

GENERALIST PRACTICUM LEARNING CONTRACT

The field practicum provides an educational experience leading to the achievement of 9 competencies necessary for effective social work practice. Below is a list of each competency followed by the behaviors that demonstrate that competency. For each behavior, sample activities are provided. The student and agency field instructor work together to identify and select which activities are relevant and appropriate in that agency setting. In some cases, the field instructor and student may determine that other activities rather than or in addition to those listed are more appropriate. In addition to selecting the learning activities, identify the specific methods or tasks that will be used to ensure that the student has successfully demonstrated their ability to complete the learning activity. Please check appropriate boxes and/or add other activities. This learning contract serves as a guideline for final evaluations.

Student Name:	<i>MUID #</i>
Agency:	
Agency Address:	Agency Phone#
Field Instructor Name and Contact Information:	
Task Supervisor Name and Contact Information (if applicable):	
Field Faculty Liaison Name:	
Placement Start Date:	Placement End Date:

Competency 1: Demonstrate Ethical and Professional Behavior

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 judgement 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.

Practice Behaviors	Practicum Learning Activities and Assignments	Student Performance will be Measured in the Following Manner:
1.1 Makes 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	<input type="checkbox"/> Review client file(s) and determine if a strengths based approach is evident.	
	<input type="checkbox"/> Review confidentiality policies/forms and maintain client confidentiality	
	<input type="checkbox"/> Identify real or potential ethical dilemmas and apply ethical problem solving.	
	<input type="checkbox"/> Identify examples of ethical practice in supervisory sessions.	
	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Other:	
1.2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	<input type="checkbox"/> Keep daily journal and/or weekly logs and share with field instructor.	
	<input type="checkbox"/> Meet with field instructor and identify strengths and areas for further development.	
	<input type="checkbox"/> Solicit feedback from field instructor and other relevant professionals.	
	<input type="checkbox"/> Identify and manage one’s own personal reactions to clients as reflected in interactions and supervisory sessions	
	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Other:	
1.3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication	<input type="checkbox"/> Dress appropriately.	
	<input type="checkbox"/> Adhere to work schedule.	
	<input type="checkbox"/> Communicate respectfully with colleagues and clients.	

	<input type="checkbox"/> Follow agency protocol.	
	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Other:	
1.4 Use technology ethically and appropriately to facilitate practice outcomes	<input type="checkbox"/> Follow agency policies regarding technology	
	<input type="checkbox"/> Identify uses of technology.	
	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Other:	
1.5 Use supervision and consultation to guide professional judgment and behavior	<input type="checkbox"/> Meet with field instructor regularly and make constructive use of supervision.	
	<input type="checkbox"/> Consult with field instructor regarding questions, concerns, and to obtain feedback	
	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Other:	

Competency 2: Engage Diversity and Difference in Practice		
<i>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.</i>		
Practice Behaviors	Practicum Learning Activities and Assignments	Student Performance will be Measured in the Following Manner:
2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	<input type="checkbox"/> Conduct an assessment or other client interview and identify elements of human diversity that have shaped life experiences for that client system <input type="checkbox"/> Discuss with field instructor how you believe your clients' experiences have shaped behaviors <input type="checkbox"/> Read about the importance of difference in shaping life experience and discuss with field instructor <input type="checkbox"/> Identify ways that clients are diverse and how approaches to working with individuals vary based on diversity	

	<input type="checkbox"/> Read article(s) on diverse population served by the agency and discuss with field instructor how this knowledge can be applied	
	<input type="checkbox"/> Demonstrate application in interactions with clients	
	<input type="checkbox"/> Learn from clients about their stories and identify ways they may be oppressed/ marginalized/alienated	
	<input type="checkbox"/> Discuss with field instructor power and privilege as it relates to the population served	
	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Other:	
2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences	<input type="checkbox"/> Incorporate appropriate questions in interviews with clients in order to understand the unique story of that client	
	<input type="checkbox"/> Conduct a group or community survey	
	<input type="checkbox"/> Conduct a needs assessment with a client group	
	<input type="checkbox"/> Attend a community meeting or event with a diverse group	
	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Other:	
2.3 Apply self- awareness and self- regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	<input type="checkbox"/> Identify personal biases and ways to manage these in discussion with field instructor.	
	<input type="checkbox"/> Attend training or read relevant materials to manage influence of personal biases and values	
	<input type="checkbox"/> Interview other social workers in the agency to determine strategies of managing influences of biases	
	<input type="checkbox"/> Record in journal reflecting on how differences shape life experiences – your own and client	
	<input type="checkbox"/> Discuss with field instructor how your own experiences with diversity have shaped your life experiences and how that will help you better understand client systems	
	<input type="checkbox"/> Read literature about and/or interact with diverse group(s) that may be challenging	
	<input type="checkbox"/> Attend a training related to diversity	

	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Other:	

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice		
<i>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.</i>		
Practice Behaviors	Practicum Learning Activities and Assignments	Student Performance will be Measured in the Following Manner:
3.1 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	<input type="checkbox"/> Attend relevant legislative session and/or lobby for legislation that advances social and economic justice	
	<input type="checkbox"/> Advocate for an individual client or family	
	<input type="checkbox"/> Explain rights to clients	
	<input type="checkbox"/> Review agency policies and practices to determine how they advance these justice issues and how they might be changed	
	<input type="checkbox"/> Educate others about justice issues	
	<input type="checkbox"/> Read about oppression and discrimination and discuss with field instructor	
	<input type="checkbox"/> Attend a workshop/training program on oppression and discrimination	
	<input type="checkbox"/> Discuss with field instructor your experiences with oppression and discrimination	
	<input type="checkbox"/> Identify a client who you believe may have experienced oppression or discrimination and discuss with field instructor	
	<input type="checkbox"/> Attend legislative session and promote legislation relative to a human rights or justice issue	
	<input type="checkbox"/> Write letter to someone in a position to make change relative to above	
<input type="checkbox"/> Educate others about a human rights or social justice issue		

	<input type="checkbox"/> Advocate for client access to services	
	<input type="checkbox"/> Assist in writing proposal or advocating for a program, service, or policy that relates to above	
	<input type="checkbox"/> Explain rights to clients	
	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Other:	
3.2 Engage in practices that advance social, economic, and environmental justice	<input type="checkbox"/> Advocate for an individual client or family	
	<input type="checkbox"/> Honor clients' rights	
	<input type="checkbox"/> Treat each client with respect	
	<input type="checkbox"/> Identify justice issues and intervention strategies in work with clients	
	<input type="checkbox"/> Lobby for legislation that advances social and economic justice	
	<input type="checkbox"/> Participate in a political campaign promoting a candidate who supports policies that reflect above	
	<input type="checkbox"/> Treat each client with respect be nonjudgmental	
	<input type="checkbox"/> Review agency policies and practices to identify how they advance social and economic justice and/or how they might be enhanced	
	<input type="checkbox"/> Identify and participate in organizations that advance social and economic justice	
	<input type="checkbox"/> Assist in writing proposal or advocating for a program, service, or police that relates to the above	
	<input type="checkbox"/> Participate in lobbying or political strategies related to policy action	
	<input type="checkbox"/> Review state or national NASW or other organizations' political action statements and legislative priorities and participate in at least one activity toward influencing policy	
	<input type="checkbox"/> Participate in a political campaign to advance social and economic well-being	
	<input type="checkbox"/> Attend a meeting where policy action is discussed	
	<input type="checkbox"/> Educate others about needed policy action	
	<input type="checkbox"/> Other:	

	<input type="checkbox"/> Other:	
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Competency 4: Engage in Practice-informed Research and Research-informed Practice		
<i>Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and 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.</i>		
Practice Behaviors	Practicum Learning Activities and Assignments	Student Performance will be Measured in the Following Manner:
4.1 Use practice experience and theory to inform scientific inquiry and research	<input type="checkbox"/> Complete a literature review related to client system(s) served	
	<input type="checkbox"/> Analyze client data from the agency	
	<input type="checkbox"/> Conduct a focus group for evaluation of agency	
	<input type="checkbox"/> Implement a survey to evaluate practice/ program/ policy/service	
	<input type="checkbox"/> Implement single system design evaluation with a client	
	<input type="checkbox"/> Develop research question(s) related to practice and locate and analyze research or propose how research could be conducted to answer the question(s)	
	<input type="checkbox"/> Other:	
4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Read research related to the agency's area of practice/models of service or intervention or client system(s)	
	<input type="checkbox"/> Review agency outcome data	
	<input type="checkbox"/> Review research related to agency	
	<input type="checkbox"/> Review or suggest research related to assessment, prevention, and intervention with client systems	
	<input type="checkbox"/> Discuss/present research at agency meeting or in training group	
	<input type="checkbox"/> Evaluate practice using single subject design or program evaluation frameworks	

	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Other:	
4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery	<input type="checkbox"/> Read research related to agency and suggest application to agency practice/policy	
	<input type="checkbox"/> Review agency outcome data and analyze how it can be used to improve practice/policy/delivery	
	<input type="checkbox"/> Apply research evidence in assessment, prevention, and intervention with client systems	
	<input type="checkbox"/> Evaluate practice using single subject design or program evaluation framework	
	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Other:	

