 **MSW Concentration** **YEAR |Macro| Student Integrative Learning Contract**

**Program Status** Concentration Macro Full-time

**Semester**  Fall  
**Academic Year Start** 2016  
**Program Location:** Akron Campus

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| --- | --- | --- | --- |
| Field Instructor | Carl Bunkley | | |
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| Agency | Global Initiatives One Community, Inc. | | |
| Site Address | 2166 Main Street, Bedford, Ohio | | |
| Faculty Liaison | Timothy McCarragher, PhD., LISW-S | | |
| Phone # and Email | 330-972-5276; mccarra@uakron.edu | | |
| Amended Contract, please check | | | |

**Concentration Year| Macro Courses**

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| **Fall Semester** | **Spring Semester** |
| SWK 603 |Advanced Field Practicum III | SWK 604 |Advanced Field Practicum IV |
| SWK 672 |Community Organization & Planning | SWK 671 |Social Work Administration |
| SWK 611 |Dynamics of Racism & Discrimination | SWK 673|Strategies of Community Organization |
| SWK 674 | Community, Economic Systems, & Policy Analysis | SWK 675 | Program Evaluation |
| SWK \_\_ | Learner select One Elective | SWK \_\_ |Learner select One Elective |
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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. | |

**Macro Competencies | Practice Behaviors**

**Competency 2.1.1 -Identify as a professional social worker and conduct oneself accordingly***At the macro concentration level, advanced practitioners recognize and embrace the roles of administrators and community organizers in implementing service delivery systems, in designing staff development activities, and in engaging community groups in program design. They:*

* Facilitate access to services for client systems with human service organizations and communities;
* Engage staff in career learning through staff training and orientation;
* Use staff supervision and consultation in staff development;
* Demonstrate self-awareness in analyzing the effectiveness of service delivery systems when working with diverse populations in the student’s field placement and professional practice.

**Competency 2.1.2 – Apply social work codes of ethics to social planning, administration, and supervision with client involvement and staff participation in decision-making***At the macro concentration level, advanced practitioners are aware of the value base of the profession, NASW codes of ethics, and rules and regulations in administrative practice and social planning. They:*

* Distinguish how decisions are made with considerations of the political and organizational constraints and professional ethics and standards in HSOs;
* Recognize and manage personal and professional values in working with clients in community planning and administrative practice.

**Competency 2.1.3 – Apply critical thinking to inform and communicate professional judgment.***At the macro concentration level, advanced practitioners analyze ways in which staff participation and client empowerment are encouraged in the decision-making of an agency. Practitioners in community planning examine ways in which individuals, families, groups, organizations, communities, and other professionals are encouraged to participate in community planning and advocacy. They:*

* Demonstrate effective oral and written communication in working with groups, organizations, and communities and examining the ways colleagues and clients are involved in making decisions in organizations;
* Apply community organization and social planning theories in working with individuals, families, groups, organizations, communities, and other professionals.

**Competency 2.1.4 – Engage diversity and differences in administrative practice and community organization**

*At the macro concentration level, advanced practitioners appreciate and understand that a client’s/consumer’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers recognize the power and politics in administrative practices and community planning. They:*

* Demonstrate an understanding of the importance of gender in leadership roles and styles in organization;
* Apply the value of diversity in society and promote competence in understanding the uniqueness of individuals within the environment;
* Promote the dignity and self-worth of staff, clients, and consumers in administrative practices, staff supervision, and community planning.

**Competency 2.1.5 – Advance human rights and social and economic justice through client empowerment and staff participation in design of service delivery systems***At the macro concentration level, advanced practitioners incorporate social justice practices in organizations, institutions, and society to ensure that clients’ and workers’ basic human rights are observed. They:*

* Utilize the power and politics as they relate to strategic planning;
* Assess strengths and weaknesses of the service delivery systems for clients/consumers;
* Advocate for staff participation and client inclusion in designing programs in HSOs;
* Engage clients/consumers in community planning practices that advance social and economic justice in grassroots level innovative programs.

**Competency 2.1.6 – Apply studies in organization and leadership to administration and staff supervision**

*At the macro concentration level, advanced practitioners use administrative and supervisory experiences to inform research and use research findings to improve administrative practices, supervision, and design of social service delivery systems. They:*

* Engage in analyzing intervention effectiveness of the organization in which students are placed and recommend changes based on management theories;
* Engage in analyzing organizational effectiveness with an emphasis on organizational theory;
* Provide a sound knowledge base of social planning, especially the assessment of community needs, rational decision-making, identification of alternatives, practical considerations and evaluation.

**Competency 2.1.7 – Recognize how the human service organizations are being influenced by the political and economic environments**

*At the macro concentration level, advanced practitioners are knowledgeable about human behaviors in leadership and supervision in human service organizations and the ways social systems like schools, hospitals, and the courts promote or deter clients in maintaining or achieving economic and social well-being. They:*

* Apply organizational theory in understanding the ways in which services are coordinated and staff is supervised;
* Critique and apply policy changes in the environment as related to the adaptation of the organization in providing services to vulnerable populations;
* Utilize theories in power and politics in analyzing inter-organizational linkages.

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

*At the macro concentration level, advanced practitioners engage colleagues and clients/consumers in administrative and social planning practices to advance social and economic well-being and to deliver effective social work services. They:*

* Advocate for services to advance the economic and social well-being of clients based on analyses of the service delivery systems;
* Design an efficient service delivery system in order to better serve and to better reach out to the potential clients/consumers;
* Engage in the examination of clients’/consumers’ difficulties in obtaining the needed services from HSOs.

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

*At the macro concentration level, advanced practitioners continually design and refine ways to*

*effectively deliver services to meet the changing needs of their clients and/or to adapt to policy changes that affect the operations of an organization. They:*

* Continually discover, appraise, and attend to changing needs of clients and emerging societal trends to provide relevant services through community organizing and social planning;
* Provide leadership in promoting organizational adaptation to improve the quality of social services.

**Competency 2.1.10 (a-d) Engage, assess, intervene, and evaluate with individuals, families,**

**groups, organizations, and communities**

*At the macro concentration level, advanced practitioners recognize the importance of engaging staff, community members and organizations, and clients in advocating for services or policy changes.*

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

*At the macro concentration level, advanced practitioners assess organizations, neighborhoods, communities, and large systems policies to determine need for addressing advocacy, community development, community planning, and/or social action. They:*

* Engage in interventions for change in organizations and communities;
* Facilitate organizational and community change;
* Establish a relationship with organizations and communities;
* Negotiate mutually agreed-on strategies and desired outcomes.

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

*At the macro concentration level, advanced practitioners assess organizations, neighborhoods, communities, and large systems policies to determine need for addressing advocacy, community development, community planning, and/or social action. They:*

* Conduct needs assessment of organizations and communities including client/consumer strengths and weaknesses;
* Develop mutually agreed upon strategies to achieve goals and objectives for organization and community change.

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

*At the macro concentration level, advanced practitioners intervene with and on behalf of organizations, neighborhoods, communities, and large systems policies to determine need for addressing advocacy, community development, community planning, and/or social action. They:*

* Apply advanced knowledge and skills to achieve organizational and community goals;
* Utilize advocacy and change strategies that empower organizations and communities;
* Engage organizations and communities in integration of new innovations.

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

* *At the macro concentration level, advanced practitioners evaluate organizations, neighborhoods, communities, and large systems policies to assess outcomes of community interventions. They:*
* Empower organizations and communities in the evaluation of interventions.

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| **STUDENT INTEGRATIVE LEARNING CONTRACT – Areas of Learning: Macro Practice**  **Academic Year Start 2016** | | | | | | | | | | | |
| *Please identify a minimum of one competency for each Learning Objective:* | | | | | | | | | | | |
| **Learning Objective I:** | | | | **Learning Objective II:** | | | | **Learning Objective III:** | | | |
|  | | | |  | | | |  | | | |
| Effectively distinguish organizational decision-making processes with considerations of political and organizational constraints, professional ethics, & standards, and administrative practices. | | | | Effectively assess organizations, neighborhoods, communities, and large systems policies to determine need for addressing advocacy, community development, community planning, and/or social action | | | | Design and refine ways to effectively deliver services to meet the changing needs of agency client systems and/or to adapt to policy changes that impact the operations of organization. | | | |
| |  |  |  | | --- | --- | --- | | **Competency: 2.1.2 Apply Social work ethical principles...** | **Competency:** Choose an item. | **Competency:** Choose an item. | | | | | |  |  |  | | --- | --- | --- | | **Competency: 2.1.10 Engage with individuals, families...** | **Competency:** Choose an item. | **Competency:** Choose an item. | | | | | |  |  |  | | --- | --- | --- | | **Competency: 2.1.9 Respond to contexts that shape practice** | **Competency:** Choose an item. | **Competency:** Choose an item. | | | | |
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| **Incremental Task Assignments:** | | | | **Incremental Task Assignments:** | | | | **Incremental Task Assignments:** | | | |
| 1. | Research historical processes for organizational decision-making | | | 1 | Research organization’s historical processes for assessment of communities and society | | | 1. | Research historical process for service delivery | | |
| 2. | Research ethical decision-making by NASW, CSWE, and other relevant discipline represented within organization | | | 2 | Interview staff who conduct community assessments | | | 2. | Interview staff & client systems on current & future service delivery | | |
| 3. | Observe & participate in public forums where decision-making occurs | | | 3 | Identify theoretical framework for conducting community assessments based on mission statement | | | 3. | Identify the policies and their relevancy on service delivery | | |
| 4. | Identify a minimum of two agency policies & apply considerations of political, organizational constraints, professional ethics, & standards | | | 4 | Design, refine a community assessment based on target need | | | 4. | Integrate specific policies with current and future availability of services for client systems | | |
| 5. | Present an oral & print analysis to field instructor & identified agency staff ( the relationship between ethical decision-making & necessary considerations) | | | 5 | Present an oral & print analysis to field instructor & identified staff on community analysis along with findings | | | 5. | Present oral & print results to field instructors and identified staff | | |
| |  |  |  | | --- | --- | --- | | **Method of Evaluation** Completion of Objective | **Methods of Evaluation** Choose an item. | **Methods of Evaluation** Choose an item. | | | | | |  |  |  | | --- | --- | --- | | **Method of Evaluation** Completion of Objective | **Methods of Evaluation** Choose an item. | **Methods of Evaluation** Choose an item. | | | | | |  |  |  | | --- | --- | --- | | **Method of Evaluation** Completion of Objective | **Methods of Evaluation** Choose an item. | **Methods of Evaluation** Choose an item. | | | | |
| Student Initials: FMG | | 9/26/2016 | Field Instructor: CB | | | 9/26/2016 | Faculty Liaison: TM | | | 9/27/2016 |
|  | |  |  | | |  |  | | |  |
| **STUDENT INTEGRATIVE LEARNING CONTRACT – Areas of Learning: Professional Development Academic Year Start 2016** | | | | | | | | | | | |
| *Please identify a minimum of one competency for each Learning Objective:* | | | | | | | | | | | |
| **Learning Objective I:** | | | | **Learning Objective II:** | | | | **Learning Objective III:** | | | |
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| Effectively design staff development activities to support engagement, assessment, intervention, and evaluation of targeted client systems (organization’s stakeholders). | | | | Effectively analyze strategies in which staff participation and client empowerment are/can be encouraged in the decision-making of an agency. | | | | Effectively integrate relevant theories in power, politics, and organizations in analyzing inter-organizational linkages & service coordination. | | | |
| **Competency: 2.1.1 Identify as a Professional Social Worker...** | | | | **Competency: 2.1.3 Apply critical thinking to inform...** | | | | **Competency: 2.1.7 Apply knowledge of human behavior...** | | | |
|  | | | |  | | | |  | | | |
| **Incremental Task Assignments:** | | | | **Incremental Task Assignments:** | | | | **Incremental Task Assignments:** | | | |
| 1. | Interview staff on historical precedence for staff development activities | | | 1 | Interview staff on historical precedence for stakeholder participation | | | 1. | Research the number and types of inter-organizational linkages connected with service delivery and service coordination | | |
| 2. | Identify theoretical framework for design a diverse and inclusive professional developmental learning plan | | | 2 | Identify literature pro/con for stakeholder participation in the decision-making process. | | | 2. | Interview staff & collateral contacts identified by field instructor on the impact of linkages on service delivery | | |
| 3. | Create/refine/update an assessment of staff need with a focus on micro, mezzo, and macro systems | | | 3 | Review organization policies, including accreditation requirements for the relationship, if any, of project milestones and stakeholder’s input into decision-making | | | 3. | Identify the “who” and the “how” of organizational theories, power, changes, and other relevant theories when deciding on collaborations to support success with client systems. | | |
| 4. | Conduct assessment (from #3) | | | 4 | Compile areas requiring stakeholder input and those area where best practices should dictate input into a report | | | 4. | Compile cross-walk between theoretical framework with inter-organization linkages & service delivery | | |
| 5. | Present an oral and print presentation of results & recommendations | | | 5 | Present print report on analysis, findings, and recommendations. | | | 5. | Present print report on analysis and findings | | |
| |  |  |  | | --- | --- | --- | | **Method of Evaluation** Completion of Objective | **Methods of Evaluation** Choose an item. | **Methods of Evaluation** Choose an item. | | | | | |  |  |  | | --- | --- | --- | | **Method of Evaluation** Completion of Objective | **Methods of Evaluation** Choose an item. | **Methods of Evaluation** Choose an item. | | | | | |  |  |  | | --- | --- | --- | | **Method of Evaluation** Completion of Objective | **Methods of Evaluation** Choose an item. | **Methods of Evaluation** Choose an item. | | | | |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Student Initials: FMG | 9/26/2016 | Field Instructor: CB | 9/26/2016 | Faculty Liaison:T M | 9/27/2016 | | | | | | | | | | | | |

Additional Learning Objectives

**Student Integrative Learning Contract Signature Page**

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

**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**: FMG

**Signature Date**: 9/26/2016

**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***

**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**: CB

**Signature Date**: 9/26/2016

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

**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**: 9/27/2016

**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. 2016FallGraduateMacroPalmerTeresa) 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

**Field Contact Persons**

**Akron Campus Undergraduate & Graduate Foundation students|**  
Naomi White**|** [naomi1@uakron.edu](mailto:naomi1@uakron.edu) **|** 330-972-5978  
  
**Lakewood campus Graduate students & Concentration Akron Campus** **students|** Becky Thomas **|** [bthomas@uakron.edu](mailto:bthomas@uakron.edu) **|** 330-972-5682

**Lakewood campus Undergraduate students|** Janice Steinmetz**|** [jestein@uakron.edu](mailto:jestein@uakron.edu) **|**216-221-1141 **Wayne College Undergraduate students** **|**Lisa Crites**|** [lkc6@uakron.edu](mailto:lkc6@uakron.edu)**|**330-972-8707