Kansas State University

Social Work Program

EXAMPLE

Field Practicum Learning Agreement

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Semester/Year:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Practicum Agency:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Field Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Practicum schedule: (Days, hours)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Regular instructional conferences will be held :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The student should fill out the learning agreement with consultation from the field instructor AND by utilizing the Evaluation of Practicum Student Competencies form, within the first three weeks of the practicum. The purpose of the agreement is to specify what learning opportunities will be provided to the student, what tasks the student is expected to perform and at what level, how learning opportunities will build over the course of the semester, and how the student’s performance will be evaluated. In addition, the student should identify any specific learning needs or obstacles to practice and develop a plan to address those.

The student brings these strengths to the practicum:

The student has identified these areas that need particular attention:

Signature of field instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

For each of the core competencies and measurable Social Work behaviors listed, **identify tasks and activities in which the student will engage**, estimated frequency/number of the tasks and activities, and how the demonstration of competency for each will be evaluated.

Tasks and activities vary greatly by agency, but in general, competencies are evaluated by observation by field instructor or other agency personnel, review of the student’s written work, discussion between student and field instructor, and feedback from others within and outside of the agency.

**Competency 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 within the profession as appropriate to the context;
2. demonstrate professional behavior; appearance; and oral, written, and electronic communication.
3. use technology ethically and appropriately to facilitate practice outcomes; and
4. use supervision and consultation to guide professional judgment and behavior.

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| **Tasks/Activities** | **Method of Evaluation** |
| *Examples:** **Discuss application of the Code of Ethics to practicum experiences during instructional conferences.**
* **Follow agency dress code.**
* **Demonstrate professional use of self in client and agency interactions.**
* **Write client contact notes thoroughly, concisely, error-free and timely.**
* **Use technology only during non-practicum time or as authorized by practicum instructor.**
* **Come to instructional conferences with an agenda for discussion and questions.**
* **Manage facial expressions.**
* **Participate in staffings/staff meetings to discuss ethical issues in client service.**
 | \_\_X\_\_\_  Observation of student’s work \_\_X\_\_\_  Discussion of experiences\_\_X\_\_\_  Reading student’s written work\_\_X\_\_\_  Feedback from others\_\_\_\_\_  Other (describe) |

**Competency 2:** **Advance Human Rights and Social and Economic and Environmental Justice**

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

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| **Tasks/Activities** | **Method of Evaluation** |
| *Examples:** **Locate resources for clients and refer.**
* **Identify and discuss social justice issues faced by agency clientele.**
* **Advocate for clients, agency staff within and outside of agency.**
 | \_\_X\_\_\_  Observation of student’s work \_\_X\_\_\_  Discussion of experiences\_\_X\_\_\_  Reading student’s written work\_\_X\_\_\_  Feedback from others\_\_\_\_\_  Other (describe) |

**Competency 3: Engage Anti-racism, Diversity, Equity, & Inclusion in practice**

1. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
2. 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.

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| **Tasks/Activities** | **Method of Evaluation** |
| *Examples:** **Discuss how clients’ diversity and life experiences affect identified problems and use of services.**
* **Interview client systems to identify goals and create mutually-agreeable service plans.**
* **Discuss and process personal values and reactions to client situations during instructional conferences.**
* **Process client meetings with practicum instructor and/or mentor immediately after interaction.**
* **Engage in critical self-reflection about life situations and experiences and relate to client interactions.**
 | \_\_X\_\_\_  Observation of student’s work \_\_X\_\_\_  Discussion of experiences\_\_\_\_\_  Reading student’s written work\_\_X\_\_\_  Feedback from others\_\_X\_\_\_  Other (describe) **Process recording of selected client interaction** |

**Competency 4: Engage in Practice-Informed Research and Research-Informed Practice**

1. apply research findings to inform and improve practice, policy, programs; and
2. 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.

