

University of Nevada, Las Vegas
School of Social Work Field Education Program
2024/2025 BSW Learning Contract

Placement Information:

Current Field Course: _____ **Seminar Instructor Name:** _____

Student Name: _____ **Student Email & Phone number:** _____

Agency Name: _____ **Agency Field Instructor Name:** _____

Agency Field Instructor email: _____ **Agency Field Instructor Phone:** _____

Is the Student an Employee of the Placement Agency? Yes No

Date Petition was Approved by Field Team: (type "N/A" if not applicable): _____

Supervision Schedule: (UNLV School of Social Work policy requires a minimum of 1 hour of in person supervision per week) Day and Time: _____

Supervision Type: (check all that apply) **One on One** **Group Supervision**

Weekly Field Practicum Schedule (indicate timeframe you will be working after the day of the week):

Su: _____ M _____ Tu: _____ W: _____ Th: _____ F: _____ Sa: _____

Competency-based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the mastery of integration and application of the competencies in practice. In EPAS, social work practice competence consists of nine interrelated competencies and practice behaviors that are comprised of learning activities. The nine core competencies, are listed below followed by a description of characteristic knowledge, values, skills, cognitive/affective processes (listed as *Activities to Evaluate Student Mastery of EPAS*) and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. *Website: NASW 2022 CSWE Educational Policy and Accreditation Standards (CSWE EPAS): <https://www.cswe.org/Accreditation/Standards-and-Policies/2022-EPAS>*

CORE COMPETENCIES- The core competencies are reflective of the standards of the Council on Social Work Education (CSWE) - Educational Policy and Accreditation Standards (EPAS, and Practice Behaviors. Students are expected to demonstrate the following competencies and achieve the following behaviors:

1. Demonstrate Ethical and Professional Behavior.
 - 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;

- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
 - demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
 - use technology ethically and appropriately to facilitate practice outcomes; and
 - use supervision and consultation to guide professional judgment and behavior.
2. Advance human rights and social, economic and environmental justice.
 - apply and communicate their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
 - engage in practices that advance human rights to promote social, economic, and environmental justice.
 3. Engage Anti-racism, diversity, equity and inclusion(ADEI) in practice.
 - Demonstrate anti-racist and anti-oppressive social work practices at the individual, family, group, organizational, community, research and policy levels and
 - apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; and
 - present themselves as learners and engage clients and constituencies as experts of their own experiences; and
 - apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
 4. Engage In Practice-informed Research and Research-informed Practice
 - use practice experience and theory to inform scientific inquiry and research;
 - apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
 - use and translate research evidence to inform and improve practice, policy, and service delivery.
 5. Engage in policy practice.
 - Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
 - assess how social welfare and economic policies impact the delivery of and access to social services;
 - apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
 6. Engage with Individuals, Families, Groups, Organizations, and Communities
 - apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
 - use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
 7. Assess Individuals, Families, Groups, Organizations, and Communities.
 - collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
 - 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;
 - develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
 - select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
 8. Intervene with Individuals, Families, Groups, Organizations, and Communities.
 - critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;

- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

The list below provides activities for students to select to develop the core competency skills. While some activities might reflect multiple competencies, a student cannot choose the same activity for multiple competencies. The activities chosen for Fall Semester cannot be repeated for Spring Semester.

Students must select (check the box) a minimum of 4 activities per semester for each competency.

1. Demonstrate Ethical and Professional Behavior.

| Activities | Learning Contract | Midterm | Final |
|---|--------------------------|----------------|--------------|
| Prepare a presentation to be used as a part of an agency social work training module. | | | |
| Review agency policies and procedures related to practicum student social work role. | | | |
| Complete agency-specific orientation activities. | | | |
| Attend staff, team, or other professional meetings. | | | |
| Review the agency’s policy manual, mission statement, funding streams, confidentiality, and documentation requirements. | | | |
| Interview a Board member about their role and compare to the agency’s documentation regarding Board responsibilities. | | | |
| Interview an administrator of the agency. | | | |
| Spend time in different departments of the agency to gain an understanding of client service. | | | |
| Explore career options in social work. | | | |
| Bring an agenda to supervisory meetings. | | | |
| Write a group progress note based upon observations. | | | |
| Review ___ of case files completed by various social workers. (add # of files) | | | |
| Review the process by which someone becomes a client at the agency and explain the process to the field instructor. | | | |

