



SOCIAL WORK PROGRAM
BSW Learning Contract

Student Name: _____ Field Supervisor: _____ BSW/MSW (circle one)
Year Field Supervisor Earned Highest Degree and Name of Institution: _____
Field Placement Agency: _____ Total Placement Hours Completed: _____

Competencies & Practice Behaviors

Directions:

Students are to complete 400 hundred hours in field.

The student competencies and accompanying practice behaviors comprise the learning contract for each NKU BSW SWK 406/408 field student. The practice behaviors must be accomplished by the student and evaluated by the supervisor. Please review the rubric (on the last page of this document) as it provides a behavioral guide to the evaluative ratings.

*The competencies below refer to CSWE EP; this stands for the 2015 Council on Social Work Education - Educational Policy. This designation refers to required competencies and practice behaviors in accredited, professional social work education.

Supervisor's Evaluation of Student Practice Behaviors

Select the score within each practice behavior that most accurately describes the student's performance.

The Key used throughout this evaluation is as follows:

- 0 - Insufficient Evidence
1 - Needs improvement
2 - Novice
3 - Apprentice
4 - Independent
5 - Proficient

<p>1. <u>Demonstrate Ethical and Professional Behavior</u></p> <p>Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:</p> <p><u>Practice Behaviors</u></p> <ol style="list-style-type: none"> 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 and maintain professionalism in practice situations; 3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; 4. Use technology ethically and appropriately to facilitate practice outcomes; and 5. Use supervision and consultation to guide professional judgment and behavior. 		
<p>Student Activities/Tasks Corresponding with the <i>Practice Behaviors</i> (above):</p> <ol style="list-style-type: none"> 1. 2. 	<p>Midterm (SWK 406 grade)</p> <p>0 1 2 3 4 5</p> <p>0 1 2 3 4 5</p>	<p>Final (SWK 408 grade)</p> <p>0 1 2 3 4 5</p> <p>0 1 2 3 4 5</p>

3.	0 1 2 3 4 5	0 1 2 3 4 5
4.	0 1 2 3 4 5	0 1 2 3 4 5
5.	0 1 2 3 4 5	0 1 2 3 4 5

<p>2. <u>Engage Diversity and Difference in Practice (EP 2.1.2)</u></p> <p>Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:</p> <p><u>Practice Behaviors</u></p> <ol style="list-style-type: none"> 6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, 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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Student Activities/Tasks Corresponding with the <i>Practice Behaviors</i> (above):	Midterm (SWK 406 grade)	Final (SWK 408 grade)
6.	0 1 2 3 4 5	0 1 2 3 4 5
7.	0 1 2 3 4 5	0 1 2 3 4 5
8.	0 1 2 3 4 5	0 1 2 3 4 5

<p data-bbox="155 563 1352 596">3. <u>Advance Human Rights and Social, Economic, and Environmental Justice</u> (EP 2.1.3)</p> <p data-bbox="121 638 1442 922">Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:</p> <p data-bbox="121 967 373 1000"><u>Practice Behaviors</u></p> <p data-bbox="170 1040 1356 1105">9. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and</p> <p data-bbox="170 1146 1209 1179">10. Engage in practices that advance social, economic, and environmental justice.</p>		
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<p>Student Activities/Tasks Corresponding with the <i>Practice Behaviors</i> (above):</p> <p>9.</p> <p>10.</p>	<p>Midterm (SWK 406 grade)</p> <p>0 1 2 3 4 5</p> <p>0 1 2 3 4 5</p>	<p>Final (SWK 408 grade)</p> <p>0 1 2 3 4 5</p> <p>0 1 2 3 4 5</p>
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<p>4. <u>Engage in Practice-informed Research and Research-informed Practice (EP 2.1.4)</u></p> <p>Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:</p> <p><u>Practice Behaviors</u></p> <p>11. Use practice experience and theory to inform scientific inquiry and research;</p> <p>12. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and</p> <p>13. Use and translate research evidence to inform and improve practice, policy, and service delivery.</p>		
<p>Student Activities/Tasks Corresponding with the <i>Practice Behaviors</i> (above):</p> <p>11.</p> <p>12.</p> <p>13.</p>	<p>Midterm (SWK 406 grade)</p> <p>0 1 2 3 4 5</p> <p>0 1 2 3 4 5</p> <p>0 1 2 3 4 5</p>	<p>Final (SWK 408 grade)</p> <p>0 1 2 3 4 5</p> <p>0 1 2 3 4 5</p> <p>0 1 2 3 4 5</p>

