Integrated Practice Concentration
Advanced Practicum Learning Contract

Date of:   _____First site visit   _____Second site visit   _____Final site visit

Student Name: ___________________________ Practicum Agency: ___________________________

Field Instructor: ___________________________ Instructor Email: ___________________________

Task Supervisor: ___________________________ Supervisor Email: ___________________________

UISSW Coordinator: ___________________________ Coordinator Email: ___________________________

The Council on Social Work Education (CSWE) has established professional competencies that span the classroom and the field. During practicum, students must develop learning activities to demonstrate how they will achieve proficiency in each competency. Learning activities must be individualized using practice behaviors as abilities to strive toward.

Social Work Competencies

The goal is for students to achieve proficiency in each competency and to find ways to integrate classroom knowledge with practice experiences focusing on the identified practice behaviors for each competency. With their field instructor and specific to their practicum agency, students develop learning activities that allow them to develop and demonstrate the outlined practice behaviors associated each competency.

Learning Contract Instructions

1. Competencies are set in **bold type** and a range of practice behaviors are listed under each competency. Do not rewrite the competencies or the practice behaviors included.

2. Begin by brainstorming a list of activities and projects that the student and agency would like to engage in during the placement. Then examine where each would fit in demonstrating the required practice behaviors. Remember, this learning contract should reflect the educational desires of each student combined with the needs/interests of the agency. Every student's contract will be different.

3. Add at least one activity to meet each required practice behavior. This is the minimum expectation. Remember, the goal is to become competent in practicing specified professional behaviors; that may require more than one learning activity. **However, one activity may meet more than one practice behavior.**

4. Throughout practicum, students are encouraged to add new activities. The learning contract is a “living document” that should be kept up-to-date and, ultimately, provides a record of what students did during their practicum.

Monitoring Activities and Rating Behaviors/Competencies:

**Students:** prior to the second and final site visits, determine whether each activity is **unmet, met or in progress** and meet with your field instructors to discuss your progress.

**Field Instructors/Supervisors:** prior to the second and final site visits, determine the student's level of competence and meet with students to discuss your ratings. Your evaluation of “competence” should be based on reasonable expectations for a beginning master-level social worker entering the field. For the second site visit, students may not have had the opportunity to demonstrate a practice behavior. If this occurs, then do not rate the practice behavior.
End of Term Evaluation Process

1. Using the following scale, field instructors will rate the student's practice proficiency, assigning a score for each of the ten competency areas and all associated practice behaviors. An evaluation score of 2 or 1 requires an explanation.

- **Superior / Advanced Competence = 5**: Consistently demonstrates the ability to function independently with very high levels of awareness, knowledge and/or skill; overall work quality/task completion is exceptional, suggesting mastery of the practice behavior.

- **Above Average Competence = 4**: Typically demonstrates moderate-to-high levels of awareness, knowledge and/or skill; overall work quality/task completion exceeds basic practice standards and the level of competence is above average, suggesting additional guidance in key areas would promote mastery.

- **Basic Competence = 3**: Normally demonstrates acceptable levels of awareness, knowledge and/or skill; overall work quality/task completion meets basic practice standards, but the level of competence is somewhat rudimentary, suggesting additional training and guidance may be beneficial but that the student is ready to enter the field.

- **Below Average Competence = 2**: Commonly demonstrates levels of awareness, knowledge and/or skill that are below basic practice standards; overall work quality/task completion is below acceptable standards and the degree of competence is lacking, suggesting the need for additional training and consideration of corrective action.

- **Poor / Unacceptable Competence = 1**: Demonstrates unacceptable levels of awareness, knowledge and/or skill; overall work quality/task completion is exceedingly poor and the degree of competence is very seriously lacking, requiring corrective action.

- **(For use only during Fall Term) No Opportunity = NA**: Levels of awareness, knowledge and skill could not be rated due to the lack of practice opportunities; the narrative should explain the lack of opportunities and plan for addressing in the Spring.

2. Student and field instructor will review the learning activities, and discuss the student's progress toward and preparation for professional practice upon receipt of his/her degree.

