 **MSW FOUNDATION** **YEAR |Student Integrative Learning Contract**

 **Courage** **|** **Compassion** **|** **Competence** **|** **Engage**. **Assess.** **Intervene. Evaluate.**

**Program Status** Foundation Full-time

**Semester**  Fall
**Academic Year Start** 2016

**Program Location:** Akron Campus

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| --- | --- |
| Student Name | James Noway |
| Home and Work Phone | 216-555-1234 |
| Cell Phone & Email | 440-222-1234 jnoway@uakron.edu |

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| Field Instructor | Sally Saran Wrap |
| Work Phone | 216-444-1234 | Cell Phone | 440-777-1234 |
| Email | ssuper@agencywonderful.org |
| Agency | Agency Wonderful  |
| Site Address | 19 Wonder Lane, Twinsburg, Ohio 44XXX |
| Faculty Liaison | Dr. Timothy McCarragher |
| Phone # and Email | 330-972-5276 mccarra@uakron.edu |
| Amended Contract, please check [ ]  |

**Foundation Year Program| Courses**

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| **Fall Semester** | **Spring Semester** |
| SWK 601 |Foundation Field Practicum I  | SWK 602 |Foundation Field Practicum II |
| SWK 605 |SWK Practice with Small Systems | SWK 606 |SWK Practice with Large Systems |
| SWK 622 |Fundamentals of Research I | SWK 623 |Fundamentals of Research II |
| SWK 631 | Human Behavior and Social Environment: Small Systems | SWK 632| Human Behavior and Social Environment: Large Systems |
| SWK 646 | Social Welfare Policy I | SWK 647 |Social Welfare Policy II |
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| The Student Learning Contract developed for **the academic year** in conjunction with the Evaluation, is used to depict the progress of the student’s growth and development throughout the field experience. The Student Integrative Learning Contract provides the basis for the Evaluation. The student and the field instructor will identify learning objectives, along with incremental tasks that the student will work toward achieving. While there are many variables that contribute to outcomes, it is the quality and nature of the student’s performance activity and professional development in demonstrating practice behaviors to achieve each foundation competency that is being measured. The student must be involved in this process. The field instructor and the student should be familiar with the Program competencies and field education practice behaviors for each learning area when developing the learning contract. |

**Foundation Competencies | Practice Behaviors**

**Competency 2.1.1 – Identify as a professional social worker and conduct oneself accordingly.**

*At the foundation level, advanced practitioners function as social work professionals who:*

* Advocate for client access to the services of social work;
* Practice personal reflection and self-correction to assure continual professional development;
* Attend to professional roles and boundaries;
* Demonstrate professional demeanor in behavior, appearance, and communication;
* Engage in career-long learning; and
* Use supervision and consultation.

**Competency 2.1.2 – Apply social work ethical principles to guide professional practice.**

*At the foundation level, advanced practitioners engage in ethical decision making via applying*

*NASW Code of Ethics and practice within the laws of the State of Ohio. They:*

* Recognize and manage personal values in a way that allows professional values to guide practice;
* Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
* Tolerate ambiguity in resolving ethical conflicts; and
* Apply strategies of ethical reasoning to arrive at principled decisions.

**Competency 2.1.3 – Apply critical thinking to inform and communicate professional**

**judgments.**

*At the foundation level, advanced practitioners* *can discern social work principles and interventions and apply critical thinking based on principles of logic and scientific reasoning. They:*

* Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
* Analyze models of assessment, prevention, intervention, and evaluation; and
* Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

**Competency 2.1.4 – Engage diversity and differences in practice.**

*At the foundation level, advanced practitioners* *utilize critical consciousness to recognize and communicate their understanding of the importance of differences in shaping life experiences. They:*

* Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
* Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
* Recognize and communicate their understanding of the importance of difference in shaping life experiences; and
* View themselves as learners and engage those with whom they work as informants.

**Competency 2.1.5 – Advance human rights and social and economic justice.**

*At the foundation level, advanced practitioners* *recognize how individuals are marginalized based on differences and work towards eliminating injustice. They:*

* Understand the forms and mechanisms of oppression and discrimination;
* Advocate for human rights and social and economic justice; and
* Engage in practices that advance social and economic justice.