| | | | |
|---|--|--|--|
| Read about/find ethical dilemmas in studies, or in meetings and daily activities. | | | |
| Read agency policy on client confidentiality as well as maintain client confidentiality throughout field experience. | | | |
| Gather information about how agency uses social media and social media policies. | | | |
| Develop a social media campaign/presence for agency or a specific event. | | | |
| Dress according to agency policy. | | | |
| Discuss appropriate roles and boundaries of a practicum student with supervisor and other agency staff. | | | |
| Use professional language (verbal/nonverbal) when dealing with clients and other professionals in the workplace. | | | |
| Inquire and be open to feedback from supervisor or other staff with regards to documentation, oral and written communication. | | | |
| Complete assignments/responsibilities within time frame allotted. | | | |
| Interact with assigned population in a professional manner and establish appropriate boundaries. | | | |

Midterm Students Comments (Please describe the skills you have developed so far. If not practiced, describe what you will do to develop your core competency skills by the end of the semester):

Final Students Comments (Please describe how you completed each activity selected in detail and how these activities have led to your growth and professional development):

2. Advance Human Rights & Social, Racial, Economic, & Environmental Justice.

| Activities | Learning Contract | Midterm | Final |
|--|-------------------|---------|-------|
| Select a social justice issue and research 3 articles. | | | |
| Interview/Meet with ___ social workers engaged in human rights work. (add # of SW) | | | |
| Shadow a patient rights advocate and write a reflection paper. | | | |
| Discuss a current event that impacts how a specific service is delivered at the agency and identify methods of advocating for the service or impacted population. | | | |
| Identify an outdated policy and advocate for change to better serve client population. | | | |
| Review research and books on a topic relevant to your practicum at agency. | | | |
| Interview an agency representative to see how client outcomes are assessed and how research is utilized at the agency. | | | |
| Research poverty statistics, incidences of homelessness, incarceration and other items related to agency work to better understand community and identify need for services. | | | |
| Identify ways in which evidence-based practice is used in funding and grant writing. | | | |
| Demonstrate understanding of oppression as it relates to population served by agency. | | | |
| Demonstrate use of advocacy to meet clients needs. | | | |
| Gather information about other community agencies that provide needed services which practicum site does not provide and make appropriate referrals. | | | |
| Create own activity. | | | |

Midterm Students Comments (Please describe the skills you have developed so far. If not practiced, describe what you will do to develop your core competency skills by the end of the semester):

Final Students Comments (Please describe how you completed each activity selected in detail and how these activities have led to your growth and professional development):

3. Engage Anti-Racism, Diversity Equity and Inclusion in Practice.

| Activities | Learning Contract | Midterm | Final |
|--|-------------------|---------|-------|
| Attend a diversity training. | | | |
| Attend an arts/cultural/community event outside of student's own culture. | | | |
| Interview a social worker who works with a culture different from the student's culture. | | | |
| Interview staff member of differing culture than student. | | | |
| Complete a reading (journal, book, news articles) relevant to client or neighborhood culture. | | | |
| Identify and discuss at least one personal bias (student's) and value that might potentially influence the student's work with any diverse group. | | | |
| Interview a minority client about their experiences as a mental health consumer. | | | |
| Observe agency programs to recognize different populations served and to identify how this observation helps engage diversity in practice. | | | |
| Research ways in which different cultures may present and experience oppression. | | | |
| Attend a community meeting or celebration in the agency's neighborhood. | | | |
| Student located in an urban agency shadow a worker in a rural agency (or vice versa). | | | |
| Observe at least 3 intake sessions with clients who represent differing ages, ethnicity, gender and socioeconomic backgrounds and discuss observations with agency field instructor. | | | |
| Create one program that meets the needs of a specific diverse group that the agency serves and present proposal to agency field instructor. | | | |
| Create a community resource list that serves a client population different from student's own. | | | |
| Discuss with agency field instructor how different populations experience the same issue, include how they are treated by social services and the justice system. | | | |
| Take appropriate steps to accommodate any culture or communication barrier observed with one client. Discuss ideas for improvement with agency field instructor. | | | |
| Identify similarities and differences between student and clients served. | | | |

