

University of Wisconsin Oshkosh
Social Work Department

STUDENT LEARNING CONTRACT
Applied Generalist Practice I and II

Semester _____ Academic Year _____

Student _____
Address _____
Telephone _____
E-Mail _____

Agency Field Instructor _____
Address _____
Telephone _____
E-Mail _____
FAX _____

Faculty Field Instructor _____
Office Address: CF ____, Department of Social Work, 800 Algoma Blvd., Oshkosh, WI 54901
Telephone (920) 424-_____ E-mail _____ Fax: (920) 424-1443

Circle the days in the agency and write in hours: M _____ T _____ W _____ R _____ F _____

Signatures

Contract Negotiation

Mid-term Review

Final Evaluation

Student

Date

Date

Date

Agency Instructor

Date

Date

Date

Faculty Instructor

Date

Date

Date

Dates of other agency contacts:

Guidelines for Use of the Student Learning Contract

Negotiating the Contract

The Student Learning Contract serves to guide the student through the field experience. Desired learning objectives and goals are specified in the document. Each student is responsible for identifying individualized tasks to meet those goals.

The student is expected to negotiate, with the faculty and field agency instructors, appropriate and feasible tasks. These tasks are shaped by the opportunity provided by the agency, the learning needs of the student, and the curriculum-based learning objectives required by the Department of Social Work. The Student Learning Contract becomes finalized when all three parties meet to review and sign it. The initial contract review meeting should occur by the fifth week of the term. The Student Learning Contract may be renegotiated, if needed, during the semester.

The Student Learning Contract serves as the basis for assessing field performance. There are two formal evaluations during the semester. The mid-term evaluation is a process evaluation involving the Agency Field Instructor and the student who together review progress in meeting the learning goals contained in the Student Learning Contract. The Agency Instructor offers constructive evaluative feedback, identifying strengths, areas of needed improvement, and strategies for fulfillment of goals by the end of the semester. This review is documented on the Social Work Department's mid-term review form and sent to the Faculty Instructor by the eighth week of the term. The faculty instructor will initiate a telephone conference or hold individual student conferences as appropriate.

The final evaluation conference will occur during the last two weeks of the semester and is initiated by the Faculty Instructor. A thorough summative evaluation conducted by the student, the Faculty Instructor and the Agency Instructor takes place at this conference. The Faculty Instructor assigns the final course grade. The Student Learning Contract performance accounts for sixty percent of the semester grade with the seminar performance accounting for the remaining forty percent.

Students are required to develop a second SLC for Applied Generalist Practice II. That contract should incorporate evaluative feedback from their first semester learning contract. In the second semester, the student is expected to achieve autonomy and competence at the beginning level of professional social work practice.

A. AGENCY AND COMMUNITY PRACTICE SKILLS

Goals:

1. Demonstrate understanding of the agency's historical purpose and present mission.
 - a. Develop knowledge of the historical evolution of social welfare as it has been manifested in agency policies and programming.
 - b. Critically analyze the relationship of social policy on the agency's objectives, procedures, regulations, practices and policies.
 - c. Use agency policies and procedures to facilitate provision of services to clients and community.

2. Demonstrate understanding of the relationships among agency, societal problems, and social welfare institutions.
 - a. Identify strengths and gaps within existing social welfare service delivery system.
 - b. Develop and use knowledge from various sources to improve professional practice and contribute to the social welfare.
 - c. Promote equality of opportunity and equitable distribution of social welfare by actively facilitating and promoting functional relationships with all systems.
 - d. Critically analyze the relationships between agency policies and procedures, community norms and services to under-served and vulnerable populations.

3. Demonstrate understanding of formal and informal policies, procedures and decision-making processes on client and agency functioning.
 - a. Participate in professional policy activities that promote understanding and improvement of services to target population and the community as a whole.
 - b. Use theory and knowledge from social work and other disciplines to promote congruence between agency policies, services to clients, collaboration with colleagues and contributions to the community at large.

A. AGENCY AND COMMUNITY PRACTICE SKILLS

The student will:

B. INTERPERSONAL PRACTICE SKILLS

Goals:

1. Demonstrate the ability to form and maintain relationships with individuals, families, groups, organizations and communities.
 - a. Conveys a sense of caring and genuineness.
 - b. Assists clients to recognize strengths and areas needing growth.
 - c. Maintains professional boundaries.
 - d. Demonstrates a creative use of self.

2. Effectively engage clients who are in crisis.
 - a. Demonstrates ability to engage clients who are in crisis situations including those who are fearful, involuntary, or agitated.
 - b. Demonstrates ability to overcome and ameliorate fear, hostility and resistance.
 - c. Appropriately attends to personal safety.

3. Demonstrate the ability to listen effectively, elicit accurate information and assist clients in problem solving throughout interventions with individuals, families, groups, organizations and communities.
 - a. Facilitates discussion of alternative solutions to problems.
 - b. Demonstrates effective interviewing skills.
 - c. Elicits proper goals, implements plans and provides ongoing effective feedback to clients.
 - d. Assists clients through issues of attachment, separation and loss.
 - e. Participates with others to create new, modified or improved services.
 - f. Consults appropriately and effectively with supervisors and other colleagues.
 - g. Terminates/refers clients appropriately.

