

**RAMAPO COLLEGE OF NEW JERSEY**

**MSW PROGRAM**

**FOUNDATION STUDENT LEARNING CONTRACT**

In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy. Our curriculum, including our field program, is organized around the EPAS as mandated by CSWE. This must be done in order to obtain and maintain CSWE accreditation.

We ask that during the next few weeks you sit with your student(s) and begin to select tasks/activities that will be completed during their 600 hour fieldwork. Joint development of the agreement will produce the richest results. Please keep in mind, the Student Learning Contract must be provided by the student to their course instructor on the assigned due date in the Field Calendar. It is usually around the fourth week, but your student will know this date. Of course, the field instructor and intern can add and delete tasks/activities that will or will not be completed and that are specific to this particular internship. Consider this a living kind of document, which is open to revision, if needed. This agreement will be utilized by the Field Liaison when conducting the site visit. Also, take note that each field evaluation is a direct reflection of this contract, providing a frame a reference at both the beginning and end of each semester.

Please remember, sometimes some of the most basic things can be easily overlooked by a field instructor and yet, be so important to the student. The student is new to everything, such as learning a new telephone system and how or where to get office supplies. That said, there are some particular things being agreed on that could easily be considered too obvious, but that bear unique mention:

1. Please plan for an adequate work space with computer and phone access.
2. Devise a plan with your student (s) on how to deal with issues that require guidance in the absence of their field instructor.
3. It is important to plan for a reasonable work volume and intensity. It is important that students are provided with quality learning assignments without being overloaded with agency overflow. Approximately 12 of the 21 hours of weekly fieldwork should be direct work with clients, groups or families. This can include but is not limited to

observing/co-leading groups, phone contact with clients or face-to-face interventions with clients/client systems.

4. Supervision is essential to all student and professional growth. The expectation is that the student will receive **45 minutes to one hour of direct supervision per week**. Group supervision is a wonderful medium, but it should not be conceived of as wholly replacing the opportunity for individual supervision.

**Directions to complete the Student Learning Contract**—For each Competency and Practice Behavior, in the space provided, state the agency learning task or activity which will give the student experience to learn a practice behavior. State how you will see the evidence that the learning has been accomplished. Using the accompanying document “Example of Student Tasks and Activities in the Student Learning Contract” you can select from the examples and/or provide your own but include at least 3-5 tasks or activities per competency that students will be engaged in over the course of their 600 hours of fieldwork.

### **STUDENT LEARNING CONTRACT**

**STUDENT NAME:**

**AGENCY NAME AND ADDRESS:**

**FIELD INSTRUCTOR’S NAME:**

**PHONE:**

**EMAIL:**

**TASK FIELD INSTRUCTOR (if applicable):**

**FIELD LIAISON:**

**STUDENT SCHEDULE AT AGENCY:**

**HOW STUDENT WILL BE ORIENTED TO THE AGENCY:**

**SUPERVISION TIME:**

**REQUIRED SUPERVISORY PROCESS RECORDING: (number of process recordings requested by field instructor, what you will bring to supervision):**

**RECORD KEEPING EXPECTATIONS (i.e. reports, notes for agency):**

**AGREEMENT FOR TIME AT HOLIDAYS**

**GENERAL DESCRIPTION OF STUDENT ASSIGNMENTS (provide more details below under each competency)**

**Competency 1: Demonstrate Ethical and Professional Behavior**

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

**Practice Behaviors:**

- 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.
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
- Use technology ethically and appropriately to facilitate practice outcomes.
- Use supervision and consultation to guide professional judgment and behavior


**Competency 2: Engage Diversity and Difference in Practice**

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

**Practice Behaviors:**

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
- Present themselves as learners and engage clients and constituencies as experts of their own experiences.
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.



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

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

**Practice Behavior(s):**

- Apply their understanding of social, economic, and environmental justice for human rights at the individual and system levels.
- Engage in practices that advance social, economic, and environmental justice.


**Competency 4: Engage in Practice-informed Research and Research-informed Practice**

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

**Practice Behaviors:**

- Use practice experience and theory to inform scientific inquiry and research.
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
- Use and translate research evidence to inform and improve practice, policy, and service delivery.



**Competency 5: Engage in Policy Practice**

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

**Practice Behaviors:**

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
- Assess how social welfare and economic policies impact the delivery of and access to social services.
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic and environmental justice.


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

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

**Practice Behaviors:**

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.


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

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

**Practice Behaviors:**

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
- 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.
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.


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

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

**Practice Behaviors:**

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
- Facilitate effective transitions and endings that advance mutually agreed-on goals.


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

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

**Practice Behaviors:**

- Select and use appropriate methods for evaluation of outcomes.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels.


**Field Instructor's Signature:**

---

**Student's Signature:**

---

**Date:**

---



**RAMAPO COLLEGE OF NEW JERSEY**

**MSW PROGRAM**

**ADVANCED PRACTICE STUDENT LEARNING CONTRACT**

In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy. Our curriculum, including our field program, is organized around the EPAS as mandated by CSWE. This must be done in order to obtain and maintain CSWE accreditation.

We ask that during the next few weeks you sit with your student(s) and begin to select tasks/activities that will be completed during their 600 hour fieldwork. Joint development of the agreement will produce the richest results. Please keep in mind, the Student Learning Contract must be provided by the student to their course instructor on the assigned due date in the Field Calendar. It is usually around the fourth week, but your student will know this date. Of course, the field instructor and intern can add and delete tasks/activities that will or will not be completed and that are specific to this particular internship. Consider this a living kind of document, which is open to revision, if needed. This agreement will be utilized by the Field Liaison when conducting the site visit. Also, take note that each field evaluation is a direct reflection of this contract, providing a frame a reference at both the beginning and end of each semester.

Please remember, sometimes some of the most basic things can be easily overlooked by a field instructor and yet, be so important to the student. The student is new to everything, such as learning a new telephone system and how or where to get office supplies. That said, there are some particular things being agreed on that could easily be considered too obvious, but that bear unique mention:

1. Please plan for an adequate work space with computer and phone access.
2. Devise a plan with your student (s) on how to deal with issues that require guidance in the absence of their field instructor.
3. It is important to plan for a reasonable work volume and intensity. It is important that students are provided with quality learning assignments without being overloaded with agency overflow. Approximately 12 of the 21 hours of weekly fieldwork should be

direct work with clients, groups or families. This can include but is not limited to observing/co-leading groups, phone contact with clients or face-to-face interventions with clients/client systems.

4. Supervision is essential to all student and professional growth. The expectation is that the student will receive **45 minutes to one hour of direct supervision per week**. Group supervision is a wonderful medium, but it should not be conceived of as wholly replacing the opportunity for individual supervision.

**Directions to complete the Student Learning Contract**—For each Competency and Practice Behavior, in the space provided, state the agency learning task or activity which will give the student experience to learn a practice behavior. State how you will see the evidence that the learning has been accomplished. Using the accompanying document “Example of Student Tasks and Activities in the Student Learning Contract” you can select from the examples and/or provide your own but include at least 3-5 tasks or activities per competency that students will be engaged in over the course of their 600 hours of fieldwork.

## **STUDENT LEARNING CONTRACT**

**STUDENT NAME:**

**AGENCY NAME AND ADDRESS:**

**FIELD INSTRUCTOR’S NAME:**

**PHONE:**

**EMAIL:**

**TASK FIELD INSTRUCTOR (if applicable):**

**FIELD LIAISON:**

**STUDENT SCHEDULE AT AGENCY:**

**HOW STUDENT WILL BE ORIENTED TO THE AGENCY:**

**SUPERVISION TIME:**

**REQUIRED SUPERVISORY PROCESS RECORDING: (number of process recordings requested by field instructor, what you will bring to supervision):**

