | | **Evaluation Methods** | **Projected Completion Date** | **Outcome/**  **Date Completed** |
| Learning Objective 8.A:  Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies | Task 8.A1 | |  |  |  |
|  | Task 8.A2 | |  |  |  |
| Learning Objective 8.B:  Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies | Task 8.B1 | |  |  |  |
|  | Task 8.B2 | |  |  |  |
| Learning Objective 8.C:  Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes | Task 8.C1 | |  |  |  |
|  | Task 8.C2 | |  |  |  |
| Learning Objective 8.D:  Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies | Task 8.D1 | |  |  |  |
|  | Task 8.D2 | |  |  |  |
| Learning Objective 8.E:  Facilitate effective transitions and endings that advance mutually agreed-on goals | Task 8.E1 | |  |  |  |
|  | Task 8.E2 | |  |  |  |

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|  | **Goal 9: Evaluate practice with individuals, families, groups, organizations, and communities.** |  |  |  |
| Learning Objectives | **Tasks** | **Evaluation Methods** | **Projected Completion Date** | **Outcome/**  **Date Completed** |
| Learning Objective 9.A:  Select and use appropriate methods for evaluation of outcomes | Task 9.A1 |  |  |  |
|  | Task 9.A2 |  |  |  |
| Learning Objective 9.B: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes | Task 9.B1 |  |  |  |
|  | Task 9.B2 |  |  |  |
| Learning Objective 9.C:  Critically analyze, monitor, and evaluate intervention and program processes and outcomes | Task 9.C1 |  |  |  |
|  | Task 9.C2 |  |  |  |
| Learning Objective 9.D:  Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels | Task 9.D1 |  |  |  |
|  | Task 9.D2 |  |  |  |