4. Demonstrate the ability to request and provide relevant evaluation and feedback about professional practice skills, intervention effectiveness, and attainment of program goals.
 - a. Seek or be present for supervision and consultation opportunities regularly.
 - b. Utilize supervisory sessions in a thoughtful and learning focused manner.

5. Demonstrate developing self awareness
 - a. Demonstrates evaluation of and discrimination between personal, professional and societal values and beliefs, and chooses professional values and behaviors as outlined in the NASW Code of Ethics over those which conflict, including those of agency, society and self.
 - b. Demonstrates ability to evaluate professional growth.
 - c. Shows ability to evaluate conscious use of self in professional relationships.

6. Demonstrate the ability to effectively advocate for self and others.
 - a. Recognizes, accepts and respects client's right of self determination within the context of the common good and legal rights and obligations.
 - b. Demonstrates nonjudgmental attitudes in regards to clients.
 - c. Shows ability to be open to the client's context of understanding and demonstrates competence in developing reciprocal relationships.

7. Demonstrates understanding of social justice and sensitivity to special populations through interaction with clients and colleagues.
 - a. Shows culturally competent behaviors by using knowledgeable others when working cross culturally, working to overcome political, social and cultural barriers to vulnerable populations, and educating others regarding needs of culturally diverse groups.
 - b. Assists under-served, diverse and vulnerable populations by: collecting and critically analyzing data pertaining to their needs, helping them mobilize and organize, and developing or linking them to needed resources or services.
 - c. Educates self about culturally diverse populations, avoids own biases and prejudices in practice, critically evaluates research regarding diverse groups, and practices with sensitivity while upgrading skills showing higher levels of cultural competency.

B. INTERPERSONAL PRACTICE SKILLS

The Student will:

C. ASSESSMENT, INTERVENTION AND EVALUATIVE PRACTICE SKILLS

Goals:

1. Demonstrate verbally and in written form the ability to conduct assessments, develop plans and implement problem solving interventions with individuals, families, groups, organizations and communities.
2. Identify and assess situations where relationships between and among people need to be initiated, improved, restored, protected or terminated.
3. Utilize a systematic framework for carrying out assessment with all system sizes.
4. Involvement of client system and others
 - a. Collaborate with other agencies and workers relevant to data collection and assessment activities within the context of professional purpose and ethics.
 - b. Collect, review, and evaluate written or verbal communications from service system colleagues and other sources.
 - c. Interpret to client population social work purposes and roles within the legal sanction of agency and worker.
 - d. Assist client population or relevant others with understanding the consequences of violating a legally proscribed course of action and with their rights to appeal decisions.
5. Apply understanding of uniqueness and differences within cultural and ethnic groups.
6. Demonstrate knowledge of a generalist perspective to social work practice and appropriately apply theoretical models guiding practice.
 - a. Apply knowledge of the ecological perspective to professional activities including data collection, assessment, planning and implementation.
 - b. Apply knowledge of human development throughout the life cycle, and theories of group, family, and organizational functioning to professional activities including assessment, planning, implementation, linkage and advocacy.
 - c. Select and apply from the range of disciplines and professions appropriate sources of theory to inform practice situations, particularly in assessment situations.

7. Effective evaluation of practice.
 - a. Systematically evaluate practice activities by setting measurable objectives and criteria to determine if objectives have been met.
 - b. Consider gender, ethnicity, cultural differences, and community norms in selecting objectives and criteria.

8. Demonstrate the ability to utilize research skills including the application of critical thinking, inductive and deductive logic, objective analysis and scientific method in evaluating agency services and other's research.

9. Develop an understanding of how the selective use of data and methodology can promote discrimination and oppression of persons and groups.

10. Understand how objective data may influence social welfare policy and how it may be used to promote equitable distribution of resources, access to services and opportunities, or the potential of research in furthering social justice.

C. ASSESSMENT, INTERVENTION AND EVALUATIVE PRACTICE SKILLS

The student will:

D. DEVELOPMENT OF PROFESSIONAL ROLE PRACTICE SKILLS

1. The student will be able to demonstrate the following abilities throughout their Applied Generalist Practice experience:

Relate to individuals, families and groups with empathy

Maintain confidentiality

Support client self-determination and empowerment

Integrate social work knowledge, values, and ethics into generalist practice

Speak and write effectively

Utilize supervision effectively

Organize and manage time well

Learn from mistakes and carry-over learning into new situations

Adhere to agency policies

Work autonomously and collaboratively when appropriate

Develop and maintain collegial relationships

Develop a specialized knowledge base related to agency placement

2. The student should list placement activities related to developing a specialized knowledge base:

D. DEVELOPMENT OF PROFESSIONAL ROLE PRACTICE SKILLS

Summary comments: