



Office of Field Education

Learning Contract for  
Foundation MSW Students

Student Name Printed: \_\_\_\_\_

Student Email: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Student MAVS ID: \_\_\_\_\_

Field Instructor Name Printed: \_\_\_\_\_

Field Instructor Email: \_\_\_\_\_

Field Instructor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Liaison Name Printed: \_\_\_\_\_

Liaison Email: \_\_\_\_\_

Liaison Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Agency Name: \_\_\_\_\_

Agency Address: \_\_\_\_\_

Agency Phone Number \_\_\_\_\_

Type of Placement: ***Foundation MSW/Generalist/Micro and Macro***

Total number of clock hours to be completed for this semester: \_\_\_\_\_

Hours: \_\_\_\_\_

Semester: \_\_\_\_\_

Year: \_\_\_\_\_

Weekly Supervision Schedule: \_\_\_\_\_

Day of the week and time

Weekly Field Schedule: \_\_\_\_\_

Day of the week and time



**Learning Contract for  
Foundation MSW Students**

**Instructions:**

- Proposed Learning Strategies is to be completed by student in consultation with field instructor.
- **Student:** Check the boxes that reflect the **Proposed Learning Strategies** for each practice behavior. Typically, each practice behavior will have more than one box checked to represent a process of learning.
- Please use the Proposed Learning Strategies Scale:
  - 1 = Read and discuss with field instructor during weekly supervision.
  - 2 = Shadow social workers during client/system interactions (1<sup>st</sup> few weeks of semester).
  - 3 = Process questions and observations with field instructor during weekly supervision session.
  - 4 = Share responsibility for parts of an interaction/project (when ready).
  - 5 = Assume full leadership for some/all of interaction/project (when ready).

**Competency #1: Demonstrate Ethical and Professional Behavior.**

Proposed Learning Strategies					Competencies and Practice Behaviors
1	2	3	4	5	
					1. 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.
					2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
					3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
					4. Use technology ethically and appropriately to facilitate practice outcomes
					5. Use supervision and consultation to guide professional judgment and behavior.
					Tasks to achieve competency:

**Competency #2: Engage Diversity and Difference in Practice.**

Proposed Learning Strategies					Competencies and Practice Behaviors
1	2	3	4	5	
					1. Recognize and manage personal values in a way that allows professional values to guide practice. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
					2. Make ethical decisions by applying appropriate, professional standards (i.e. practice guidelines, NASW Code of Ethics and others that may apply.
					3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.



					Tasks to achieve competency:

**Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice.**

Proposed Learning Strategies					Competencies and Practice Behaviors
1	2	3	4	5	
					1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
					2. Engage in practices that advance social, economic, and environmental justice
					Tasks to achieve competency:

**Competency #4: Engage in Practice-Informed Research and Research-informed Practice.**

Proposed Learning Strategies					Competencies and Practice Behaviors
1	2	3	4	5	
					1. Use practice experience and theory to inform scientific inquiry and research
					2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
					3. Use and translate research evidence to inform and improve practice, policy, and service delivery.
					Tasks to achieve competency:



**Competency #5: Engage in Policy Practice.**

Proposed Learning Strategies					Competencies and Practice Behaviors
1	2	3	4	5	
					1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
					2. Assess how social welfare and economic policies impact the delivery of and access to social services.
					3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice
					Tasks to achieve competency:

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

Proposed Learning Strategies					Competencies and Practice Behaviors
1	2	3	4	5	
					1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
					2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
					Tasks to achieve competency:

**Competency #7: Assess Individuals, Families, Groups, Organizations, and Communities.**

Proposed Learning Strategies					Competencies and Practice Behaviors
1	2	3	4	5	
					1. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
					2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of



					assessment data from clients and constituencies
					3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
					4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies
					Tasks to achieve competency:



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

Proposed Learning Strategies					Competencies and Practice Behaviors
1	2	3	4	5	
					1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
					2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
					3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
					4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
					5. Facilitate effective transitions and endings that advance mutually agreed-on goals
					Tasks to achieve competency:

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

Proposed Learning Strategies					Competencies and Practice Behaviors
1	2	3	4	5	
					1. Select and use appropriate methods for evaluation of Outcomes.
					2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
					3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes
					4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels
					Tasks to achieve competency:



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