<p>5. <u>Engage in Policy Practice</u> (EP 2.1.5)</p> <p>Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:</p> <p><u>Practice Behaviors</u></p> <ul style="list-style-type: none"> 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. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. 		
<p>Student Activities/Tasks Corresponding with the <i>Practice Behaviors</i> (above):</p> <p>14.</p> <p>15.</p>	<p>Midterm (SWK 406 grade)</p> <p>0 1 2 3 4 5</p> <p>0 1 2 3 4 5</p>	<p>Final (SWK 408 grade)</p> <p>0 1 2 3 4 5</p> <p>0 1 2 3 4 5</p>

16.	0 1 2 3 4 5	0 1 2 3 4 5
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<p>6. <u>Engage with Individuals, Families, Groups, Organizations, and Communities (EP 2.1.6)</u></p> <p>Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship- building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:</p> <p><u>Practice Behaviors</u></p> <p>17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and</p> <p>18. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>		
<p>Student Activities/Tasks Corresponding with the <i>Practice Behaviors</i> (above):</p> <p>17.</p> <p>18.</p>	<p>Midterm (SWK 406 grade)</p> <p>0 1 2 3 4 5</p> <p>0 1 2 3 4 5</p>	<p>Final (SWK 408 grade)</p> <p>0 1 2 3 4 5</p> <p>0 1 2 3 4 5</p>

7. Assess Individuals, Families, Groups, Organizations, and Communities (EP 2.1.7)

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

Practice Behaviors

19. Collect and organize data, and apply critical thinking to interpret information from clients and 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 the assessment, research knowledge, and values and preferences of clients and constituencies.

Student Activities/Tasks Corresponding with the <i>Practice Behaviors</i> (above):	Midterm (SWK 406 grade)	Final (SWK 408 grade)
19.	0 1 2 3 4 5	0 1 2 3 4 5
20.	0 1 2 3 4 5	0 1 2 3 4 5
21.	0 1 2 3 4 5	0 1 2 3 4 5
22.	0 1 2 3 4 5	0 1 2 3 4 5

<p data-bbox="155 607 1423 639">8. <u>Intervene with Individuals, Families, Groups, Organizations, and Communities</u> (EP 2.1.8)</p> <p data-bbox="107 675 1415 1127">Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:</p> <p data-bbox="121 1203 373 1235"><u>Practice Behaviors</u></p> <p data-bbox="233 1276 1247 1341">23. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</p> <p data-bbox="233 1349 1255 1382">24. Apply knowledge of human behavior and the social environment, person-in-</p>		
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<p>environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</p> <p>25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</p> <p>26. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;</p> <p>27. Facilitate effective transitions and endings that advance mutually agreed-on goals</p>		
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Student Activities/Tasks Corresponding with the <i>Practice Behaviors</i> (above):	Midterm (SWK 406 grade)	Final (SWK 408 grade)
23.	0 1 2 3 4 5	0 1 2 3 4 5
24.	0 1 2 3 4 5	0 1 2 3 4 5
25.	0 1 2 3 4 5	0 1 2 3 4 5
26.	0 1 2 3 4 5	0 1 2 3 4 5
27.	0 1 2 3 4 5	0 1 2 3 4 5

<p>9. <u>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</u> <i>(EP 2.1.9)</i></p> <p>Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this</p>		
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<p>knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:</p> <p><u>Practice Behaviors</u></p> <p>28. Select and use appropriate methods for evaluation of outcomes;</p> <p>29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;</p> <p>30. Critically analyze, monitor, and evaluate intervention and program processes and outcomes;</p> <p>31. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>		
<p>Student Activities/Tasks Corresponding with the <i>Practice Behaviors</i> (above):</p> <p>28.</p> <p>29.</p> <p>30.</p> <p>31.</p>	<p>Midterm (SWK 406 grade)</p> <p>0 1 2 3 4 5</p> <p>0 1 2 3 4 5</p> <p>0 1 2 3 4 5</p> <p>0 1 2 3 4 5</p>	<p>Final (SWK 408 grade)</p> <p>0 1 2 3 4 5</p> <p>0 1 2 3 4 5</p> <p>0 1 2 3 4 5</p> <p>0 1 2 3 4 5</p>

A. Agency learning goals for students not otherwise addressed (optional)

B. Student's additional learning goals in their field placement

Develop and write your personal learning goal (competency) and supporting learning objectives (practice behaviors) here.

C. Formal One Hour Weekly Plan for Supervision (when, where, and with whom)



Mission of NKU BSW Program

The NKU Social Work program educates competent and ethical Bachelor of Social Work graduates who demonstrate leadership and social work values in their communities and their profession, toward advancing social and economic justice.

Learning Contract Signatures

The student competencies and practice behaviors set out herein comprise the Student/Agency Learning Contract for field placement. The signatures reflect agreement that the student will accomplish the practice behaviors and develop the competencies during his or her field placement experience with the agency.

Field Supervisor Signature	Date
Field Student Signature	Date
NKU Field Instructor Signature	Date
NKU Field Director Signature	Date

Field Evaluation

Narrative Summary

- Please identify student strengths.

- Please identify areas for professional growth.

The signatures below indicate that both the agency field supervisor and field student have read and discussed this evaluation.

Signatures for <big>MIDTERM</big> Evaluation of Student (after completion of 200 hours of placement – SWK 406)	Signatures for <big>FINAL</big> Evaluation of Student (after completion of 400 hours of placement – SWK 408)
Supervisor’s Suggested Grade for Student (select one)	Supervisor’s Suggested Grade for Student (select one)
A A- B+ B B- C+ C C- F	A A- B+ B B- C+ C C- F
Signature of Agency Field Supervisor Date	Signature of Agency Field Supervisor Date
Signature of Student Date	Signature of Student Date

** Student may attach a written statement addressing any area(s) of disagreement and the reasons(s).

Rubric: Example for Evaluating Students in Field

<p>Example: Competency: Demonstrate professional and ethical behavior Practice behavior: “Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations” (EP 2.1.2, 2015).</p>	<p align="center">Behavioral Guide to Ratings</p>
0. Insufficient evidence	There is little or no evidence from which to evaluate this practice behavior. (All practice behaviors must be demonstrated by the conclusion of the field experience.)
1. Needs improvement	Student has engaged in practice behaviors and needs improvement. For instance, in supervision student rationalizes mistakes, denies that errors were made, is argumentative, blames others, refuses to or does not make corrections, etc.
2. Novice	Designates a student who is new to SW field placement and who is undergoing training in order to learn professional standards of practice. Student is actively engaged in attempting the desired practice behavior. For example, in supervision, student accepts critical feedback in a positive manner on one or two occasions.
3. Apprentice	Student is developing the desired practice behavior. For example, in supervision student accepts critical feedback in a positive manner often and applies it to improve performance.
4. Independent	Student is achieving the desired practice behavior, i.e. displays the behavior consistently. For example, in supervision student accepts critical feedback in a positive manner and applies it to improve performance, does not argue or blame others for errors, and actively solicits criticism/feedback in order to further learning and improve performance.
5. Proficient	Student has mastered the desired practice behavior, and, for example, student's expertise is, or could be, sought to teach others in utilizing and responding to supervision.