

GENERALIST LEARNING CONTRACT

Learning Contract Development

You will be evaluated on the Competencies and Practice Behaviors included in your learning contract at Mid-term and Final Assessment points. Students must consult with their field supervisor regarding activities and timelines as they develop their draft Learning Contract. Students must identify placement-specific learning activities that reflect how the behaviors for each competency are demonstrated within the placement setting to meet the expected outcomes for an MSW degree.

Once all sections are drafted/completed, **students submit their 1st draft to their faculty field liaison for feedback and suggested revisions**, which are common. Final Learning Contracts require agreement by the student, field supervisors, and faculty field liaison.

Section I. Student and Agency Information

Student Name:

WVU Field Faculty Liaison:

Field Instructor:

Site Supervisor:

Placement Agency:

City:

State:

Please describe any special conditions or considerations regarding placement which have been agreed to by the School (if any):

Section II. Field Placement Site Location, Field Instructor, and Student Self-Assessment

1. Provide a short description of your field setting, including the type of organization/agency (e.g. hospital), population served, and basic services provided.
2. Provide a short description of your Field Instructor's specific unit/area (e.g. Outpatient)
3. Describe your planned supervisory schedule.
4. Share more about your current strengths relating to the field population, issue, and/or services provided during your upcoming field placement.
 - a. Knowledge:

b. Skills:

c. Values:

5. Share more about your limitations and areas for growth relating to the field population, issue, and/or services provided during your upcoming field placement.

a. Knowledge:

b. Skills:

c. Values:

6. Describe how this field placement will contribute to your career aspirations and plans in Social Work.

7. Share more about the desired experiences and new learnings you are hoping for during your placement in this field setting?

Section III. MSW Foundation Generalist Field Placement Competencies and Practice Behaviors

Directions: Please type your placement specific activities to the right of the corresponding behavior, and provide activity details where appropriate, such as the anticipated number of cases, projects, frequency of activity, specific groups involved, etc.

Learning Activity Guidelines

1. **Two (2) activity minimum:** For each practice behavior listed within a competency, students should include a minimum of two fulsome activities, reflecting both the activity and verification aspect.
2. **Personalize activities:** Develop activities using 1st person language and use “I will” action statements.
3. **Tailor to issue/agency:** Sample activities/examples should inspire activities that are tailored to reflect the student’s placement agency, service arena, and target populations.
4. **Verification:** Students should include a variety of ways that their completion of learning activities can be verified. Reflecting on the question, “How will my supervisor know that I completed this?” is a good way to think about the verification aspect in each activity.

Ways to verify activity completion include:

- Discuss activity in supervision
- Develop a written document based on conducted research/exploration, such as a report, fact sheet or proposal
- Develop and discuss a written reflection that documents your thoughts and observations, such as a process recording, critical case incident, or competency reflection
- Attendance and/or participation at a specific event

5. **Required activities:** Students should add to areas that already include a required activity to meet the two-activity minimum

The following example includes both the action and the verification aspect.

Activity Example: I will complete research focusing on expanding services to marginalized groups, such as immigrants and refugees, and provide a “report out” during a staff meeting to share my findings.

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice. Social workers:

Practice Behaviors	Placement Specific Learning Activities and Assignments
a. make ethical decisions by applying the standards of the National Association of Social Workers 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;	1. I will identify two actual and/or potential ethical dilemmas related to my field placement and consider how the NASW Code of Ethics and models for ethical decision making apply . Verification:
	2. Verification:
b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;	1. I will discuss strategies related to time management and email communication with other professionals and identify 1-2 strategies to incorporate into my own practice. Verification:
	2. Verification:
c. use technology ethically and appropriately to facilitate practice outcomes; and	1. I will review the Social Work Tech Standards and identify at least 2 examples of how they apply to my field placement setting. Verification:

	2. Verification:
d. use supervision and consultation to guide professional judgment and behavior	1. I will prepare an agenda for weekly supervision that will include plans for educational supervision. Verification:
	2. Verification:

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work’s role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected. Social workers:

Practice Behaviors (formerly known as Learning Tasks)	Placement Specific Learning Activities and Assignments
a. advocate for human rights at the individual, family, group, organizational, and community system levels; and	1. Verification:
	2. Verification:
	1. Verification:
b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	2. Verification:

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and

ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture’s structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression. Social workers:

Practice Behaviors (formerly known as Learning Tasks)	Placement Specific Learning Activities and Assignments
a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and	1. Verification:
	2. Verification:
b. 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.	1. I will identify at least one personal bias and value that might potentially influence my work with any diverse group. Verification:
	2. Verification:

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources. Social workers:

Practice Behaviors (formerly known as Learning Tasks)	Placement Specific Learning Activities and Assignments
a. apply research findings to inform and improve practice, policy, and programs; and	1. I will identify and read two recently published (within the last 5 years) research reports or peer-reviewed journal articles about the

	<p>agency's target population that includes data, stories, or narratives that represent the lived experience of the client/client system.</p> <p>Verification:</p>
	<p>2.</p> <p>Verification:</p>
<p>b. 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.</p>	<p>1.</p> <p>Verification:</p>
	<p>2.</p> <p>Verification:</p>

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings. Social workers:

Practice Behaviors (formerly known as Learning Tasks)	Placement Specific Learning Activities and Assignments
<p>a. 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</p>	<p>1. 1. I will participate in town hall meetings, community forums, collaborative policy councils, etc. and share policy relevance during supervision and seminar.</p> <p>Verification:</p>
	<p>2.</p> <p>Verification:</p>
<p>b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.</p>	<p>1.</p> <p>Verification:</p>
	<p>2.</p> <p>Verification:</p>

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

Practice Behaviors (formerly known as Learning Tasks)	Placement Specific Learning Activities and Assignments
<p>a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and</p>	<p>1. Verification:</p>
	<p>2.</p>
	<p>Verification:</p>
<p>b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.</p>	<p>1. Verification:</p>
	<p>2.</p>
	<p>Verification:</p>

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making. Social workers:

Practice Behaviors (formerly known as Learning Tasks)	Placement Specific Learning Activities and Assignments
<p>a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and</p>	<p>1. Verification:</p>
	<p>2.</p>
	<p>Verification:</p>

b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	1.
	Verification:
	2.
	Verification:

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings. Social workers:

Practice Behaviors (formerly known as Learning Tasks)	Placement Specific Learning Activities and Assignments
a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and	1.
	Verification:
	2.
	Verification:
b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies	1. As it relates to 1-2 client situations, I will incorporate culturally responsive methods into the client planning process.
	Verification:
	2.
	Verification:

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

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 evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

Practice Behaviors (formerly known as Learning Tasks)	Placement Specific Learning Activities and Assignments
--	---

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

Signatures

By signing this document, I affirm that the planned activities are reasonable and conducive to social work competency development, and will be supported and implemented in accordance with the NASW Code of Ethics.

Student: Date

Site Supervisor (as appropriate): Date

Field Instructor: Date

WVU Field Faculty Liaison: Date