



MSW Concentration YEAR | Micro | Student Integrative Learning Contract

Program Status Micro Full-time

Semester Fall

Academic Year Start 2016

Program Location: Akron Campus

Student Name Sally Super

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Field Instructor Wonderful Person

Work Phone 330-123-5678 Cell Phone _____

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Agency Lovely Agency

Site Address 1234 West Wonderful Lane, Wonderful, OH 44444

Faculty Liaison John Smith

Phone # and Email 330-555-9999/jjs@uakron.edu

Amended Contract, please check

Concentration Year | Micro Courses

Fall Semester	Spring Semester
SWK 603 Advanced Field Practicum III	SWK 604 Advanced Field Practicum IV
SWK 607 Advanced Practice with Small Systems	SWK 608 Advanced Practice with Small Systems II
SWK 611 Dynamics of Racism & Discrimination	SWK 675 Program Evaluation
SWK 663 Psychopathology & Social work	SWK_ Learner select One Elective -
SWK 646 Social Welfare Policy I	SWK __ Learner select One Elective
SWK ELECTIVE – CBT I	

The Student Learning Contract developed for **the academic year** in conjunction with the Evaluation, is used to depict the progress of the student's growth and development throughout the field experience. The Student Integrative Learning Contract provides the basis for the Evaluation. The student and the field instructor will identify learning objectives, along with incremental tasks that the student will work toward achieving. While there are many variables that contribute to outcomes, it is the quality and nature of the student's performance activity and professional development in demonstrating practice behaviors to achieve each foundation competency that is being measured. The student must be involved in this process. The field instructor and the student should be familiar with the Program competencies and field education practice behaviors for each learning area when

Micro Competencies | Practice Behaviors

Competency 2.1.1 - Identify as a professional social worker and conduct oneself accordingly

At the micro concentration level, advanced practitioners recognize and embrace the unique role of social work in developing and implementing a variety of roles that contribute to the health and well-being of others. They understand social work frameworks and theories specific to individuals, families, and small groups. Advanced practitioners in small systems:

- Demonstrate the professional use of self and critical consciousness in multiple micro practice context;
- Seek supervision and consultation appropriately and stay abreast of changes in social work practice through lifelong learning;
- Communicate the purpose of social work practice with other professionals, clients and the community.

Competency 2.1.2 - Apply social work ethical principles to guide professional practice

At the micro concentration level, advanced practitioners are knowledgeable about ethical principles/issues specific to individuals, families and groups in context. Advanced practitioners in small systems:

- Apply the NASW Code of Ethics when making ethical decisions and resolving ethical dilemmas;
- Demonstrate and apply a professional understanding of personal and societal values in ethical decision-making with individuals, families and groups.

Competency 2.1.3 - Apply critical thinking to inform and communicate professional judgments

At the micro concentration level, advanced practitioners analyze the efficacy of various models of prevention, assessment, intervention and evaluation specific to individuals, families and small groups. Because of the multi-disciplinary nature of the problems clients encounter, practitioners must be able to understand the contribution of multiple perspectives, and communicate effectively with both other disciplines and clients. Advanced practitioners in small systems:

- Demonstrate an understanding of and an ability to critically analyze a variety of theories and practice approaches in bringing about therapeutic change with individuals, families and small groups;
- Communicate orally and in writing when working with client systems and complete documentation effectively;
- Draw upon a variety of sources to obtain knowledge and skills based upon scientific inquiry.

Competency 2.1.4 - Engage diversity and difference in practice

At the micro concentration level, advanced practitioners promote and advocate for the inclusion of diversity in the development of social policy programs, benefits, services and practices for individuals, families and small groups. They are familiar with variations in the nature and course of difficulties clients encounter across the life span. Advanced practitioners in small systems:

- Utilize knowledge and skills to address social structure and cultural values that may oppress, marginalize, and alienate some, while creating privilege and power for others;
- Demonstrate an understanding and valuing of one's own culture that influences personal biases and values that may create prejudices in working with diverse groups;
- Integrate effectively into practice knowledge and skills of differences and similarities, as well as dimensions of diversity.