Competency 5: Engage in Policy Practice		
<i>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.</i>		
Practice Behaviors	Practicum Learning Activities and Assignments	Student Performance will be Measured in the Following Manner:
5.1 Identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	<input type="checkbox"/> Identify one or more policies at the local, state, and/or federal level that impact agency services	
	<input type="checkbox"/> Identify one or more proposed policy changes that will have an impact on service delivery and/or access to social services	
	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Other:	
5.2 Assess how social welfare and economic policies impact the delivery of and access to social services	<input type="checkbox"/> Review agency policies and policies that have an impact on the client system served	
	<input type="checkbox"/> Discuss impact of policies and policy changes with field instructor	

	<input type="checkbox"/> Review any recent changes in agency or legislative policy that has an impact on clients	
	<input type="checkbox"/> Assist in policy development	
	<input type="checkbox"/> Attend training on policy	
	<input type="checkbox"/> Identify proposed legislation that will have an impact on the client system served and analyze how the policy will affect the client system	
	<input type="checkbox"/> Lobby for a particular legislative action and/or take action to advocate for policy change	
	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Other:	
5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	<input type="checkbox"/> Review agency policies and policies that have an impact on the client system served	
	<input type="checkbox"/> Discuss impact of policies and policy changes with field instructor	
	<input type="checkbox"/> Review any recent changes in agency or legislative policy that has an impact on clients	
	<input type="checkbox"/> Assist in policy development	
	<input type="checkbox"/> Attend training on policy	
	<input type="checkbox"/> Identify proposed legislation that will have an impact on the client system served and analyze how the policy will affect the client system	
	<input type="checkbox"/> Lobby for a particular legislative action and/or take action to advocate for policy change	
	<input type="checkbox"/> Participate in lobbying or political strategies related to policy action	
	<input type="checkbox"/> Review state or national NASW or other organizations' political action statements and legislative priorities and participate in at least one activity toward influencing policy	
	<input type="checkbox"/> Participate in a political campaign to advance social and economic well-being	
	<input type="checkbox"/> Attend a meeting where policy action is discussed	
	<input type="checkbox"/> Educate others about needed policy action	

	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Other:	

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities		
<i>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.</i>		
Practice Behaviors	Practicum Learning Activities and Assignments	Student Performance will be Measured in the Following Manner:
6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	<input type="checkbox"/> Identify different approaches to engagement with clients and constituencies based on agency context and understanding of human behavior	
	<input type="checkbox"/> Build effective practice relationship with clients and constituencies	
	<input type="checkbox"/> Identify theories relevant to understanding behaviors of clients and/or relevant to selecting appropriate change strategies	
	<input type="checkbox"/> Apply a selected theory to a client situation	
	<input type="checkbox"/> Demonstrate understanding of person and environment in presenting a case at a staffing	
	<input type="checkbox"/> Identify ways that clients are diverse and how approaches to working with individuals vary based on diversity	
	<input type="checkbox"/> Read article(s) on diverse population served by the agency and discuss with field instructor how this knowledge can be applied	
	<input type="checkbox"/> Educate others concerning updated research, new technologies, or pending policy/legislative actions	
	<input type="checkbox"/> Other:	
<input type="checkbox"/> Other:		

6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	<input type="checkbox"/> Use reflective responses, simple encouragement, empathic responses and demonstrate other active listening skills in interviews with clients	
	<input type="checkbox"/> Demonstrate active listening skills in meetings and in interactions with colleagues	
	<input type="checkbox"/> Identify and communicate client feelings	
	<input type="checkbox"/> Begin “where the client is”	
	<input type="checkbox"/> Demonstrate appropriate non-verbal communication	
	<input type="checkbox"/> Observe and identify examples of empathy in other workers’ interactions with clients and discuss with field instructor	
	<input type="checkbox"/> Observe and identify examples of interpersonal skills in other workers’ interactions with clients and/or colleagues and discuss with field instructor	
	<input type="checkbox"/> Other:	
<input type="checkbox"/> Other:		

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities		
<i>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.</i>		
Practice Behaviors	Practicum Learning Activities and Assignments	Student Performance will be Measured in the Following Manner:
7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies	<input type="checkbox"/> Conduct assessment with an individual	
	<input type="checkbox"/> Conduct family assessment	
	<input type="checkbox"/> Conduct group assessment	
	<input type="checkbox"/> Conduct community or organizational assessment	
	<input type="checkbox"/> Conduct/assist in an assessment interview	
	<input type="checkbox"/> Write an assessment after a client assessment interview	

7.2 Apply knowledge of human behavior and the social environment and other multi- disciplinary frameworks in analysis of assessment data from clients and constituencies	<input type="checkbox"/> Document in client chart	
	<input type="checkbox"/> Conduct a needs assessment for the agency or community	
	<input type="checkbox"/> Complete a psycho-social history including an assessment summary statement	
	<input type="checkbox"/> Make collateral contacts as part of assessment	
	<input type="checkbox"/> Use standardized assessment tools and score and interpret the information – including SBIRT	
	<input type="checkbox"/> Use observational skills to identify nonverbal cues, para-verbal cues, appearance, hygiene, demeanor, etc as sources of information in assessment	
	<input type="checkbox"/> Complete an assessment and document client strengths and limitations	
	<input type="checkbox"/> Identify client strengths and limitations in discussions with field instructor	
	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Complete or participate in completion of a psychosocial assessment/social history	
	<input type="checkbox"/> Review client chart(s) and identify bio-psycho-social elements relevant to understanding that client system	
	<input type="checkbox"/> Analyze a community or agency problem or social issue	
	<input type="checkbox"/> Identify theories relevant to understanding behaviors of clients and/or relevant to selecting appropriate change strategies	
<input type="checkbox"/> Apply a selected theory to a client situation		
<input type="checkbox"/> Demonstrate understanding of person and environment in presenting a case at a staffing		
<input type="checkbox"/> Review client records and prepare interview goals and questions prior to meeting		

	<input type="checkbox"/> Discuss with field instructor concerns related to meeting with a particular client or attending a meeting	
	<input type="checkbox"/> Discuss/identify your role in working with a particular client or attending a meeting	
	<input type="checkbox"/> Discuss with your field instructor how you will approach a particular situation	
	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Other:	
7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	<input type="checkbox"/> Complete intake or other client interview(s) and ask appropriate questions related to desired outcomes	
	<input type="checkbox"/> Identify and prioritize client needs	
	<input type="checkbox"/> Participate in group (treatment, committee, community, etc.) and participate in discussion of purpose and desired outcomes	
	<input type="checkbox"/> Work with a client(s) in development of a case plan identifying measurable objectives	
	<input type="checkbox"/> Work with a group in identifying group goals and objectives	
	<input type="checkbox"/> Participate in a strategic planning or similar type meeting	
	<input type="checkbox"/> Assist in developing goals/outcomes for a new program or project	
	<input type="checkbox"/> Review case plans in client files and discuss with field instructor how the plan was developed and how the objectives can be measured	
	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Other:	
7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	<input type="checkbox"/> Consult with field instructor to determine appropriate intervention strategies and implement them with clients	
	<input type="checkbox"/> Review client records and discuss what strategies are used with clients	
	<input type="checkbox"/> Discuss options with clients	

	<input type="checkbox"/> Review program goals and discuss what strategies are used to reach goals	
	<input type="checkbox"/> Identify a community problem and develop /implement intervention strategy	
	<input type="checkbox"/> Identify options for a specific client system and discuss with field instructor the pros and cons of various options	
	<input type="checkbox"/> Identify evidence-informed strategies from reviewing literature related to the client population/issue	
	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Other:	

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 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 team work and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional ,and inter-organizational collaboration.

Practice Behaviors	Practicum Learning Activities and Assignments	Student Performance will be Measured in the Following Manner:
8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	<input type="checkbox"/> Consult with field instructor to determine appropriate intervention strategies and implement them with clients	
	<input type="checkbox"/> Review client records and discuss what strategies are used with clients	
	<input type="checkbox"/> Discuss options with clients	
	<input type="checkbox"/> Review program goals and discuss what strategies are used to reach goals	
	<input type="checkbox"/> Identify a community problem and develop/implement intervention strategy	

	<input type="checkbox"/> Identify options for a specific client system and discuss with field instructor the pros and cons of various options	
	<input type="checkbox"/> Review agency goals and identify specific actions to achieve one or more goals	
	<input type="checkbox"/> Develop/plan a fund-raising strategy to enhance services, develop a needed program, etc.	
	<input type="checkbox"/> Assist in identifying possible sources of funding for agency and/or participate in grant writing	
	<input type="checkbox"/> Suggest/plan a new program or policy change that will help achieve organizational goals	
	<input type="checkbox"/> Develop/implement intervention strategy with individual, family, group, community, and/or organization	
	<input type="checkbox"/> Identify evidence-informed strategies from reviewing literature related to the client population/issue	
	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Other:	
8.2 Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	<input type="checkbox"/> Based on assessment of a community, social, or agency problem, identify strategies for intervention	
	<input type="checkbox"/> Based on assessment, select intervention strategies with clients based on knowledge of human behavior and the social environment	
	<input type="checkbox"/> Demonstrate understanding of person-in-environment in selection of intervention strategies	
	<input type="checkbox"/> Draw from multidisciplinary frameworks in identifying intervention strategies	
	<input type="checkbox"/> Identify and connect clients to community resources to meet client needs	
	<input type="checkbox"/> Advocate as appropriate to help clients resolve problems	
	<input type="checkbox"/> Use appropriate intervention strategies to help clients resolve problems	