Midterm Students Comments (Please describe the skills you have developed so far. If not practiced, describe what you will do to develop your core competency skills by the end of the semester):

Final Students Comments (Please describe how you completed each activity selected in detail and how these activities have led to your growth and professional development):

4. Engage in Practice-informed Research & Research-informed Practice.

| Activities | Learning Contract | Midterm | Final |
|--|-------------------|---------|-------|
| Review research and books on a topic relevant to your work. | | | |
| Interview an agency representative to see how client outcomes are assessed and how research is utilized at the agency. | | | |
| Research specific techniques to teach clients. | | | |
| Discuss with supervisor effective forms of intervention utilized with client population. | | | |
| Interview members of a treatment team for varying perspectives on practice and various models or approaches used. | | | |
| Discuss specific cases with supervisor, including problem, proposed solution(s), proposed plan of action, and/or proposed measurable outcomes. | | | |
| Examine targeted interventions for the agency and discuss at least two findings with AFI. | | | |
| Describe your perspective of theories and research used in practice interventions at agency with AFI. | | | |
| Develop a survey to identify area that agency clients would like to see improved and report data to AFI and/or agency staff. | | | |
| Develop an intervention plan for predominant agency clientele using an evidence-based process reporting conclusion to AFI. | | | |
| Develop a design to measure practice outcomes and provide design to AFI. | | | |
| Create own activity. | | | |
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Midterm Students Comments (Please describe the skills you have developed so far. If not practiced, describe what you will do to develop your core competency skills by the end of the semester):

Final Students Comments (Please describe how you completed each activity selected in detail and how these activities have led to your growth and professional development):

5. Engage in Policy Practice.

| Activities | Learning Contract | Midterm | Final |
|---|-------------------|---------|-------|
| Identify government bodies that regulate or fund the agency. | | | |
| Help prep, or interview, staff about the process for accreditation/re-accreditation. (CARF, JCAHO, etc.) | | | |
| Complete the agency’s HIPPA training. | | | |
| Review patient rights policy and write a reflection paper. | | | |
| Attend a court hearing or legal proceedings. | | | |
| Attend an Area Commission meeting or community meeting in the agency’s neighborhood. | | | |
| Attend a Board meeting. | | | |
| Attend meetings of “umbrella” organization or affiliating agency. | | | |
| Attend and participate in community/ state advocacy event and/ or attend city council/ county commissioner meetings in your community. | | | |
| Attend NASW NV or other advocacy and lobbying days and meet with legislators regarding policy issues. | | | |
| Write a letter to an elected official about a social policy affecting your client population. | | | |
| Read grant proposals and reports written by your agency to see how it claims to meet community needs. | | | |
| Observe and analyze effectiveness of organization or department policies and procedures in serving target population and discuss findings with AFI. | | | |
| Read the agency policy handbook and understand the effects of various policies on clients and the delivery of services and report findings to AFI. | | | |
| Report on one policy issue that has a direct bearing on agency and discuss with AFI. | | | |
| Create/update a resource binder for agency staff on relevant research articles helping staff to be up to date on current policy. | | | |
| Assess the differential impact of policies on one student selected population, reporting findings to AFI. | | | |

Midterm Students Comments (Please describe the skills you have developed so far. If not practiced, describe what you will do to develop your core competency skills by the end of the semester):

Final Students Comments (Please describe how you completed each activity selected in detail and how these activities have led to your growth and professional development):

6. Engage with Individuals, Families, Groups, Organizations & Communities.

| Activities | Learning Contract | Midterm | Final |
|--|-------------------|---------|-------|
| Observe ___ of intake interviews. (add # of intakes) | | | |
| Gather the “story” of 1-2 clients that have used and/or benefited from the agency’s services. | | | |
| Take intake calls, calls for agency information, or constituent calls. | | | |
| Learn techniques to engage resistant clients. | | | |
| If student is at an “umbrella agency” or advocacy organization: Visit direct service “member” agencies or affiliates to see its operation; meet with a client via that partner agency. | | | |
| If student is at a state agency; Visit a local agency; meet and interview direct service workers; shadow client interactions; and/or participate in assessments. | | | |
| Call parents to communicate student behaviors, performance (positive and negative), and other program information. | | | |
| Identify areas of comfort and discomfort in client engagement and discuss in supervision. | | | |
| Demonstrate understanding of the developmental stages of client population and integrate this into assessment process. | | | |
| Engage with and interview clients/families to determine strengths and challenges. | | | |
| Take notes and discuss personal/ ethical/ value dilemmas and blind spots with supervisor and reflect on how they influence work with clients. | | | |
| Treat all clients with respect and courtesy regardless of personal bias, and establish initial goals with the client/patient to ensure self-determination. | | | |
| Attend interprofessional events and discuss with AFI. | | | |
| Seek feedback from supervisor about ways to build rapport and trust with clients. | | | |
| Review literature on rapport-building/ interpersonal skills and practice applying concepts in practice. | | | |
| Research and apply knowledge related to diversity to enhance client well-being. | | | |
| Observe Supervisor and others in their interactions with clients. | | | |

Midterm Students Comments (Please describe the skills you have developed so far. If not practiced, describe what you will do to develop your core competency skills by the end of the semester):

Final Students Comments (Please describe how you completed each activity selected in detail and how these activities have led to your growth and professional development):

7. Assess Individuals, Families, Groups, Organizations & Communities.

| Activities | Learning Contract | Midterm | Final |
|--|--------------------------|----------------|--------------|
| Attend at least one board meeting, training or data warehouse meeting to learn about board governance. | | | |
| Assess ____ clients using the assessment tool used by the agency. | | | |
| Read DSM-V on most frequently dealt with diagnoses. | | | |
| Sit with individuals at the agency with from a different discipline such as agency's RN or psychiatrist to observe a different perspective/evaluation of a client. | | | |
| Discuss with supervisor typical family structures and stressors that clients have and how those structures and stressors could affect clients. | | | |
| Identify the major social service agencies and services in the target environment and compare to services offered by internship agency. | | | |
| Identify ways in which theories of organizational culture and the role of culture in shaping organizational performance are applied in macro-level practice. | | | |
| Student will be able to identify the developmental stages of client population and integrate this into assessment process. | | | |
| Become familiar with different assessment tools and the strengths/limitations of each tool. | | | |
| Do family genogram/Eco map after completing assessment. | | | |
| Engage with and interview clients/families to determine strengths and challenges. | | | |
| Observe client assessment and write, organize and interpret client data. | | | |
| Develop a written assessment of client that includes client's strengths and weaknesses. | | | |
| Create your own activity. | | | |
| | | | |

Midterm Students Comments (Please describe the skills you have developed so far. If not practiced, describe what you will do to develop your core competency skills by the end of the semester):

Final Students Comments (Please describe how you completed each activity selected in detail and how these activities have led to your growth and professional development):

8. Intervene with Individuals, Families, Groups, Organizations & Communities.

| Activities | Learning Contract | Midterm | Final |
|---|-------------------|---------|-------|
| Update the agency's website. | | | |
| Create a flyer to market your agency and the internship to future students. | | | |
| Work on writing a grant application with partner agencies. | | | |
| Start a program for agency's clients that the student has interest in | | | |
| Research how to start a program for agency's clients that the student has interest in | | | |
| Teach a class or workshop for clients. (Example: ESL, citizenship, personal finance/budgeting, resume preparation, interviewing skills) | | | |
| Visit other agencies or relevant settings; understand referral processes for linking clients to these agencies. | | | |
| Identify agencies that provide services for which agency clients are most commonly linked. | | | |
| Interview and shadow at least two social workers who perform _____ . (Add service) | | | |
| Observe/Complete two client discharge summaries by end of placement. | | | |
| Observe effective termination skills. | | | |
| Demonstrate effective termination skills prior to last day of field placement. | | | |
| Observe _____ of _____ groups. (add # and type) | | | |
| Provide case management to a minimum of 3 clients. | | | |
| Conduct at least 3 interactions with clients, groups, or committees in the presence of field instructor. | | | |
| Shadow and observe a social worker doing a home visit. | | | |
| Observe the field instructor or other staff members engaged in interaction with clients. | | | |
| Engage in role plays with AFI or others to try out new skills and techniques learned in the setting, classroom and workshops. | | | |
| Complete at least (2) case notes utilizing agency system and protocol submitting case notes for review with AFI before finalizing. | | | |
| Initiate at least one (1) educational class for a specific population of agency (women, elderly) through consultation with AFI. | | | |

Midterm Students Comments (Please describe the skills you have developed so far. If not practiced, describe what you will do to develop your core competency skills by the end of the semester):

Final Students Comments (Please describe how you completed each activity selected in detail and how these activities have led to your growth and professional development):

9. Evaluate with Individuals, Families, Gropus, Organizations & Communities.

| Activities | Learning Contract | Midterm | Final |
|--|-------------------|---------|-------|
| Participate in the preparation of audits. | | | |
| Observe and/or Participate in a peer review. | | | |
| Observe case reviews/team meetings. | | | |
| Actively participate in case reviews/team meetings. | | | |
| Observe at a different agency that uses similar interventions. | | | |
| Follow up with client after termination to determine client outcomes and potential success. | | | |
| Review client files to determine progress toward goals. | | | |
| Evaluate assessment/data collection/intervention practices with supervisor. | | | |
| Apply strength perspective in evaluation process and review of outcomes. | | | |
| Evaluate assessments/data collection and intervention practices during supervision. | | | |
| Review evaluation and data collection tools/ methods used at agency. | | | |
| Deliver a case presentation to AFI and/or unit team discussing outcome of a specific case and incorporate feedback. | | | |
| Assist in agency's annual report, auditing, program evaluation and/or client satisfaction surveys. | | | |
| Analyze and evaluate group treatment sessions or task group meetings outcomes and discuss findings with AFI. | | | |
| Discuss effectiveness of intervention/services provided on at least two (2) cases with AFI. | | | |
| Use feedback from other staff member/AFI to evaluate practice and discuss implementation of feedback in practice with AFI. | | | |
| Describe outcomes of two (2) interventions used or observed in measurable terms and discuss with AFI, | | | |
| Follow a case from assessment, through treatment, termination and discuss the findings with AFI. | | | |
| Analyze organization regarding student educational opportunities and make suggestions for future education needs and report to AFI | | | |
| Monitor one client case for effectiveness of chosen intervention used and provide possible alternate options to AFI. | | | |

Midterm Students Comments (Please describe the skills you have developed so far. If not practiced, describe what you will do to develop your core competency skills by the end of the semester):

Final Students Comments (Please describe how you completed each activity selected in detail and how these activities have led to your growth and professional development):

Agency Field Instructor Evaluation

Midterm Comments (Please describe the skills developed so far. If not practiced, describe what the plan is to develop the core competency skills by the end of the semester):

Final Evaluation: A rating of 0 or 1 = Failing and 2-4 = Passing

Explain the rationale for all ratings in the comments section.

Please rate the student's performance according to the following scale for each of the 9 core competencies:

0= Unsatisfactory performance

1= Skill level needs improvement

2= Acceptable progress based on individual student's baseline 4

3= Demonstrates above expected levels of performance

4= Outstanding performance

0 1 2 3 4

Competency 1:

Competency 2:

Competency 3:

Competency 4:

Competency 5:

Competency 6:

Competency 7:

Competency 8:

Competency 9:

Final Comments (summarize the 9 core competency skills that the student has developed in detail):

Learning Contract Signatures:

Student:

Date:

Student electronic signature does imply agreement with the learning contract and expected practice behaviors during practicum semester

Student Comments (optional):

Agency Field Instructor:

Date:

Preceptor:

Date:

Field Office Approval:

Date:

(2) Midterm Evaluation Signatures (type name in signature box)

Student:

Date:

Student electronic signature does not imply agreement or disagreement with the evaluation: it indicates only that the student has reviewed it.

Student Comments (optional)

Agency Field Instructor:

Date:

Preceptor:

Date:

Total Hours completed at midterm:

Field Office Approval:

(3) Final Evaluation Signatures (type name in signature box)

Student:

Date:

Student electronic signature does not imply agreement or disagreement with the evaluation: it indicates only that the student has reviewed it.

Student Comments (optional)

Agency Field Instructor:

Date:

Preceptor:

Date:

Total Hours completed:

Field Office Approval: