

**EASTERN CONNECTICUT STATE UNIVERSITY
SOCIAL WORK PROGRAM**

SENIOR FIELD INTERNSHIP LEARNING CONTRACT (Rev. Nov. 2023)

Consistent with the Core Competencies¹ articulated in the Educational Policy Standards of the Council on Social Work Education, Eastern Connecticut State University's BSW Program has established educational outcomes and learning objectives for all baccalaureate social work students. These expected educational outcomes have been incorporated into the learning contract. Regardless of the field placement setting, all students are expected to acquire the same set of knowledge, values, and skills. The learning objectives are general and will need to be individualized to the specific student and agency. Familiarity with the Student Field Evaluation Form may bring the purpose of the learning contract into greater clarity. Therefore, field instructors and students are asked to familiarize themselves with the stated learning objectives and then identify assignments, teaching/learning strategies, and resources needed to accomplish each expected educational outcome within their particular field placement setting.

The language of the learning contract reflects an expectation that students establish a basic foundation for generalist social work practice. The expected educational objectives listed in this learning contract will serve as the basis for evaluating the student's performance during the academic year. A learning contract will be completed for each of the two semesters.

NOTE: The learning contract is due to the student's field liaison by the 3rd week of each semester.

Student _____ Agency Field Instructor _____

Agency _____ Faculty Liaison _____

Semester: _____ Fall _____ Spring _____ Academic Year: _____

Social Work Competencies

Students will be expected to demonstrate abilities in these core competencies identified by the Council on Social Work Education (CSWE) in its 2022 Educational Policy Statement:

- Competency 1 – Demonstrate Ethical and Professional Behavior
- Competency 2 – Advance Human Rights and Social, Racial, Economic, and Environmental Justice
- Competency 3 – Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) practice
- Competency 4 – Engage In Practice-informed Research and Research-informed Practice
- Competency 5 – Engage in Policy Practice
- Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities
- Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities
- Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities
- Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Brief description of Agency/Program

Agency mission/program goal/objectives:

Brief agency description: (type of program, i.e., substance abuse, family and children, school, elderly, etc.)

Size of the program: (approximate number of caseworkers/social workers/supervisors in your program)

Describe the population served by the agency: (i.e., age, race, ethnicity, class, etc.)

Type of services your program provides and any relevant policy developments that may have an impact on service delivery:

Briefly describe the program's theoretical framework and primary treatment methodology:

Special training requirements or opportunities:

Discuss agency safety protocol, location to secure personal items, protocol for out of agency visits/meetings:

Schedule of Supervisory Meetings

Please indicate day and time of planned weekly meetings between field instructor and student. *[Please note that it is the expectations of the ECSU Social Work program that students receive at least one hour of supervision per week]*

- A weekly supervisory meeting between the student and the field instructor will be scheduled each _____ (specify day) at _____ (specify time).

Brief description of key Student activities:

Expected Date of First Direct Client Contact: _____

Expected Frequency of Direct Client Contact: _____

Expected Size of Student Caseload: _____

If the student will not have a caseload, please describe the nature of the student's direct client contact:

Brief description of student's activities involving direct contact with individual and/or families, please specify student's experience with working with individual client systems and with family systems (e.g., home visit, individual, case management, crisis intervention, etc.). If there are activities that the student will not be involved with at the start of placement, please provide an approximate date when it will begin:

Briefly describe the student's opportunity to develop skills of engagement:

Briefly describe the student's opportunity to develop skills of assessment & contracting:

Briefly describe the student's opportunity to develop skills of intervention planning and implementation:

Briefly describe the student's opportunity to develop skills of termination and evaluation:

Brief description of student's expected group experience:

Briefly describe the student's opportunity to develop skills of engagement with groups:

Briefly describe the student's opportunity to develop skills of assessment & contracting with groups:

Briefly describe the student's opportunity to develop **skills of termination and evaluation with groups**

Brief description of student's expected macro project: (e.g., community resources and referral manual; program satisfaction project; educational campaign, etc.)

Brief description of indirect services: (e.g., meetings, conferences, advocacy, policy practice, community projects, etc.)

The final form signed by the student, field instructor, and faculty field liaison is retained by the faculty field liaison. Copies are kept by the student and field instructor.

Student Signature: _____ Date _____

Field Instructor Signature: _____ Date _____

Field Liaison: _____ Date _____

i Educational Policy 2.1—Core Competencies

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The nine core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods.