

RUTGERS UNIVERSITY BSW SENIOR FIELD LEARNING CONTRACT

Student's Name _____ Field Instructor's Name _____
 Semester: Fall Spring Year __20__ Field Instructor's E-mail _____
 Agency's Name _____
 Supervision Day & Time (Rutgers Field Program requires one hour of supervision per week) _____

Instructions: Competencies along with the expected learning outcomes (practice behaviors) are outlined in the columns on the left. **Students** (in consultation with their field instructors) **are to describe learning activities that will help them reach these practice behaviors.** In the “Criteria for Completion” column, students are also to describe how their learning and performance will be evaluated. Please note that **in fall semester, only competencies 1,2,3 and 6,7,8 are completed**; in **spring semester, all 9 competencies of SW knowledge and skills are to be completed.**

This and other forms may be downloaded from Canvas, Sr. Field 910:471.

COMPETENCIES	EXPECTED LEARNING OUTCOMES OR PRACTICE BEHAVIORS	LEARNING ACTIVITIES List 2-3 specific Activities & Tasks which will help the intern develop the knowledge, values, and skills. List Criteria for Completion (process recordings, journals, field instructor's observations, documentation in client record, summaries/ reports, presentations, etc.)	DUE DATES <input type="checkbox"/> 1 st month <input type="checkbox"/> Mid-Semester <input type="checkbox"/> End of Semester <input type="checkbox"/> Ongoing
1. Demonstrate Ethical and Professional Behavior:	1. 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;		
	2. Use reflection and self-regulation to manage personal values & maintain professionalism in practice situation;		
	3. Demonstrate professional demeanor in behavior; appearance; and oral, written and electronic communication;		
	4. Use technology ethically & appropriately to facilitate practice outcomes;		
	5. Use supervision and consultation to guide professional judgment and behavior.		
2. Engage Diversity and Difference in Practice:	6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels;		
	7. Present themselves as learners and engage clients and constituencies as experts of their own experiences;		
	8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.		

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3. Advance Human Rights and Social, Economic, & Environmental Justice:	9. Apply the understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;		
	10. Engage in practices that advance social, economic, and environmental justice.		
4. <i>Spring Semester</i> Engage in Practice-informed Research and Research-informed Practice:	11. Use practice experience and theory to inform scientific inquiry and research;		
	12. Engage in critical analysis of quantitative and qualitative research methods and research findings;		
	13. Use and translate research findings to inform and improve practice, policy, and service delivery.		
5. <i>Spring Semester</i> Engage in Policy Practice:	14. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;		
	15. Assess how social welfare and economic policies impact the delivery of and access to social services;		
	16. Critically analyze & promote policies that advance human rights and social, economic, and environmental justice.		
6. Engage with Individuals, Families, Groups, Organizations, and Communities:	17. Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks to engage with clients and constituencies;		
	18. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.		
7. Assess Individuals, Families, Groups, Organizations & Communities:	19. Collect and organize data and apply critical thinking to interpret information from client & constituencies;		
	20. 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;		
	21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;		
	22. Select appropriate intervention strategies based on		

	assessment, research knowledge, and values and preferences of clients and constituencies.		
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8. Intervene with Individuals, Families, Groups, Organizations and Communities:	23. Critically choose & implement interventions to achieve practice goals and enhance clients & constituencies capacities.		
	24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;		
	25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;		
	26. Negotiate, mediate, and advocate with and on behalf of clients and constituencies;		
	27. Facilitate effective transitions and endings that advance mutually agreed-on goals.		
9. <i>Spring semester:</i> Evaluate Practice with Individuals, Families, Groups Organizations, & Communities	28. Select and use appropriate methods for evaluation of outcomes;		
	29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;		
	30. Critically analyze, monitor, and evaluate intervention and program processes and outcomes;		
	31. Apply evaluation findings to improve practice effectiveness at the micro and macro levels.		
10. Department Specific Competencies	A. Time management (punctuality, proper prioritization of tasks, preparedness for emergencies)		
	B. Professional Communication (Verbal, non-verbal, and written)		
	C. Adaptability (adjusting to changes, demands and expectations of the agency)		

Submit properly completed and signed Learning Contract to Canvas by **October 1 in fall semester and February 1 in spring semester. Review Learning Contract once a month to assess progress toward attaining the practice behaviors for that semester.**

Date _____ Student's Signature _____ Supervisor's Signature _____