

MSW SPECIALIZATION LEARNING CONTRACT

SOWK 682 Advanced Integrated Practice

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:

ID#:

WVU Field Faculty Liaison:

Field Instructor:

Site Supervisor:

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. (Knowledge, skills, and 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. (Knowledge, skills, and 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. Advanced 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.

Educational Plan Competency 1: Demonstrate Ethical and Professional Behavior

Practitioners competent in advanced integrated practice respect and value the role and expertise of clients, constituencies, and interdisciplinary team members and work collaboratively to address social and human problems. Advanced practitioners identify as a professional social worker and conduct themselves accordingly in multilevel, collaborative social work practice. Consistent with the WVU MSW program’s emphasis on rural practice, practitioners competent in advanced integrated practice:

Practice Behaviors (formerly known as Learning Tasks)	Placement Specific Learning Activities and Assignments
1. Collaborate across service sectors and with other professions and/or disciplines to coordinate change efforts.	1. 2.
2. Represent the values and perspectives of the Social Work profession in interdisciplinary settings.	Required: I will review the Field Education Handbook and discuss any potential challenges during supervision and seminar. 1. 2.
3. Advocate at multiple levels for parity and access to services with special attention to rural populations.	1. 2.
4. Develop and maintain professional roles and boundaries with particular consideration of rural settings.	Required: I will identify two incidents where potential boundary and/or role violations were possible and share during supervision. 1. 2.
5. Identify and appropriately manage ethical dilemmas	Required: I will complete and maintain

unique to rural contexts applying 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.

HIPAA certification throughout placement and discuss relevant aspects with supervisor.

Required: I will discuss how the NASW Code of Ethics and models for ethical decision making apply to two actual and/or potential ethical dilemmas related to my field placement in supervision.

Required: I will review the Social Work Tech Standards and discuss in supervision at least 2 examples of how they apply to the field placement setting.

- 1.
- 2.

Competency 2: Engage Diversity and Difference in Practice

Practitioners competent in advanced integrated practice actively seek out diverse perspectives at all levels of practice. Consistent with the WVU MSW program's emphasis on rural practice, advanced practitioners challenge organizational, community, and political systems to respond to the diverse needs of vulnerable populations in rural contexts. They develop professional competence in working with persons different from self especially as applies to diverse and marginalized groups.

Practitioners competent in advanced integrated practice:

Practice Behaviors (formerly known as Learning Tasks)	Placement Specific Learning Activities and Assignments
1. Seek out opportunities for inter-professional/interdisciplinary collaboration to enhance services for clients at all levels.	<ol style="list-style-type: none"> 1. 2.
2. Promote and value diversity as represented in collaborative change efforts across service sectors and levels of practice.	<ol style="list-style-type: none"> 1. 2.
3. Identify and address disparities in service access and quality for diverse populations.	<p>Required: I will identify 1-2 underserved and/or marginalized groups and discuss cultural competency and diversity awareness in supervision.</p> <ol style="list-style-type: none"> 1. 2.
4. Practice cultural humility at all levels of practice by respecting clients', constituencies', and other professionals' knowledge and perspectives throughout the change process.	<ol style="list-style-type: none"> 1. 2.

Competency 3: Advance Human Rights, and Social, Economic, and Environmental Justice

Practitioners competent in advanced integrated practice advocate for human rights and social, economic, and environmental justice through engaging in multilevel, collaborative practice.

Consistent with the WVU MSW program's emphasis on rural practice, advanced practitioners understand the potentially challenging effects of economic, social, and environmental factors in the lives of rural populations. Practitioners competent in advanced integrated practice:

Practice Behaviors (formerly known as Learning Tasks)	Placement Specific Learning Activities and Assignments
1. Demonstrate an understanding of how the cultural context shapes the experience of difference especially in rural areas.	<p>Required: I will explore and research policy initiatives relating to rural service delivery on the state level and discuss in supervision.</p> <p>1.</p> <p>2.</p>
2. Engage in and initiate collaborative advocacy efforts to advance human rights and social, economic, and environmental justice.	<p>1.</p> <p>2.</p>
3. Foster the development and implementation of integrated service delivery models where appropriate to promote access to services in rural areas.	<p>1.</p> <p>2.</p>

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

Practitioners competent in advanced integrated practice are knowledgeable about evidence-informed change approaches at all levels of practice. They integrate research knowledge from multiple disciplines to inform practice and work collaboratively with others to evaluate and improve practice based on research findings. Advanced practitioners:

Practice Behaviors (formerly known as Learning Tasks)	Placement Specific Learning Activities and Assignments
1. Use evaluation findings to inform and improve practice, policy, and service-delivery and to advance the knowledge base of the profession.	<p>1.</p> <p>2.</p>

Competency 5: Engage in Policy Practice

Practitioners competent in advanced integrated practice understand the direct link between community and organizational policy and direct practice. They engage in multilevel, collaborative practice efforts that include policy practice efforts as appropriate. Consistent with the WVU MSW program's emphasis on rural practice, advanced practitioners seek to understand and influence the impact of policies on rural populations. Practitioners competent in advanced integrated practice:

Practice Behaviors (formerly known as Learning Tasks)	Placement Specific Learning Activities and Assignments
1. Apply social policy knowledge at the local, state, and federal levels in manner that is relevant to the context of service.	<p>1.</p> <p>2.</p>
2. Implement and monitor community and organizational policy as it relates to the effective	<p>1.</p>

delivery of services to clients.	2.
3. Collaborate with clients, constituencies, and interdisciplinary professionals to promote awareness of social problems, the development of solutions, and effective policy action.	<p>Required: I will participate in town hall meetings, community forums, collaborative policy councils, etc. and share policy relevance during supervision and seminar.</p> <p>1.</p> <p>2.</p>
4. Promote policies that foster integrated models of service delivery to best meet the needs of rural populations.	<p>1.</p> <p>2.</p>

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

Practitioners competent in advanced integrated practice are able to effectively engage with clients, constituencies, and interdisciplinary professionals at all levels of practice. Advanced practitioners:

Practice Behaviors (formerly known as Learning Tasks)	Placement Specific Learning Activities and Assignments
1. Use rapport building techniques to develop and maintain effective working relationships with diverse clients, constituencies, and professionals.	<p>1.</p> <p>2.</p>
2. Practice techniques/strategies that promote and sustain collaborative relationships.	<p>1.</p> <p>2.</p>
3. Utilize social work engagement skills to facilitate effective collaboration among diverse clients, constituencies, and professionals.	<p>1.</p> <p>2.</p>

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

Practitioners competent in advanced integrated practice are able to evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply those in assessment with individuals, families, groups, organizations, and communities. Practitioners competent in advanced integrated practice:

Practice Behaviors (formerly known as Learning Tasks)	Placement Specific Learning Activities and Assignments
1. Develop and implement brief and/or on-going assessment strategies consistent with the level and context of practice.	<p>1.</p> <p>2.</p>
2. Identify and incorporate the perspectives of diverse clients, constituencies, and professionals in the assessment process as	<p>Required: As it relates to 1-2 client situations, I will incorporate cultural competency and diversity awareness learnings into treatment plans with clients and discuss in supervision.</p>

appropriate to the service context.	1. 2.
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Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Practitioners competent in advanced integrated practice recognize that effective change often requires multilevel, interdisciplinary collaboration. In addition to focused or discrete intervention efforts, advanced practitioners are able to leverage inter-professional, interdisciplinary, and/or inter-organizational collaboration to achieve client and constituency goals. Advanced practitioners recognize that prevention is a critical component of effective, multilevel social work practice.

Advanced practitioners:

Practice Behaviors (formerly known as Learning Tasks)	Placement Specific Learning Activities and Assignments
1. Demonstrate an evidence-informed theoretical framework as appropriate to the level and context of practice situations.	1. 2.
2. Advocate for and utilize prevention strategies as appropriate to the practice context.	1. 2.
3. Evaluate, select, and apply evidence-informed interventions relevant to the practice context.	1. 2.
4. Initiate collaboration with other professions to coordinate intervention efforts as appropriate to the practice situation.	1. 2.
5. Deliver integrated services to effectively meet the needs of rural populations.	1. 2.

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

Practitioners competent in advanced integrated practice can collaborate with diverse clients, constituencies, and professionals to effectively evaluate practice at the micro, mezzo, and macro levels. Advanced practitioners are able to utilize evaluation findings to inform and improve practice, policy, and service delivery effectiveness. Advanced practitioners:

Practice Behaviors (formerly known as Learning Tasks)	Placement Specific Learning Activities and Assignments
1. Design and conduct collaborative, practice-based evaluation methods and apply findings to improve practice, policy, and/or service delivery effectiveness.	1. 2.
2. Effectively communicate evaluation findings in a manner that contributes to the knowledge base of the social work profession.	1. 2.

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.

Site Supervisor (as appropriate): Date

Field Instructor: Date

WVU Field Faculty Liaison: Date

Student: Date