



Learning Contract and Evaluation Supplement

The Council on Social Work Education created the ten Core Competencies for all social work students in accredited programs. As described in the 2008 Educational Policy and Accreditation Standards:

“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. “

As a result of this, the KU School of Social Welfare uses these Competencies and Practice Behaviors to guide both the activities completed in practicum and to evaluate the social work student’s progress in practicum. This supplement is meant to provide you with some additional information to assist with the Learning Contract and the Evaluation.

LEARNING CONTRACT: FOR STUDENTS

Welcome to Practicum! Practicum is a time for blending classroom lecture and assignments to actual practice in the social work field. The Learning Contract is intended to be a working document that will guide your activities in practicum.

Guide to Completing the Learning Contract:

1. During agency orientation and your first few weeks of practicum, make a list of activities that you and/or your Field Instructor have identified as potential practicum tasks.
2. During supervision meetings during your first 4-5 weeks of practicum, discuss the Competencies and Practice Behaviors with your Field Instructor. Document specific activities that connect with the Competencies and Practice Behaviors identified in the contract.
 - a. Please see the Sample Learning Contracts for examples of activities.
3. Complete your Learning Contract in Sonia.
 - a. **You should have at least one activity per practice behavior.**
 - b. We recommend completing the contract a week before it is due so your Field Instructor can review it.
4. Submit your Learning Contract through Sonia.
5. Your Liaison will provide you with feedback and may request that you revise and re-submit the Learning Contract.

Guide to Completing the Learning Contract Revision:

1. Consulting your Mid-Year Evaluation and during supervision meetings with your Field Instructor, identify any Practice Behaviors that you need to address in order to gain competence.
2. Revise and/or identify additional activities to include for the Spring semester.
3. Submit your Learning Contract Revision to your Field Liaison.
4. Your Liaison will provide you with feedback and may request that you revise and re-submit the Learning Contract.

EVALUATION: FOR FIELD INSTRUCTORS

1. Please use the rating scale below to evaluate the student's level of accomplishment for each Practice Behavior, considering the activities listed in the box next to the Practice Behaviors.

5 = Consistently excels in implementing the practice behavior

4 = Above average performance of the practice behavior

3= Dependably implements the basic elements of the practice behavior

2 = Inconsistently performs the basic elements of the practice behavior

1= Fails to perform the basic elements of the practice behavior

N/A= No Assignment/activity to assess practice behavior (Mid-year evaluation only)

***Ratings of N/A at the Mid-Year Evaluation indicate a need for planned assignments to provide experience with the particular practice behavior. It is important to write a brief narrative about next steps for creating opportunities for completing assignments.

- It is expected that over the course of the academic year the student will have multiple opportunities to implement all of the practice behaviors included in this evaluation.
- When completing the Mid-Year evaluation, please remember that often students will rate relatively low in some Practice Behaviors. This is expected, as the student is still learning and should be continually improving throughout the year.
- You are welcome to consult with any Preceptor and the Field Liaison when completing the Evaluation.

2. It is important to write a brief narrative about the student's performance in each of the Competencies.

3. The evaluation should be submitted in Sonia by the due date.

**SAMPLE FALL SEMESTER LEARNING CONTRACT- BSW/MSW FOUNDATION
EXAMPLE: WORKING WITH OLDER ADULTS**

Competency 1: Identify as a professional social worker and conduct oneself accordingly.	
KUSSW Foundation Level Practice Behaviors	Activities Related to this Competency: <ul style="list-style-type: none"> • Be prepared with a list of concerns/cases to discuss in supervision meetings. • Dress in accordance with other social workers in the agency. • Phone, text, or e-mail appropriate staff and clients when I will be late or need to miss practicum. • Become familiar with agency and community resources related to aging and disabilities. • Visit at least 6 long term care agencies/communities, which are not limited to, but should include hospice, geriatric behavioral health unit, nursing facility, assisted living residence, adult day center, and HUD senior independent housing. These visits may occur in conjunction with client work. • Enter client notes into agency database within 48 hours of seeing a client. Periodically have an MSW staff member review and provide feedback on my documentation. • Attend Dementia Symposium offered jointly by the KU Alzheimer’s Center and the Alzheimer’s Association-Heart of America Chapter.
Advocate for client access to the services of social work.	
Practice personal reflection and self-correction to assure continual professional development.	
Attend to professional roles & boundaries.	
Demonstrate professional demeanor in behavior, appearance, and communication.	
Engage in career-long learning.	
Use supervision and consultation.	