**Competency 2.1.6 – Engage in research-informed practice and practice informed research.**

* *At the foundation level, advanced practitioners* *understand the value of documentation that leads to evidence-based practice. They:*
* Use practice experience to inform scientific inquiry; and
* Use research evidence to inform practice.

**Competency 2.1.7 – Apply knowledge of human behavior and the social environment.**

*At the foundation level, advanced practitioners* *utilize theoretical concepts of development of individuals over the life span and understand the impact of life transitions, as well as the consequences of contexts in which client systems exist. They:*

* Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
* Critique and apply knowledge to understand person and environment.

**Competency 2.1.8 – Engage in policy practice to advance social and economic well-being**

**and to deliver effective social work services.**

*At the foundation level, advanced practitioners understand how the federal, international, and**specifically Ohio Revised Code governs the function of agency-based practice and engage in*

*policy practice. They:*

* Analyze, formulate, and advocate for policies that advance social well-being; and
* Collaborate with colleagues and clients for effective policy action.

**Competency 2.1.9 – Respond to contexts that shape practice.**

*At the foundation level, advanced practitioners* *develop an appreciation and understanding of the nature of and uniqueness of service delivery in urban, suburban, and rural areas. They:*

* Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
* Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

**2.1.10 (a-d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

*At the foundation level, advanced practitioners utilize a variety of strategies to engage, assess, intervene, and evaluate client systems in all cultural dimensions.*

**Competency 2.1.10(a) – Engage with individuals, families, groups, organizations, and**

**communities.**

*At the foundation level, advanced practitioners utilize knowledge, skills, and values to engage*

*clients in an effective manner that creates and maintains clients’ participation in the problem*

*solving process. They:*

* Substantively and affectively prepare for action with individuals, families, groups,
* organizations, and communities;
* Use empathy and other interpersonal skills; and
* Develop a mutually agreed-on focus of work and desired outcomes.

**Competency 2.1.10(b) – Assess with individuals, families, groups, organizations, and**

**communities.**

*At the foundation level, advanced practitioners* *utilize the problem solving process to facilitate the clients sharing appropriate information relative to their human condition. They:*

* Collect, organize, and interpret client data;
* Assess client strengths and limitations;
* Develop mutually agreed-on intervention goals and objectives; and
* Select appropriate intervention strategies.

**Competency 2.1.10(c) – Intervene with individuals, families, groups, organizations, and communities.**

*At the foundation level, advanced practitioners* *utilize unconditional positive regard in prevention and intervention with clients in a collaborative process. They:*

* Initiate actions to achieve organizational goals;
* Implement prevention interventions that enhance client capacities;
* Help clients resolve problems;
* Negotiate, mediate, and advocate for clients; and
* Facilitate transitions and endings.

**Competency 2.1.10(d) – Evaluate with individuals, families, groups, organizations, and**

**communities.**

*At the foundation level, advanced practitioners* *build evidence-based practice through evaluating clients’ goal attainment and the outcome of the intervention. They:*

* Social workers critically analyze, monitor, and evaluate interventions.

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| **STUDENT INTEGRATIVE LEARNING CONTRACT – Areas of Learning: Direct Practice** **Academic Year Start 2016**  |
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| **Learning Objective I:** | **Learning Objective II:** | **Learning Objective III:** |
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| Provide culturally sensitive evidence-based individual counseling sessions to target population. | Effectively facilitate group sessions with adolescents and adults. | Effectively implement diagnostic assessments as a primary service delivery tool for clientele. |
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| **Competency: 2.1.10 Engage with individuals, families...** | **Competency:** Choose an item. | **Competency:** Choose an item. |

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| **Competency: 2.1.10 Engage with individuals, families...** | **Competency:** Choose an item. | **Competency:** Choose an item. |

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| **Competency: 2.1.10 Engage with individuals, families...** | **Competency:** Choose an item. | **Competency:** Choose an item. |

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| **Incremental Task Assignments:** | **Incremental Task Assignments:** | **Incremental Task Assignments:** |
| 1. | Research target population- theories, best practices | 1 | Research what is known about target population, theories, and best practices | 1. | Research the history, role, purpose, function, goal, and impact of diagnostic assessments |
| 2. | Research the history of this population with agency | 2 | Research the history of groups in agency | 2. | Identify two evidence-based assessments appropriate for client system |
| 3. | Shadow/Observe staff working with population | 3 | Shadow/Observe staff working with adolescents and groups in a group setting | 3. | Shadow/observe staff actively involved in diagnostic assessments |
| 4. | Conduct psychosocial assessment as needed | 4 | Facilitate adolescent groups – a minimum of one per week | 4. | Conduct two diagnostic assessments per week |
| 5. | Conduct relevant intervention | 5  | Facilitate adult groups- a minimum of one per week | 5. | Provide detailed oral & written reflections on processes of diagnostic assessments |
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| **Method of Evaluation** Direct Observation | **Methods of Evaluation** Choose an item. | **Methods of Evaluation** Choose an item. |

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| **Method of Evaluation** Direct Observation | **Methods of Evaluation** Choose an item. | **Methods of Evaluation** Choose an item. |

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| **Method of Evaluation** Feedback from Agency Professionals | **Methods of Evaluation** Choose an item. | **Methods of Evaluation** Choose an item. |

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| Student Initials: JN | 10/12/2016 | Field Instructor: SSW | 10/12/2016 | Faculty Liaison: TM | 10/28/2016 |
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| **STUDENT INTEGRATIVE LEARNING CONTRACT – Areas of Learning: Service Impact Academic Year Start 2016**  |
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| **Learning Objective I:** | **Learning Objective II:** | **Learning Objective III:** |
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| Design relevant and user-friendly electronic resources book for staff to effectively assist target population | Design an evidence-based professional development training program for front-line staff | Develop an organizational needs assessment that can be adapted annually to meet agency needs |
| **Competency: 2.1.9 Respond to contexts that shape practice** | **Competency: 2.1.7 Apply knowledge of human behavior...** | **Competency: 2.1.7 Apply knowledge of human behavior...** |
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| **Incremental Task Assignments:** | **Incremental Task Assignments:** | **Incremental Task Assignments:** |
| 1. | Research the history of electronic resources with this agency | 1 | Research the history of training programs with agency staff | 1. | Research the history of organizational needs assessment conducted at agency |
| 2. | Conduct a needs assessment with agency personnel on resources required to effectively support client systems | 2 | Conduct a needs assessment on the continuing education courses needed by staff to support client systems | 2. | Interview key staff & clients to determine specific categories  |
| 3. | Research and identify target resources | 3 | Identify subject areas and subject area experts to facilitate training sessions | 3. | Draft assessment |
| 4. | Prepare a draft and electronically distribute project to field instructor and selected agency staff | 4 | Conduct a pilot | 4. | Gather & compile data |
| 5. | Integrate feedback and distribute resource | 5 | Gather feedback & refine training program | 5. | Present initial findings to field instructor |
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| **Method of Evaluation** Feedback from Agency Professionals | **Methods of Evaluation** Choose an item. | **Methods of Evaluation** Choose an item. |

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| **Method of Evaluation** Feedback from Agency Professionals | **Methods of Evaluation** Choose an item. | **Methods of Evaluation** Choose an item. |

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| **Method of Evaluation** Feedback from Agency Professionals | **Methods of Evaluation** Choose an item. | **Methods of Evaluation** Choose an item. |

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| Student Initials: JN | 10/12/2016 | Field Instructor: SSW | 10/12/2016 | Faculty Liaison: TM | 10/28/2016 |

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| **STUDENT INTEGRATIVE LEARNING CONTRACT – Areas of Learning: Professional Learning Academic Year Start 2016**  |
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| **Learning Objective I:** | **Learning Objective II:** | **Learning Objective III:** |
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| Consistently and effectively document agency communication through print media | Effectively verbally communicate case studies to agency staff illustrating evidence of engagement, assessment, intervention, and evaluation | Effectively and consistently apply time management strategies to crisis service provision |
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| **Competency: 2.1.1 Identify as a Professional Social Worker...** | **Competency:** Choose an item. | **Competency:** Choose an item. |

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| **Competency: 2.1.3 Apply critical thinking to inform...** | **Competency:** Choose an item. | **Competency:** Choose an item. |

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| **Competency: 2.1.1 Identify as a Professional Social Worker...** | **Competency:** Choose an item. | **Competency:** Choose an item. |

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| **Incremental Task Assignments:** | **Incremental Task Assignments:** | **Incremental Task Assignments:** |
| 1. | Review agency records  | 1 |  Review agency case records and identify essential agency-driven categories for a case presentation  | 1. | Research the literature on the impact of time management on client and agency engagement |
| 2. | Observe staff documentation | 2 | Review case records and identify components illustrating engagement and assessment | 2. | Research the impact of time management on client success  |
| 3. | Practice completing agency documentation | 3 | Review case records and identify components illustrating intervention and evaluation | 3. | Identify relevant strategies  |
| 4. | Consistently obtain detailed feedback | 4 | Identify a client to present to staff | 4. | Practice strategies |
| 5. | Integrate feedback into documentation | 5 | Conduct case presentation to agency staff | 5. | Obtain feedback and integrate feedback into practice |
| **Method of Evaluation** Feedback from Agency Professionals | **Method of Evaluation** Feedback from Agency Professionals | **Method of Evaluation** Direct Observation |
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| Student Initials: JN | 10/12/2016 | Field Instructor: SSW | 10/12/2016 | Faculty Liaison: TM | 10/28/2016 |  | Date |

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Additional Learning Objectives

**Student Integrative Learning Contract Signature Page**

**Important! Signature Box Below- Field Student *required***

[x]  **A check in this box affirms I have participated in the development of this learning contract and this is the equivalent of my signature.**

**Graduate Field Student Name**: JN

**Signature Date**: 10/12/2016

**Important! Signature Box Below- Task Supervisor (*if applicable*)**

[ ]  **A check in this box affirms that I have reviewed all of the information, met with the assigned student to develop this learning contract and the information is true to the best of my knowledge, and is the equivalent of my signature**.

**Task Supervisor Name**:

**Signature Date**: Click here to enter a date.

**Important! Signature Box Below- Field Instructor *required***

[x]  **A check in this box affirms that I have reviewed all of the information, met with this student to develop this learning contract, the information is true to the best of my knowledge, and is the equivalent of my signature**.

 **Field Instructor Name**: SSW

 **Signature Date**: 10/12/2016

**Important! Signature Box Below- Field Faculty Liaison *required***

[x]  **A check in this box affirms that I hereby attest I have reviewed all of the information, it is true to the best of my knowledge, and is the equivalent of my signature**.

**Field Faculty Liaison Name**: TM

**Signature Date**: 10/28/2016

 **Student Integrative Learning Contract Submission Process

Step#1: Student Responsibility**Student is responsible for meeting with Task Supervisor (if applicable) to discuss the completion of this learning contract. If **no** Task Supervisor, student meets with Field Instructor.

**Step #2:** **Task Supervisor Responsibility**
Upon completion of signature boxes by Task Supervisor (if applicable) Task Supervisor electronically forwards this document to the Field Instructor.
**Step #3: Field Instructor Responsibility**
Upon completion of signature boxes by Field Instructor, Field Instructor electronically forwards this document to their assigned Field Faculty Liaison.

**Step #4**: **Field Faculty Liaison Responsibility**
Upon review and completion of signature boxes by assigned Field Faculty Liaison, Field Faculty Liaison renames document (Academic semester, Program, Last name, First name- i.e. 2016FallGraduateFoundationPalmerTeresa) and submit to student’s assigned field contact person

**Step #5: Field Contact Person Responsibility**
Review Student Integrative Learning Contract, Time &Task Logs, & Student Evaluation and submit grade to university

**University Sites & Field Contact Persons-** select by clicking on the field contact person associated with your learner (student).

[ ] Akron campus- Undergraduate Learners – Naomi White

[x] Akron campus- Graduate, Foundation Learners – Naomi White
[ ] Akron campus – Graduate, Concentration Learners – Becky Thomas
[ ] Lakewood campus- Undergraduate Learners – Janice Steinmetz
[ ] Lakewood campus- Graduate Learners –Becky Thomas

[ ] Wayne College – Undergraduate Learners – Lisa Crites

[ ] Wayne College – Graduate Learners – Robert Terry