Competency 2.1.5 - Advance human rights and social and economic justice

At the micro concentration level, advanced practitioners recognize barriers such as stigma, shame, stereotyping and discrimination, that clients encounter in their access to and utilization of services that affect their quality of life. Advanced practitioners in small systems:

- Demonstrate abilities to promote strengths and competence in individuals, families and small groups;
- Empower clients to overcome oppression and appreciate social and economic justice by developing client awareness of theories of justice and strategies to promote human and civil rights;

- Advocate for social and economic justice on behalf of clients and to create social change.

Competency 2.1.6 - Engage in research-informed practice and practice-informed research

At the micro concentration level, advanced practitioners are knowledgeable about evidence-based prevention models, programs, policies, and interventions related to problems-in-living encountered by individuals, families and small groups. They understand how to evaluate their own practice. Advanced practitioners in small systems:

- Review practice research and select models appropriate to various client populations;
- Apply research methods and skills in the critical examination and evaluation of their own practice;
- Document practice experiences to provide data that reflects and builds upon evidence-based intervention.

Competency 2.1.7 - Apply knowledge of human behavior and the social environment

At the micro concentration level, advanced practitioners have an eclectic knowledge base of human behavior theories and apply theories to formulate assessments and engage clients in the planned changed process. They understand the interdependent relationship among systems of service delivery in relation to individual, family and group development. Advanced practitioners in small systems:

- Apply a biopsychosocial conceptual framework, to understand human conditions that affect client behavior;
- Review, select and apply developmentally and culturally competent assessment, intervention and evaluation models;
- Integrate knowledge of individual and family life span development in the context of the environment to understand the client's human condition.

Competency 2.1.8 - Engage in policy practice to advance social and economic well-being and to deliver effective social work services

At the micro concentration level, advanced practitioners in small systems understand, appreciate, and engage colleagues and clients in advocating for policy to address human needs and optimize human functioning. Advanced practitioners in small systems:

- Stay current with political, economical, social, and environmental trends that create policies that may have a negative impact on client systems;
- Collaborate with stakeholders who engage in policy making that affect program designs, program funding and service delivery;
- Choose appropriate methods for advocating on behalf of individuals, families and small groups.

Competency 2.1.9 - Respond to contexts that shape practice

At the micro concentration level, advanced practitioners can complete environmental scans to understand the impact of changes in economic stability, deindustrialized communities, and shifting migration/immigration that affects the delivery of relevant services. Advanced practitioners in small systems:

- Respond effectively to the existing context that impact the nature of services with a continuum of care model that under gird relevant services;
- Act as change agents to provide leadership and promote stability in quality service delivery that address existing human needs;
- Advocate for health and mental health, and promote resiliency factors that may contribute to the reduction of risk and vulnerability.

Competency 2.1.10 – (a-d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

At the micro concentration level, advanced practitioners utilize the planned changed process that engages clients in a professional helping relationship and collaborate with them to gain knowledge and skills in developing assessments and interventions that facilitate the achievement of goals and evaluate the effectiveness of client services.

Competency 2.1.10(a) Engagement

At the micro concentration level, advanced practitioners prepare for client intervention by becoming knowledgeable of commonalities of client problem situations, cultural factors, review evidence-based practice while seeking necessary supervision and consultation. Advanced practitioners in small systems:

- Prepare for initial client contact by integrating their knowledge, skills and values with their preliminary understanding of the client's human conditions;
- Develop an awareness of ethical dilemmas that may exist in preparation for client interaction;
- Identify with the client's anxiety inherent in initial interaction and purposefully use the professional self to demonstrate empathy, respect for worth and dignity of the client to facilitate the client's sharing his/her human condition.

Competency 2.1.10(b) – Assessment

At the micro concentration level, advanced practitioners use knowledge, empathy and other interpersonal skills to communicate effectively with all client systems. Advanced practitioners in small systems:

- Communicate effectively with all client systems to obtain and analyze in-depth data to provide answers to issues, problems, needs, resources, client strengths and assets and collaboratively involve the client system in determining intervention strategies and goals;
- Conduct a developmental interview that enables the client to share his/her human condition and participate in determining the effectiveness of their support network that can be utilized to implement the planned change process;
- Determine collaboratively a course of action which identifies those achievements and/or barriers to successful outcomes.