Competency 2: Apply social work ethical principles to guide professional practice.	
KUSSW Foundation Level Practice Behaviors	Activities Related to this Competency:
Recognize and manage personal values in a way that allows professional values to guide practice.	<ul style="list-style-type: none"> • Read and routinely reference the NASW Code of Ethics and IFSW/IASSW Ethics of Social Work. • Review in supervision ethically challenging cases I have observed or directly been involved in. • Utilize field supervision to discuss personal bias that arise when working with clients. • Attend and participate in weekly social work staff meetings where social workers discuss ethical issues and get feedback from coworkers. • Consult my Practice Class instructor about ethical frameworks for decision making and apply that framework to my direct practice. • Attend a spring workshop on ethical issues and hospice care hosted by the area Aging Professionals Networking Group.
Make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, of the IFSW/IASSW Ethics in Social Work, Statement of Principles.	
Tolerate ambiguity in resolving ethical conflicts.	
Apply strategies of ethical reasoning to arrive at principled decisions.	

Competency 3: Apply critical thinking to inform and communicate professional judgments	
KUSSW Foundation Level Practice Behaviors	Activities Related to this Competency:
Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.	<ul style="list-style-type: none"> • Read the agency's Neuropsychiatric Guide for Dementia. Include suggestions from the guide in client intervention plans. • Work with my field supervisor to identify opportunities to apply approaches I am studying in practice class to my field work. • Enter client notes into agency database within 48 hours of seeing a client. Periodically have an MSW staff member review and provide feedback on my documentation. • Facilitate early stage dementia support groups and have my field supervisor observe and provide feedback on my facilitation skills. • Draft a summary of the Caregiver Satisfaction Survey results and present it to all Chapter staff at the March monthly staff meeting. • Conduct biopsychosocial assessments utilizing the agency's strength based approach. • Bridge client services across agencies by clearly documenting assessments and sharing a summary with other aging professionals, such as doctors and long term care nurses.
Analyze models of assessment, prevention, intervention, and evaluation.	
Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.	

Competency 4: Engage in diversity and difference in practice	
KUSSW Foundation Level Practice Behaviors	Activities Related to this Competency:
Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.	<ul style="list-style-type: none"> • Work with my field supervisor and other chapter social workers to ensure that my caseload is diverse. • Together with the Diversity Outreach Coordinator, staff tables at two community health fairs. • With the Diversity Outreach Coordinator, discuss consideration for culturally sensitive practice, apply that knowledge to client work, and review the outcomes during weekly supervision. • Work with my field supervisor to update intake forms to be more inclusive of LGBTQ individuals and families.
Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.	
Recognize and communicate their understanding of the importance of difference in shaping life experiences.	
View themselves as learners and engage those with whom they work as informants.	

Competency 5: Advance human rights and social and economic justice	
KUSSW Foundation Level Practice Behaviors	Activities Related to this Competency:
Understand the forms and mechanisms of oppression and discrimination.	<ul style="list-style-type: none"> • Assist in organizing and attend February Memory Day at the Missouri State Capitol. • Read and become familiar with the Chapter 2015/16 public policy platform. • Send area policy makers invitations to attend the Chapter organized December Alzheimer Town Hall Meeting. • At Memory Day and at the Town Hall Meeting, speak to at least three policy makers about issues facing my clients. • When appropriate educate clients on policy issues impacting their care and inform them about the various ways they can take action, such as contacting a policy maker or writing a letter to the editor. • Discuss with my field supervisor oppression or discrimination I observe impacting clients’ care. Work with my supervisor to develop strategies that may reduce the impact on my clients.
Advocate for human rights and social and economic justice.	
Engage in practices that advance social and economic justice.	

Competency 6: Engage in research-informed practice and practice-informed research	
KUSSW Foundation Level Practice Behaviors	Activities Related to this Competency:
Use practice experience to inform scientific inquiry.	<ul style="list-style-type: none"> • Develop a brief Caregiver Satisfaction Survey to collect data on agency care consultations. • Draft a summary of the Caregiver Satisfaction Survey results and present it to all Chapter staff at the March monthly staff meeting. • Attend the Chapter’s November Alzheimer’s Research Forum at Johnson County Community College. When possible, apply what I learn to my client work. • Research wandering devices for individuals who are an elopement risk. Create a handout with wandering reduction devices and tips that can be distributed to families.
Use research evidence to inform practice.	

Competency 7: Apply knowledge of human behavior and the social environment	
KUSSW Foundation Level Practice Behaviors	Activities Related to this Competency:
Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.	<ul style="list-style-type: none"> • Conduct biopsychosocial assessments utilizing the agency’s strength based approach. • Consult my practice class instructor about ethical frameworks for decision making and apply that framework to my direct practice. • Include suggestions for environmental adaptations in neuropsychiatric symptom intervention plans. Review those adaptation suggestions with my field supervisor. • Consider the implications of Empowerment Theory when organizing Memory Day. Include this analysis in an assignment for Human Behavior and Social Environment course.
Critique and apply knowledge to understand person and environment.	

Competency 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services

<p>KUSSW Foundation Level Practice Behaviors</p>	<p>Activities Related to this Competency:</p>
<p>Analyze, formulate, and advocate for policies that advance social well-being.</p>	<ul style="list-style-type: none"> • Assist in organizing and attend February Memory Day at the Missouri State Capitol. • Collect two letters from clients who are homebound and share them with policy makers on Memory Day. • Read and become familiar with the Chapter 2015/16 public policy platform.
<p>Collaborate with colleagues and clients for effective policy action.</p>	<ul style="list-style-type: none"> • Send area policy makers invitations to Chapter organized December Alzheimer Town Hall Meeting. • At Memory Day and at the Town Hall Meeting, speak to at least three policy makers about issues facing my clients. • Review the Chapter’s Employee Policy Manual. • Once a month during supervision, discuss with my field supervisor agency level policy/procedures that seem to improve or hinder workers’ ability to practice.

Competency 9: Respond to contexts that shape practice	
KUSSW Foundation Level Practice Behaviors	Activities Related to this Competency:
Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.	<ul style="list-style-type: none"> • Research wandering devices for individuals who are an elopement risk. Create a handout with wandering reduction devices and tips that can be distributed to families. • Once a month during supervision, discuss with my field supervisor agency level policy/procedures that seem to improve or hinder workers' ability to practice. • Develop a brief Caregiver Satisfaction Survey to collect data on agency care consultations. • Draft a summary of the Caregiver Satisfaction Survey results and present it to all Chapter staff at the March monthly staff meeting. • Attend the Chapter's November Alzheimer's Research Forum at Johnson County Community College. When possible, apply what I learn to my client work.
Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	

Competency 10a: ENGAGE	
<u>Engage</u>, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities	
KUSSW Foundation Level Practice Behaviors	Activities Related to this Competency:
Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities.	<ul style="list-style-type: none"> • Develop a rapport with clients by being on time to our visits. • Prior to client meetings, review notes related to the client's personal interests/passions/history so that we are not exclusively discussing problems/concerns. • Become familiar with agency and community resources related to aging and disabilities. • Work with my field supervisor to identify opportunities to apply approaches I am studying in practice class to my field work. • Facilitate early stage dementia support groups and have my field supervisor observe and provide feedback on my facilitation skills.
Use empathy and other interpersonal skills.	
Develop a mutually agreed-on focus of work and desired outcomes.	

Competency 10b: ASSESS	
Engage, <u>assess</u>, intervene, and evaluate with individuals, families, groups, organizations, and communities	
KUSSW Foundation Level Practice Behaviors	Activities Related to this Competency:
Collect, organize, and interpret client data.	<ul style="list-style-type: none"> • Conduct biopsychosocial assessments utilizing the agency's strength based approach. • Enter client notes into agency database within 48 hours of seeing a client. Periodically have an MSW staff member review and provide feedback on my documentation. • Read the agency's Neuropsychiatric Guide for Dementia. Include suggestions from the guide in client intervention plans. • Review with clients the goals I document in the agency database to ensure my interpretation of client goals are consistent with client wants, desires, & intentions.
Assess client strengths and limitations.	
Develop mutually agreed-upon goal & objectives.	
Select appropriate intervention strategies.	

Competency 10c: INTERVENTION	
Engage, assess, <u>intervene</u>, and evaluate with individuals, families, groups, organizations, and communities	
KUSSW Foundation Level Practice Behaviors	Activities Related to this Competency:
Initiate actions to achieve organizational goals.	<ul style="list-style-type: none"> • Include suggestions for environmental adaptations in neuropsychiatric symptom intervention plans. Review those adaptation suggestions with my field supervisor. • Research wandering devices for individuals who are an elopement risk. Create a handout with wandering reduction devices and tips that can be distributed to families. • Educate caregivers and other professionals on tactics to make the suggested interventions a success. • Bridge client services across agencies by clearly documenting assessments and sharing a summary with other aging professionals, such as doctors and long term care nurses.
Implement prevention interventions that enhance client capacities.	
Help clients resolve problems.	
Negotiate, mediate, and advocate for clients.	
Facilitate transitions and endings.	

Competency 10d: EVALUATE

Engage, assess, intervene, and *evaluate* with individuals, families, groups, organizations, and communities

KUSSW Foundation Level Practice Behaviors

Activities Related to this Competency:

- Develop a brief Caregiver Satisfaction Survey to collect data on agency care consultations.
- Draft a summary of the Caregiver Satisfaction Survey results and present it to all Chapter staff at the March monthly staff meeting.
- Review client identified goals during field supervision to ensure that they are measurable and can be effectively evaluated.