3. Student and field instructor will complete the Term Grade, Hours and Evaluation page. Signatures provide an official record of the practicum days logged and the evaluation scores.

4. Student and field instructor must each complete a narrative regarding the student's performance and growth through the term using the questions and space on the evaluation page. Please be sure to describe the competencies and practice behaviors in which the student is particularly strong and those areas that need improvement.
<table>
<thead>
<tr>
<th>Student</th>
<th>Competency: 1</th>
<th>Demonstrate Ethical and Professional Behavior</th>
<th>Instructor(s)</th>
<th>Score*</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Practice Behaviors – <strong>must include all</strong></td>
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<tr>
<td>Term</td>
<td>Unmet</td>
<td>In Progress</td>
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<tr>
<td>Fall</td>
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<td>IP1a) Apply ethical decision-making models in practice settings and professional roles.</td>
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<td>IP1b) Describe, adhere to, and model professional social work roles and boundaries.</td>
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<td>IP1c) Demonstrate ethical and effective uses of technologies to facilitate practice outcomes.</td>
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<td>IP1d) Demonstrate increasing skills in using supervision and consultation and in providing peer feedback to guide professional practice and development.</td>
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<td><strong>Learning Activities:</strong></td>
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<td>[label which practice behavior this supports IP1a, b, c, d]</td>
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<td>Discuss with supervisor, 3 ethical dilemmas encountered at the organization and how the decisions were made</td>
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<td>Read the NASW Code of Ethics and discuss with supervisor how the ethical principles apply to work with community coalitions</td>
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<td>Present myself professionally when participating in monthly coalition meetings by dressing professionally, attending on time and preparing for meetings</td>
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<td>Use [virtual meeting platform] to present webinar on trauma informed care</td>
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<td>Seek feedback from supervisor and other team members so that I can identify my own personal progress and better recognize areas that I can improve to better serve the agency and community</td>
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<td></td>
<td>Discuss social work professional behaviors and roles with supervisor and ask for feedback on how I present myself at the organization and community meetings</td>
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If a score of 2 or below is given, an explanation is required:

End of term optional student/field instructor comments:
**Competency: 2**  
Engage Diversity and Difference in Practice

<table>
<thead>
<tr>
<th>Student</th>
<th>Competency: 2</th>
<th>Engage Diversity and Difference in Practice</th>
<th>Instructor(s)</th>
<th>Score*</th>
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</thead>
<tbody>
<tr>
<td>Term</td>
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<td>Fall</td>
<td>Spring</td>
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<td>Unmet</td>
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*Practice Behaviors – must include all*

- **IP2a)** Incorporate a privilege and oppression perspective into multiple system levels.
- **IP2b)** Seek feedback and reflect on one’s personal biases and modify one’s behavior to ensure culturally responsive practice.

**Learning Activities:**

- [label which practice behavior this supports IP2a, b]

- Actively participate in [type of webinar, seminar] on [topic on diverse clients] and share what I learned with my supervisor; discuss how to integrate what I learned to create a more inclusive organization [2a]

- Meet with supervisor to talk about how racism affects multiple system levels including law enforcement, health care, and education systems [2a]

- Reflect on and write about my personal biases three times in my journal, discuss them with supervisor and ask for specific feedback on how I can maintain my awareness of these biases when working with diverse groups of people [2b]

If a score of 2 or below is given, an explanation is required:

End of term optional student/field instructor comments:

**5 = Superior/Advanced, 4 = Above Average, 3 = Basic, 2 = Below Average, 1 = Poor/Unacceptable, NA = No Opportunity (Fall only)**
**Practice Behaviors – must include all**

IP3a) Use theory and strategies to promote social, economic, and/or environmental justice.

IP3b) Demonstrate skills needed to make social institutions and policies more responsive to marginalized and oppressed groups.