**RECORD KEEPING EXPECTATIONS (i.e. reports, notes for agency):**

**AGREEMENT FOR TIME AT HOLIDAYS**

**GENERAL DESCRIPTION OF STUDENT ASSIGNMENTS (provide more details below under each competency)**

*Competency 1: Demonstrate Ethical and Professional Behavior*

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

**Advanced Practice Behavior (s):**

- Continually employ and model conscious use of self, including: self-reflection, self-monitoring, self-correction and boundaries in practice situations.
- Demonstrate leadership in applying ethical reasoning for problem resolution.
- Systematically question statements of value and recognize the underlying ethics of policies, theories, and models, as well as:
- 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.
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
- Use technology ethically and appropriately to facilitate practice outcomes.
- Use supervision and consultation to guide professional judgment and behavior


***Competency 2: Engage Diversity and Difference in Practice***

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

**Advanced Practice Behavior (s):**

- Critically analyze research informed practice approaches and self-reflect to meet the needs of diverse populations.
- Analyze specific policies and practices and their impact on diverse populations, as well as:

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
- Present themselves as learners and engage clients and constituencies as experts of their own experiences.
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.


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

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

**Advanced Practice Behavior (s):**

- Identify weakness in various systems; develop and propose social policies that promote social justice, as well as:
- Apply their understanding of social, economic, and environmental justice for human rights at the individual and system levels.
- Engage in practices that advance social, economic, and environmental justice.


**Competency 4: Engage in Practice-informed Research and Research-informed Practice**

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

**Advanced Practice Behavior(s):**

- Differentially select and implement strategies for assessment and intervention utilizing research informed approaches.
- Critically evaluate current research and use it to support all practice interventions, as well as:
- Use practice experience and theory to inform scientific inquiry and research.
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
- Use and translate research evidence to inform and improve practice, policy, and service delivery.


***Competency 5: Engage in Policy Practice***

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

**Advanced Practice Behavior(s):**

- Analyze, evaluate, formulate, and advocate for policies that respond to emerging local, regional, and societal trends to advance well-being, as well as:
- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
- Assess how social welfare and economic policies impact the delivery of and access to social services.
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic and environmental justice.



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

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

**Advanced Practice Behavior (s):**

- Differentially apply theories and frameworks of human behavior and the environment, recognizing underlying assumptions, values, strengths, and weaknesses of these theories.
- Analyze context and demonstrate the ability to initiate innovative and resourceful action with regard to emerging local, regional, and societal trends and needs.
- Further develop the ability to engage diverse clients as equal participants including those who are mandated and resistant. As well as:
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.


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

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

**Advanced Practice Behavior (s):**

- Differentially select and implement strategies for assessment and intervention utilizing research informed approaches.

- Differentially apply theories and frameworks of human behavior and the environment, recognizing underlying assumptions, values, strengths, and weaknesses of these theories.
- Analyze context and demonstrate the ability to initiate innovative and resourceful action with regard to emerging local, regional, and societal trends and needs.
- Assessment: The ability to independently conduct both qualitative and quantitative assessments, including diagnosing, and synthesizing the results as a continuing and dynamic process that guides interventions, as well as:
  - Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
  - 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.
  - Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
  - Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.


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

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

**Advanced Practice Behavior (s):**

- Differentially select and implement strategies for assessment and intervention utilizing research informed approaches.
- Differentially apply theories and frameworks of human behavior and the environment, recognizing underlying assumptions, values, strengths, and weaknesses of these theories.

- Analyze context and demonstrate the ability to initiate innovative and resourceful action with regard to emerging local, regional, and societal trends and needs.
- Intervention: Differentially and simultaneously utilize a variety of evidence based strategies tailored to the clients' identified prioritized needs.
- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
- Facilitate effective transitions and endings that advance mutually agreed-on


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

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

**Advanced Practice Behavior (s):**

- Evaluation: Critically evaluate practice interventions and programmatic functioning using valid and reliable methodological approaches, as well as:
- Select and use appropriate methods for evaluation of outcomes.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.



- Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels.


**Field Instructor's Signature:** \_\_\_\_\_

**Student's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_