**SAMPLE FALL SEMESTER LEARNING CONTRACT- MSW CLINICAL
EXAMPLE: SCHOOL SOCIAL WORK**

Competency 1: Identify as a professional social worker and conduct oneself accordingly.	
KUSSW Advanced Level Clinical Practice Behaviors	Activities Related to this Competency:
Maintain a social work identity within clinical settings.	<ul style="list-style-type: none"> • Introduce myself to staff and clients including that I am an MSW Social Work Intern. • Meet with staff including teachers and administrative staff identified by my field instructor to learn about their roles. • Prepare for interactions with students and their families by reviewing each student’s presenting problems with appropriate staff prior to the meeting. • Coordinate with teachers to plan individual and group meetings with students. • Read the District and State policy on mandated reporting when working with children. Prior to the end of my first month, review the policy with my field instructor during supervision. • Note concerns, questions and feelings throughout the week to prepare for and discuss in supervision with my field instructor.
Demonstrate the ability to develop clinical relationships with clients that reflect an understanding of both self and other.	
Demonstrate the ability to develop respectful and productive relationships with other professional staff.	
Demonstrate the ability to function within clearly-defined professional roles and boundaries based on client needs and agency context/services.	
Identify specific areas where continued learning and supervision are needed in order to competently practice at the MSW level.	
Prepare for supervision with a clear agenda that identifies specific clinical questions and concerns.	

Competency 2: Apply social work ethical principles to guide professional practice.	
KUSSW Advanced Level Clinical Practice Behaviors	Activities Related to this Competency:
Apply ethical decision-making skills to issues specific to clinical social work settings and practice.	<ul style="list-style-type: none"> • Research and utilize various ethical frameworks specific to the school social work setting to assist in ethical decision making. During at least one supervision meeting, apply that framework to a specific case I am observing/working. • Discuss with clients how specific legal obligations related to mandated reporting in the school setting and limits of confidentiality of varying forms of communication, like texting or email. • Reflect on and discuss with my field instructor any ethical issue that may arise when interacting with clients and school staff. • Utilize active listening skills and empathy in interactions with clients understanding that client social history has profound impact on building relationships. • Reflect on and monitor my personal biases throughout practicum and discuss with field instructor and process in classroom reflection papers and classroom discussion.
Employ strategies of ethical reasoning to address the impact of technology and other advancements in clinical practice on client rights.	
Identify and use knowledge of relationship dynamics, including power differentials, to appropriately guide clinical interactions with clients.	
Recognize and manage personal biases that may affect the clinical relationship and impact clients' well-being.	
Utilize appropriate consultation and supervision to process clinical situations involving ethical conflicts or decisions.	

Competency 3: Apply critical thinking to inform and communicate professional judgments	
KUSSW Advanced Level Clinical Practice Behaviors	Activities Related to this Competency:
Articulate professional clinical impressions which integrate research knowledge, experiential learning, and client self-report.	<ul style="list-style-type: none"> • Share information in multi-disciplinary school staff meetings each week regarding work with clients that reflects the specific interventions used with each client and why they were chosen. • Evaluate and monitor efficacy of interventions and resources throughout the phases of the treatment plan with each student. • As is defined in the NASW Code of Ethics 1.02 Self-Determination, respect clients' self-determination in all interactions within the parameters of the school setting. This includes seeking their input on behavior plans and other interventions, respecting the guidelines and restrictions of the school setting.
Demonstrate the ability to evaluate clients' strengths and vulnerabilities while utilizing specific clinical practice models.	
Critically evaluate, select, and utilize appropriate assessment, diagnostic, intervention, and practice evaluation tools.	
Evaluate the applicability of relevant theoretical perspectives to clients' conditions.	
Demonstrate the ability to communicate informed clinical judgments, verbally and in writing, to other professionals.	
Safeguards clients' dignity in all communications.	

Competency 4: Engage in diversity and difference in practice	
KUSSW Advanced Level Clinical Practice Behaviors	Activities Related to this Competency:
Demonstrate the ability to analyze oppression within systems of service delivery and its impact on client well-being.	<ul style="list-style-type: none"> • Discuss with field instructor how school systems impact social workers' ability to provide intervention to students and their families. • As outlined by the Shulman Skills I studied in practice class, foster authentic dialogue with students and families that provide a safe space to discuss impact of discrimination and oppression. • Seek research on students who are Spanish-speaking immigrants and students with special needs to inform appropriate interventions. • Assist students in organizing the monthly LGBTQ club meeting. • Attend two (one in the fall and one in spring) District hosted community meetings on reducing the achievement gap.
Demonstrates the ability to identify the intersection between one's own privilege and power and the client's culture and background within the context of the clinical relationship.	
Identify and use practitioner/client differences to enhance the clinical relationship and work toward achieving client goals.	
Demonstrate the ability to modify best-practice approaches in order to enhance cultural competence.	

Competency 5: Advance human rights and social and economic justice	
KUSSW Advanced Level Clinical Practice Behaviors	Activities Related to this Competency:
Integrate knowledge of the experience and effects of oppression, marginalization, discrimination, or historical trauma in treatment planning and interventions.	<ul style="list-style-type: none"> • Develop an understanding of agency services and programs currently utilized by students and their families by contacting at least 10 agencies identified with my field instructor. • Identify disparities between the available resources and our students' current needs, and attempt to seek out additional resources. • Attend two (one in the fall and one in spring) District hosted community meetings on reducing the achievement gap. • Participate in the implementation activities of an anti-school violence program, including researching other programs and defining a school social workers role in that program. • During staffing meetings, communicate to school staff the barriers to academic success that include impact of oppression and discrimination.
Demonstrate an understanding of the depth and breadth of social and economic injustice, and integrate into treatment plans advocacy efforts aimed at eliminating mental health, health, or income disparities.	

Competency 6: Engage in research-informed practice and practice-informed research	
KUSSW Advanced Level Clinical Practice Behaviors	Activities Related to this Competency:
Demonstrate the ability to apply the evidence-based practice process in clinical assessment and intervention with clients.	<ul style="list-style-type: none"> • Utilize on-going classroom discussions, research assignments, past work experience, and field instructor input to present client with possible best practice interventions. • Work with my field instructor on a project to identify model programs that reduce school violence. Present findings to the school administrative staff in November. • Collaborate with student/client on assessing efficacy and impact of treatment plan toward reaching their self-identified goals. When appropriate, work with the student/client to identify steps that may aid in their achieving goals. • Enhance my knowledge of Solution Focused Therapy, by reading at least three research articles about its use with school-aged children.
Actively seek opportunities to generate new clinical knowledge through the evaluation of practice.	

Competency 7: Apply knowledge of human behavior and the social environment	
KUSSW Advanced Level Clinical Practice Behaviors	Activities Related to this Competency:
Synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice.	<ul style="list-style-type: none"> • Observe my field instructor completing at least five social histories of students and discuss her theoretical approach to selecting interventions. • Complete social histories of students to guide selection of relevant and appropriate clinical interventions. • Attend and contribute suggestions to at least three 504 planning meetings. • Collaborate with the Community Mental Health Center’s WRAP workers to develop appropriate IEP supported measures for students with mental health concerns/diagnosis. • Consult with all relevant systems that impact students including family members, school staff, outside mental health staff, medical staff and family service workers to complete a comprehensive assessment of client need. • Reference the DSM V to understand diagnostic impressions that will inform assessment and interventions.
Use bio-psycho-social-spiritual theories and multi-axial diagnostic classification systems in formulation of comprehensive assessments.	
Consult with medical professionals, as needed, to confirm diagnosis and/or to monitor medication in the treatment process.	

Competency 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services	
KUSSW Advanced Level Clinical Practice Behaviors	Activities Related to this Competency:
Understand the impact of policies on clinical service delivery and the lives of clients and communicate this knowledge to relevant stakeholders.	<ul style="list-style-type: none"> • Seek knowledge and understanding of federal, state and local legislation that hinders or enhances service delivery. • Attend at least one school board meeting on the boundary changes that will impact the students I serve. • Identify specific legislation that hinders or enhances service delivery, and present information at a staff meeting in January 2016. • Collaborate with field instructor and clients to initiate project that identifies gaps in agency resources and services. • Write a letter to a federal, state and local legislator on legislation that impacts social service delivery.
Demonstrate the ability to assemble appropriate evidence in advocating for policies that improve clinical services and advance client well-being.	
Engage in efforts to influence policies to promote improved clinical services and enhanced client well-being.	
Able to assess the effectiveness of advocacy efforts.	

Competency 9: Respond to contexts that shape practice	
KUSSW Advanced Level Clinical Practice Behaviors	Activities Related to this Competency:
Consider changing social conditions and emerging trends to keep clinical services relevant to the experiences and evolving social contexts of client populations.	
Identify the social, cultural, political, economic, technological, environmental, and/or legal factors underpinning client problems.	
Engage in collaborative practice with other social workers, service consumers, and community leaders to address problematic conditions.	<ul style="list-style-type: none"> • Discuss with students/clients how social media impacts negatively and/or positively school success and personal relationships. • Attend community meeting schedule for October 8th at the Community Center, focused on reducing youth violence in the neighborhood.

Competency 10a: ENGAGE	
<u>Engage</u>, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities	
KUSSW Advanced Level Clinical Practice Behaviors	Activities Related to this Competency:
Build professional clinical relationships with clients that establish clear boundaries and expectations.	
Develop clinical relationships that are culturally appropriate and recognize interpersonal and contextual factors that affect the therapeutic relationship.	
Establish a collaborative process with clients around treatment goals and therapeutic modalities which incorporates clients' preferences.	<ul style="list-style-type: none"> • Observe Patty Smith, social worker at ABC School, working with students and families who are Spanish-speaking immigrants, to develop an understanding of how she engages and assesses this population of clients. • Identify minimally two activities, things, or people that the student states positively impacts her/him prior to the end of our first or second meeting. • Attend the District's February professional development on engaging and assessing student needs following a school crisis.

Competency 10b: ASSESS	
Engage, <u>assess</u>, intervene, and evaluate with individuals, families, groups, organizations, and communities	
KUSSW Advanced Level Clinical Practice Behaviors	Activities Related to this Competency:
Synthesize client data from a variety of sources utilizing bio-psycho-social-spiritual assessment in order to form diagnostic impressions.	<ul style="list-style-type: none"> • Observe my field instructor and Patty Smith, social worker at ABC school, during meetings with at least ten students, and discuss the use of the strengths perspective in their assessment process. • Attend the District’s February professional development on engaging and assessing student needs following a school crisis. • Utilize strengths perspective in conversation with clients to understand how they have addressed challenges in the past. • Consult DSM V in conjunction with other assessment tools to collaborate with client on appropriate interventions. • Review historical school records, discuss with school staff and field instructor, and seek relevant historical records from outside agencies for at least five students to develop an accurate assessment and diagnosis.
Elucidate clients’ presenting problems and assess their readiness for change.	
Assess strengths and resources that are available to help address clients’ problems or circumstances.	
Use clinical assessments or multi-axial diagnoses to help develop appropriate intervention strategies within the context of the agency’s services.	

Competency 10c: INTERVENTION	
Engage, assess, <u>intervene</u>, and evaluate with individuals, families, groups, organizations, and communities	
KUSSW Advanced Level Clinical Practice Behaviors	Activities Related to this Competency:
Select and implement clinical treatment plans and evidence-based strategies based on client preferences as well as appropriate theory and research.	<ul style="list-style-type: none"> • Communicate to each client my role as a student intern and parameters of time we will be working together. • Review with clients successes and challenges of interventions used in the treatment plan at scheduled intervals as treatment plan progresses. • Attend and when appropriate contribute suggestions to at least three 504 planning meetings.
Utilize clinical frameworks and treatment protocols indicated by assessment findings.	
Collaborate with other professionals to coordinate additional treatment services.	
Facilitate termination of clinical relationships with attention to clients’ emotional well-being.	
Facilitate termination of clinical relationships by assisting clients to develop plans to maintain goal achievements.	

Competency 10d: EVALUATE	
Engage, assess, intervene, and <i>evaluate</i> with individuals, families, groups, organizations, and communities	
KUSSW Advanced Level Clinical Practice Behaviors	Activities Related to this Competency: <ul style="list-style-type: none"> • During supervision with my field instructor each week, discuss and evaluate the interventions, successes, and challenges used with at least one student. • Document student/client progress in the database as required by policy.
Critically analyze, monitor and evaluate interventions.	
Document clients' progress in agency records as required.	
Use established research methods to evaluate clinical and practice effectiveness and/or outcomes.	

**SAMPLE FALL SEMESTER LEARNING CONTRACT- MSW MACRO
EXAMPLE**

Competency 1: Identify as a professional social worker and conduct oneself accordingly.	
KUSSW Advanced Level Macro Practice Behaviors	Activities Related to this Competency:
Prepare for and advocate for the needs of vulnerable populations.	<p>I will develop verbal and written communications that are in keeping with the standards set forth by Kansans for Public Education (KPE).</p> <p>I will attend the monthly KU sponsored Women in Public Policy seminars and will review with my Field Instructor (FI) how to apply seminar content to my advocacy practice.</p> <p>I will review and adhere to (KPE) policies and procedures for community organizing. If I perceive that a client or group may be negatively impacted by an agency policy, I will be forthcoming with my FI during supervision.</p>
Identify unique qualities in professional boundaries when partnering with clients in community practice settings.	
Plan for engaging in lifelong learning to enhance knowledge and skills for work with organizations and communities.	
Demonstrate the ability to receive and assess the impact of supervision and consultation.	
Demonstrate the ability to provide and assess the impact of supervision and consultation.	
Prepare for and advocate for the needs of vulnerable populations.	

Competency 2: Apply social work ethical principles to guide professional practice.	
KUSSW Advanced Level Macro Practice Behaviors	Activities Related to this Competency:
Demonstrate the ability to apply ethical standards and laws for professional social work practice in work with organizations and communities.	<p>I will reread the NASW Code of Ethics and will pay particular attention to Macro related ethical principles.</p> <p>I will apply the NASW Essential Steps for Ethical Problem-Solving to at least one ethical issue and/or dilemma per semester. I will review this process with my FI.</p> <p>When I am working on an issue that not all coalition member organizations & agencies agree on, I will focus on resolving issues utilizing core social work values. I will process this facilitation with both my FI and my Advanced Community & Advocacy Practice professor. I will be able to identify specific values and ethical principles that I applied.</p>
Recognize the ways in which complex systems can generate conflicting priorities and ambiguities that require professional value-based judgments.	
Use strategies and models to resolve ethical conflicts in work with organizations and communities.	

Competency 3: Apply critical thinking to inform and communicate professional judgments	
KUSSW Advanced Level Macro Practice Behaviors	Activities Related to this Competency:
Engage diverse constituents in critical community and organizational analysis and problem-solving.	I will draft a policy brief on education & collective bargaining in Kansas that will be distributed electronically and as hard copy to legislators and other key stakeholders.
	I will reach out to the Kansas National Education Association President for an interview that I will write up for the KPE December newsletter.
Use logic, critical thinking, and creativity in written and oral communication with organizations and communities.	At least twice per semester, I will assist in organizing and attend a KPE Community Outreach Director led Public Educator Panel-Town Hall Meeting.
	I will assist in updating KPE's social media with diverse content and images.

Competency 4: Engage in diversity and difference in practice	
KUSSW Advanced Level Macro Practice Behaviors	Activities Related to this Competency:
Perform community needs assessments which are inclusive of issues of class, culture, power and other differences.	I will review KPE forms, webpage and social media and update each with LGBTQ inclusive language.
Gain sufficient self-awareness to eliminate the influence of personal biases and values when engaging in organizing, advocacy, and administration with diverse groups.	I will review KPE program outcome measures and will critique the outcome measures inclusion of diversity based on age, sex, race, ethnicity, language, religion, sexual orientation, disability, and cultural background. I will discuss my observations with my FI.
Continue to learn about, recognize, understand, and communicate the environmental and social contexts that shape realities for different people and groups.	I will assist in organizing 2 Public Educator Panel-Town Hall Meeting in rural school districts by the end of my practicum.
Utilize the strengths of differing life experiences to build inclusive communities and organizations.	I will investigate how the Kansas school-finance formula will impact marginalized students, including students of color, and I will report my findings at a fall staff meeting and on KPE social media.
Engage with and ensure participation of diverse and marginalized community and organizational constituents.	I will assist my FI in drafting talking points related to increasing the overall diversity in the Kansas public education work force.

Competency 5: Advocate human rights and social and economic justice	
KUSSW Advanced Level Macro Practice Behaviors	Activities Related to this Competency: I will assist in organizing 2 Public Educator Panel-Town Hall Meeting in rural school districts. I will investigate how the Kansas school-finance formula will impact marginalized students, including students of color, and I will report my findings at the December staff meeting and on KPE social media. In January, I will schedule in-person meetings with key public education allies and opponents in the Kansas Legislature to discuss block grant funding and equity. I will also meet with my KS District Representatives.
Advocate for human and civil rights individually and collectively.	
Engage in advocacy practices that advance social and economic justice in both communities and organizations.	

Competency 6: Engage in research-informed practice and practice-informed research	
KUSSW Advanced Level Macro Practice Behaviors	Activities Related to this Competency: I will assist KPE community partner KNEA in organizing and conducting 3 rural educator focus groups in February. I will educate myself about inclusive participatory research practices by discussing approaches with KU Professors in Center on Assets, Education, and Inclusion (AEDI). In addition to the readings pertaining to supervision in my course work, I will read two recent peer reviewed articles regarding effective supervision in social work settings. I will share the articles with my FI. I will ask her opinion as to how the research relates to macro practice.
Utilize community and organizational practice experiences to guide scientific inquiry.	
Appraise and utilize research to develop and implement community and organizational interventions.	
Advance research that is participatory and inclusive of community and organizational practice constituencies.	

Competency 7: Apply knowledge of human behavior and the social environment	
KUSSW Advanced Level Macro Practice Behaviors	Activities Related to this Competency:
Incorporate a broad understanding of theories of change in planning and developing interventions within communities.	I will apply to practicum work the principles of client-centered performance management that I have newly learned in my fall semester course work. I will discuss at least two examples in my weekly supervision.
Incorporate a broad understanding of theories of change in planning and developing interventions within organizations.	I will assist my FI in creating and analyzing a staff satisfaction survey and along with my FI will present the outcomes to staff by April. We will include elements of the Worker Empowerment Scale in the survey.

Competency 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services	
KUSSW Advanced Level Macro Practice Behaviors	Activities Related to this Competency:
Analyze policies by understanding the role of social, economic, and political forces on policy formulation, and the implications for less powerful and oppressed group.	I will review and adhere to (KPE) policies and procedures for community organizing. If I perceive that a client or group may be negatively impacted by an agency policy, I will be forthcoming with my FI during supervision.
Actively use policy practice skills to advance policies that improve the effectiveness of social services and the well-being of people, especially the most vulnerable.	I will read KPE's current and previous five years' policy platforms. I will review cited material and will formulate related questions to discuss during supervision.
	At least three times during my practicum, I will staff KPE information booths at a community event- such as festivals and health fairs.

Competency 9: Respond to contexts that shape practice	
KUSSW Advanced Level Macro Practice Behaviors	Activities Related to this Competency:
Strategically plan organizational and community change and development in response to changing social, economic, and political conditions.	I will include a KPE performance feedback form at the town halls. I will synthesize the collected information and provide it to my FI. I will work with my FI to share our findings with various community constituents; and where appropriate, I will assist in addressing identified areas needing improvement.
Provide leadership in organizations and communities for effective, ethical interventions that improve the well-being of individuals, families, organizations and communities.	In addition to the readings pertaining to supervision in my course work, I will read two recent peer reviewed articles regarding effective supervision in social work settings. I will share the articles with my FI. I will ask her opinion as to how the research relates to “real world practice”.

Competency 10a: ENGAGE	
<u>Engage</u>, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities	
KUSSW Advanced Level Macro Practice Behaviors	Activities Related to this Competency:
Engage diverse community constituents and seek varied perspectives to prepare for community and organizational needs assessments.	I will engage a diverse collection of community partners to participate in KPE Town Halls by inviting them both electronically and directly (i.e. over the phone or in person).
Use leadership skills to engage staff members and to promote organizational diversity.	I will profile a staff member, volunteer, or community constituent on the webpage monthly. I will forward the profile to staff members and key community partners via email. When I am able I will use video.
Use leadership skills to engage staff members in order to develop high levels of morale within organizations.	

Competency 10b: ASSESS	
Engage, <u>assess</u>, intervene, and evaluate with individuals, families, groups, organizations, and communities	
KUSSW Advanced Level Macro Practice Behaviors	Activities Related to this Competency:
Assess and analyze client needs by integrating empirical and community data to inform the development of client-focused programs and services.	I will observe informal agency norms that may be strengthening diversity of ideas & creativity in the workplace or conversely hindering them. I will openly discuss my observations with my FI during supervision.
Assess and analyze community and organizational capacities, strengths, and needs to support the development of client-focused programs and services.	I will assist my FI in creating and analyzing a staff satisfaction survey and will assist in presenting the outcomes to staff by April. We will include elements of the Worker Empowerment Scale in the survey.

Competency 10c: INTERVENTION	
Engage, assess, <u>intervene</u>, and evaluate with individuals, families, groups, organizations, and communities	
KUSSW Advanced Level Macro Practice Behaviors	Activities Related to this Competency:
Intervene with communities and organizations through a variety of models, methods, strategies and tactics identified as appropriate to the context and need for change.	I will assist my FI in drafting a Franklin Public Education Foundation (FPEF) grant. Within the FPEF grant, I will work with my FI to develop a program budget.
Develop a program budget that reflects diverse funding sources to meet client needs.	I will profile a staff member, volunteer, or community constituent on the webpage monthly. I will forward the profile to staff members and key community partners via email. When I am able I will use video.
Develop comprehensive program and policy designs that reflect use of the best available research, client feedback, and practitioner wisdom.	

Competency 10d: EVALUATE	
Engage, assess, intervene, and <i>evaluate</i> with individuals, families, groups, organizations, and communities	
KUSSW Advanced Level Macro Practice Behaviors	Activities Related to this Competency:
Evaluate key measurement indicators of program implementation and client outcomes to maintain and improve effective services.	I will assist my FI in drafting program reports, which include outcome measures, for major funders such as FPEF.
Disseminate outcomes of interventions to help understand when and why interventions hinder or improve human wellbeing.	I will use my paper assignment that requires I describe and analyze KPE's financial, informational, and human resource practices. I will share my paper with my FI. I will discuss any areas of concern that may have been identified through my assignment.
	I will assist my FI in creating and analyzing a staff satisfaction survey and will assist in presenting the outcomes to staff by April. We will include elements of the Worker Empowerment Scale in the survey.