**Learning Activities:**

- Use my advocacy skills to make social policies more receptive to marginalized groups by speaking with legislators at a Harm Reduction Day on the Hill at the capitol [3a, 3b]

- Write an article for the agency newsletter about systemic inequality and what steps community members can do to create an inclusive community [3a, 3b]

- Email a state legislator to provide information about how a proposed bill will affect people living in poverty [3b]

If a score of 2 or below is given, an explanation is required:

End of term optional student/field instructor comments:

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

<table>
<thead>
<tr>
<th>Term</th>
<th>Unmet</th>
<th>Progress In</th>
<th>Met</th>
<th>Instructor(s) Score*</th>
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<td><strong>Spring</strong></td>
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**Practice Behaviors – must include all**

- **IP4a)** Identify research strategies to fill gaps in research and/or practice knowledge.
- **IP4b)** Critically appraise and communicate implications of research methods and findings.

**Learning Activities:**

- Conduct survey of agency staff to determine what training they need and recommend specific evidence-based trainings to supervisor [4a, 4b]
- Discuss with my supervisor what data is needed to make better practice decisions and then reflect on what methods I could use to collect and analyze data, and integrate the results into practice with [clients, teachers, community members, etc.] [4a]
- Evaluate the empirical evidence for at least three evidence-based practices or interventions and discuss with my supervisor the process they use to decide which intervention or interventions are most appropriate for [three clients, groups, classrooms, communities, schools] [4b]
- Evaluate 3 evidence-based practices and decide how they could be adapted to better meet the needs of our community [4b]

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End of term *optional* student/field instructor comments:

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

<table>
<thead>
<tr>
<th>Practice Behaviors – <strong>must include all</strong></th>
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<tbody>
<tr>
<td>IP5a) Analyze the impact of policy at the agency, community, state and/or national level.</td>
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<tr>
<td>IP5b) Design strategies to influence the development and/or implementation of policy taking into account affected populations and varied stakeholder interests.</td>
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<tr>
<th>Learning Activities:</th>
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<tr>
<td>Discuss and analyze the impact of policy at the agency level with my supervisor by asking specific questions about policies at the organization [5a]</td>
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<tr>
<td>Attend local school board meeting, and then share with my supervisor education policy issues brought up at the meeting and their potential impact on the organization [5a]</td>
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<tr>
<td>Use my advocacy skills to make social policies more receptive to marginalized groups by speaking with legislators at the NASW Day on the Hill at the capitol [5b]</td>
</tr>
<tr>
<td>Research Medicaid policy and determine how it affects access to health care. Email federal legislator to recommend changes to policy [5b]</td>
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End of term optional student/field instructor comments:

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

#### Practice Behaviors – *must include all*
- **IP6a)** Critically evaluate and apply practice theories and frameworks to effectively engage diverse clients and constituencies at multiple system levels.
- **IP6b)** Establish a relationally based process in which client systems are equal partners in establishing practice goals and outcomes.

#### Learning Activities:
- Use engagement and facilitation skills when conducting 3 focus groups with people with disabilities to determine how to make the agency services more accessible [6a, 6b]
- Lead a community training on depression and suicide in teens. Facilitate discussion with participants and provide resources for help [6a]
- Consider systems theory and person in environment when identifying community goals towards addressing homelessness and affordable housing options in the community [6a, 6b]

If a score of 2 or below is given, an explanation is required:

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<tr>
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**Competency: 7**

**Assess Individuals, Families, Groups, Organizations, and Communities**

**Practice Behaviors – must include all**

**IP7a)** Design and implement strategies for assessment using culturally responsive, evidence-based and best practice methods.

**IP7b)** Critically assess and apply practice theories, frameworks and assessment tools at multiple system levels, including multiple perspectives of the problem definition.

**IP7c)** With client systems, establish goals and measurable objectives that facilitate goal achievement.

**Learning Activities:**

- Develop and implement a survey for staff regarding training needs. Analyze survey results and recommend evidence-based trainings to fill the gaps in current training [7a, 7b]

- Conduct 3 focus groups with people with disabilities to assess the level of access provided by the organization. Compile results and develop recommendations for evidence-based strategies for making the organization more accessible [7a, 7b, 7c]

- Conduct a culturally responsive community needs assessment to highlight gaps in public transportation services [7a, 7b]

- Lead community group to develop goals and objectives for creating strategies for improved transportation services in the community [7c]

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**5 = Superior/Advanced, 4 = Above Average, 3 = Basic, 2 = Below Average, 1 = Poor/Unacceptable, NA = No Opportunity (Fall only)**
End of term *optional* student/field instructor comments:

<table>
<thead>
<tr>
<th>Student</th>
<th>Competency: 8</th>
<th>Intervene with Individuals, Families, Groups, Organizations, and Communities</th>
<th>Instructor(s) Score*</th>
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<td>Practice Behaviors – <em>must include all</em></td>
<td>Fall</td>
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<td>IP8a) Develop evidence based and culturally responsive intervention plans at multiple system levels to promote organizational or community capacity to function more effectively.</td>
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<td>IP8b) Utilize community resources effectively with client systems.</td>
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<td>IP8c) Demonstrate multidisciplinary collaboration.</td>
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<td>Learning Activities:</td>
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<td>[label which practice behavior this supports IP8a, b, c]</td>
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<td>Lead community group to develop goals and objectives for creating strategies for improved transportation services in the community [8a, 8c]</td>
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<td>Work with city and county leaders to develop a social media campaign about community resources for transportation needs [8b, 8c]</td>
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<td>Collaborate with people with disabilities and professionals in the disability field to develop a plan to help the agency become more accessible and inclusive to all clientele [8a, 8c]</td>
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<tbody>
<tr>
<td>IP9a) Use qualitative and/or quantitative research methods to evaluate one’s professional development and/or practice effectiveness.</td>
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<tr>
<td>IP9b) Design or critically select, and implement (when feasible), evaluation of client, program, or system outcomes.</td>
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**Learning Activities:**

[IP9a, b]

Develop tool to measure meeting facilitation skills over time. Meet with supervisor to discuss ratings and feedback.

[9a]

Work with supervisor to improve agency outcome measures used to determine effectiveness of services.

[9b]

Develop a pre and post test to determine the increase in staff knowledge and skills after participating in trainings provided by the agency.

[9a, 9b]

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**End of term optional student/field instructor comments:**

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Fall Term Grade, Hours & Evaluation

Recommended Grade (mark one):  Satisfactory  Unsatisfactory

Number of Registered Credits:  
Total Hours of Fieldwork Logged:  
Advanced Practicum: 5 cr minimum (1 credit = 70 hours)  
Submission of timesheet is not required

In evaluating the student’s abilities and performance in practicum, please address the following questions, either in the space provided or submit an evaluation on agency letterhead in the form a letter commenting on each of the areas listed.

1. What were some of the most substantive activities and assignments that the student completed while in practicum with you?
2. What are some of the strengths and particular abilities that the student demonstrated during placement that you believe will assist them in being an effective social worker?
3. What suggestions do you have that would assist the student in their further professional development?

Field Instructor Comments:

Student Comments:

Print Student Name  
Signature  
Date

Print Field Instructor & Credentials  
Signature  
Date

Print Task Supervisor (if applicable) & Credentials  
Signature  
Date

Print Practicum Coordinator & Credentials  
Signature  
Date
Spring Term Evaluation & Validation

Recommended Grade (mark one): Satisfactory  Unsatisfactory

Number of Registered Credits: Total Hours of Fieldwork Logged:
Advanced Practicum: 5 cr minimum (1 credit = 70 hours) Submission of timesheet is not required

In evaluating the student’s abilities and performance in practicum, please address the following questions, either in the space provided or submit an evaluation on agency letterhead in the form a letter commenting on each of the areas listed.

1. What were some of the most substantive activities and assignments that the student completed while in practicum with you?
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Field Instructor Comments:

Student Comments:

Print Student Name ___________________________  Signature ___________________________  Date ____________
Print Field Instructor & Credentials ___________________________  Signature ___________________________  Date ____________
Print Task Supervisor (if applicable) & Credentials ___________________________  Signature ___________________________  Date ____________
Print Practicum Coordinator & Credentials ___________________________  Signature ___________________________  Date ____________

Updated: 07/07/2020