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| **Tasks/Activities** | **Method of Evaluation** |
| *Examples:** **Design pre/post test for client education and support group.**
* **Collect monthly caseload statistics and submit to administrative office.**
* **Read and discuss academic research related to client population or needs.**
* **Discuss (implement) case process for improved service delivery.**
* **Discuss Think and Link #2 Assignment**
 | \_\_\_\_\_  Observation of student’s work \_\_X\_\_\_  Discussion of experiences\_\_X\_\_\_  Reading student’s written work\_\_\_\_\_  Feedback from others\_\_\_\_\_  Other (describe) |

**Competency 5: Engage in Policy Practice**

1. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
2. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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| **Tasks/Activities** | **Method of Evaluation** |
| *Examples:** **Read and discuss agency policy manual**
* **Regularly read local/state/national news items from reliable sources**
* **Discuss basis of internal and external policies that affect client services**
* **Identify potential policy changes and discuss (implement) ideas for implementation**
 | \_\_\_\_\_  Observation of student’s work \_\_X\_\_\_  Discussion of experiences\_\_X\_\_\_  Reading student’s written work\_\_\_\_\_  Feedback from others\_\_\_\_\_  Other (describe) |

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

1. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks to engage with clients and constituencies; and
2. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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| **Tasks/Activities** | **Method of Evaluation** |
| *Examples:** **Prepare for initial meeting with clients with attention to client environment**
* **Articulate developmental stages relevant to client system**
* **Establish rapport with client system**
* **Demonstrate use of empathy during client interaction**
* **Review initial client interactions during processing meeting/instructional conference**
 | \_\_X\_\_\_  Observation of student’s work \_\_X\_\_\_  Discussion of experiences\_\_\_\_\_  Reading student’s written work\_\_X\_\_\_  Feedback from others\_\_X\_\_\_  Other (describe) Process recording |

**Competency 7: Assess Individuals, Families, Groups, Organization, and Communities**

1. apply theories of human behavior and person-in-environment, as well as other culturally responsive interprofessional conceptual frameworks when assessing clients and constituencies; and
2. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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| **Tasks/Activities** | **Method of Evaluation** |
| *Examples:** **Gather information from various sources as basis for assessment**
* **Client intake meetings**
* **Discuss application of theory to client(s) situation**
* **Case plan meetings**
* **Articulate client strengths and challenges**
* **Incorporate client goals in service plan**
* **Identify and select appropriate intervention strategies.**
 | \_\_X\_\_\_  Observation of student’s work \_\_X\_\_\_  Discussion of experiences\_\_X\_\_\_  Reading student’s written work\_\_X\_\_\_  Feedback from others\_\_X\_\_\_  Other (describe) Process recording |

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

1. engage with clients and constituencies to critically choose and implement culturally responsive, evidenced-informed interventions to achieve client and constituencies goals; and
2. incorporate culturally responsive methods to negotiate, mediate, and advocate, with and on behalf of clients and constituencies.

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| **Tasks/Activities** | **Method of Evaluation** |
| *Examples:** **Refer to and follow up on resources to meet client needs**
* **Meet with client weekly to assess progress**
* **Advocate for client to obtain public housing**
* **Staff case with Community Resource Council**
* **Accompany client to court hearings**
* **Supervise parent/child visits**
* **Model appropriate parenting behaviors**
 | \_\_X\_\_\_  Observation of student’s work \_\_X\_\_\_  Discussion of experiences\_\_X\_\_\_  Reading student’s written work\_\_X\_\_\_  Feedback from others\_\_\_\_\_  Other (describe) |

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

1. select and use culturally responsive methods for evaluation of outcomes; and
2. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

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| **Tasks/Activities** | **Method of Evaluation** |
| *Examples:** **Measure change in client behavior (single subject design)**
* **Monitor and compare monthly MMSE**
* **Analyze monthly statistics and compare service utilization**
 | \_\_\_\_\_  Observation of student’s work \_\_X\_\_\_  Discussion of experiences\_\_X\_\_  Reading student’s written work\_\_\_\_\_  Feedback from others\_\_\_\_\_  Other (describe) |