	<input type="checkbox"/> Identify targets for change at the individual, family, group, organizational, or community level and implement appropriate strategies	
	<input type="checkbox"/> Educate clients	
	<input type="checkbox"/> Use counseling skills and apply planned change process with clients	
	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Other:	
8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	<input type="checkbox"/> Participate in multi-disciplinary team meetings	
	<input type="checkbox"/> Consult with other professionals to achieve practice outcomes	
	<input type="checkbox"/> Participate in community meeting with other professionals	
	<input type="checkbox"/> Work collaboratively with other professionals in provision of services to client	
	<input type="checkbox"/> Participate in meetings to discuss improvement or sustaining of quality of services	
	<input type="checkbox"/> Put together data, information, or proposal relevant to the above	
	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Other:	
8.4 Negotiate, mediate, and advocate with and on behalf of clients and constituencies	<input type="checkbox"/> Negotiate or advocate for services for a particular client/assist client in getting needed resource(s)	
	<input type="checkbox"/> Act appropriately on behalf of a client	
	<input type="checkbox"/> Serve as a mediator with within a client system or between a client system and another system	
	<input type="checkbox"/> Work out an agreement and/or compromise between two or more parties	
	<input type="checkbox"/> Assist in gaining community support for a program, policy, or population group	
	<input type="checkbox"/> Explain client needs to service provider or multidisciplinary team member	
	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Other:	

8.5 Facilitate effective transitions and endings that advance mutually agreed- on goals	<input type="checkbox"/> Inform clients of the time limitations of the practicum	
	<input type="checkbox"/> Prepare clients for termination of services, discuss client feelings about termination	
	<input type="checkbox"/> Prepare termination summaries or transfer summaries	
	<input type="checkbox"/> Transfer clients to appropriate resources when leaving the agency	
	<input type="checkbox"/> Discuss with field instructor feelings relative to termination with clients	
	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Other:	

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities		
<i>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 knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.</i>		
Practice Behaviors	Practicum Learning Activities and Assignments	Student Performance will be Measured in the Following Manner:
9.1 Select and use appropriate methods for evaluation of outcomes	<input type="checkbox"/> Review agency procedures and methods of evaluating outcomes and discuss with field instructor	
	<input type="checkbox"/> Select method of evaluating outcomes for an individual client	
	<input type="checkbox"/> Suggest methods to evaluate outcomes	
	<input type="checkbox"/> Review literature regarding appropriate methods for evaluation of outcomes	
	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Other:	
9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	<input type="checkbox"/> Determine what to measure in evaluation of outcomes	
	<input type="checkbox"/> Discuss how knowledge of human behavior and the social environment, person-in-environment and	

	<p>other multidisciplinary theoretical frameworks applies to evaluation of outcomes</p> <p><input type="checkbox"/> Other:</p> <p><input type="checkbox"/> Other:</p>	
9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes	<p><input type="checkbox"/> Put together relevant data for agency</p> <p><input type="checkbox"/> Use single system design(s) to evaluate effectiveness of intervention</p> <p><input type="checkbox"/> Analyze program outcome data</p> <p><input type="checkbox"/> Implement program evaluation plan</p> <p><input type="checkbox"/> Design method(s) to evaluate outcomes</p> <p><input type="checkbox"/> Use meetings with field instructor and weekly logs to analyze, monitor, and evaluate interventions</p> <p><input type="checkbox"/> Read, discuss research related to practice effectiveness</p> <p><input type="checkbox"/> Conduct follow-up interviews or implement surveys to evaluate interventions</p> <p><input type="checkbox"/> Other:</p> <p><input type="checkbox"/> Other</p>	
9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	<p><input type="checkbox"/> Explain how single subject design results could be used to improve practice effectiveness</p> <p><input type="checkbox"/> Explain how program evaluation could be used to improve effectiveness</p> <p><input type="checkbox"/> Other:</p> <p><input type="checkbox"/> Other:</p>	

Signatures upon Completion of Learning Contract

Student Signature

Date

Field Instructor Signature

Date

Task Supervisor Signature (if applicable)

Date

Field Faculty Liaison Signature

Date