

**West Virginia State University
Social Work Student Learning Contract**

STUDENT NAME	
ADDRESS	
PHONE	
EMAIL	

AGENCY NAME	
ADDRESS	
FIELD INSTRUCTOR	
TASK SUPERVISOR	
EMAIL	
PHONE	

GENERAL DESCRIPTION OF AGENCY:

PLACEMENT DATES:

Starting Date:

Projected Finishing Date:

Recognized Vacation Days:

PLACEMENT DAYS & HOURS:

MONDAY	
TUESDAY	
WEDNESDAY	
THURSDAY	
FRIDAY	
SATURDAY	
SUNDAY	

WHAT IS THE LEARNING CONTRACT?

THE LEARNING CONTRACT is a formal agreement between the field instructor, the student, and WVSU field director concerning the activities the student will perform in the agency. All parties can hold each other to this agreement.

GOAL STATEMENT

The goal reflects the ultimate purpose toward which your learning will be directed during the semester of the placement. The goal statement is service oriented. Example: *To learn about services for pregnant women at Women Health Care, to have opportunities to be involved in experience(s) that will enhance my knowledge base of working with individuals/micro practice skills.*

TASK OBJECTIVES

The learning task objectives partials the previously stated goal by breaking it down into specific knowledge, skills, and attitudes that must be learned to achieve the goal. Thus, task objectives focus on both cognitive and affective development. Cognitive development involves the maturation of intellectual abilities and skills. Affective development includes attitudes and values. Effective learning tasks must be clearly defined, specifically stated and measurable. Tasks are statements about what you want to learn and need to learn to become an effective and competent practitioner within your placement agency.

Competency 1: Demonstrate Ethical and Professional Behavior

- Student will 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;
- Student will demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- Student will use technology ethically and appropriately to facilitate practice outcomes; and
- Student will use supervision and consultation to guide professional judgment and behavior.

Task 1: _____

Task 2: _____

Task 3: _____

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

- Students will advocate for human rights at the individual, family, group, organizational, and community system levels; and
- Student will engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Task 1: _____

Task 2: _____

Task 3: _____

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

- Student will demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and police levels; and
- Students will 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.

Task 1: _____

Task 2: _____

Task 3: _____

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

- Student will apply research findings to inform and improve practice, policy, and programs; and
- Students will 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.

Task 1: _____

Task 2: _____

Task 3: _____

Competency 5: Engage in Policy Practice

- Student will use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of an access to social services; and
- Student will apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Task 1: _____

Task 2: _____

Task 3: _____

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

- Student will apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- Student will use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Task 1: _____

Task 2: _____

Task 3: _____

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

- Student 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
- Student will demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Task 1: _____

Task 2: _____

Task 3: _____

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

- Student will engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- Student will incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Task 1: _____

Task 2: _____

Task 3: _____

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

- Student will select and use culturally responsive methods for evaluation of outcomes; and
- Student will critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Task 1: _____

Task 2: _____

Task 3: _____

I agree to abide by NASW Code of Ethics, Agency Confidentiality Policies, and West State Law governing usage of cell phones and texting while driving.

Field Placement Instructor/Supervisor

Date

West Virginia State University BSW Student

Date

West Virginia State University Field Director

Date