Competency 2.1.10(c) - Intervention

At the micro concentration level, advanced practitioners utilize knowledge, skills, and values to select and apply appropriate intervention models. Advanced practitioners in small systems:

- Enlist the client in the development of appropriate and mutually agreed-on intervention plan;
- Implement collaborative intervention strategies that enhance client social functioning utilizing referral sources when indicated;
- Utilize the client's human condition to facilitate change through negotiation, mediation and advocacy;
- Seek supervision, consultation and literature review to enhance the client's goal achievement;
- Facilitate the client in developing and maintaining adaptive behaviors that provide stability within their environment.

Competency 2.1.10(d) - Evaluation

At the micro concentration level, advanced practitioners utilize evidence-based practice to assess goal achievement of individuals, families, and small group. Advanced practitioners in small systems:

- Monitor and evaluate interventions in collaboration with client systems;
- Utilize research skills to ensure best practices of evidence-based intervention;
- Facilitate termination and separation of the client-worker relationship by assessing the goal attainment results, and the client's readiness;
- Develop strategies for feedback on client's maintaining adaptive functioning;
- Work collaboratively with evaluators/researchers to assess intervention efficacy and effectiveness.

STUDENT INTEGRATIVE LEARNING CONTRACT – Areas of Learning: Micro Practice

Academic Year Start 2016

Please identify a minimum of one competency for each Learning Objective:

<p>Learning Objective I: Effectively integrate a cognitive conceptualization when interacting with children who have a mental health diagnoses.</p>	<p>Learning Objective II: Establish a therapeutic relationship with target population using basic cognitive-behavioral therapeutic (CBT)skills</p>	<p>Learning Objective III: Effectively utilize monitoring tools and cognitive-behavioral therapy (CBT) questionnaires with identified CBT clients.</p>
<p>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</p>	<p>Competency 9: Evaluate Practice with Individuals, Families, Groups and Communities.</p>	<p>Competency 4: Engage in Practice Informed Research and Research Informed Practice.</p>
<p>Incremental Task Assignments:</p>	<p>Incremental Task Assignments:</p>	<p>Incremental Task Assignments:</p>
<p>1. Research requirements using appropriate diagnostic criteria. 2. Review required elements of a cognitive conceptualization based on 2 models.</p>	<p>1 Review basic CBT strategies and interventions.</p>	<p>1. Observe/shadow staff utilizing the CBT questionnaires.</p>
<p>3. Decide on a preferred conceptualization model. 4. Assist family system with filling out agency intake forms.</p>	<p>2 Observe counseling interviews (individual or group) and identify utilization of specific strategies and interventions.</p>	<p>2. Research the literature for a minimum of five monitoring tools and/or CBT questionnaires.</p>
<p>5. Observe field instructor conducting an assessment interview. 6. Complete the written assessment and cognitive conceptualization and review with field instructor</p>	<p>3 Conduct sessions focusing on psychoeducation about CBT and applicability to the client’s problems</p>	<p>3. Provide psychoeducation to clients when using the tools and/or questionnaires in a session.</p>
<p>7. Conduct 10 assessments and complete the assessment report, including the cognitive conceptualization,</p>	<p>4 Develop at least 10 treatment plans based on the assessments and cognitive conceptualization; and apply CBT strategies in treatment.</p>	<p>4. Incorporate findings into planning for subsequent sessions and in ongoing treatment.</p>
<p>8. Receive feedback from the field instructor on completed assessments and cognitive conceptualizations.</p>	<p>5 Seek feedback and guidance from supervisor regarding client case.</p>	<p>5. Seek feedback on effectiveness from clients and the field instructor.</p>
<p>Method of Evaluation Completion of Objective</p>	<p>Method of Evaluation Direct Observation</p>	<p>Method of Evaluation Completion of Objective</p>
<p>Student Initials: SS</p>	<p>9/30/2016 Field Instructor: WP</p>	<p>9/30/2016 Faculty Liaison:JS</p>

STUDENT INTEGRATIVE LEARNING CONTRACT – Areas of Learning: Professional Development

Academic Year Start 2016

Please identify a minimum of one competency for each Learning Objective:

Learning Objective I:	Learning Objective II:	Learning Objective III:
Effectively assess the feasibility of using Cognitive Behavioral Therapy Therapeutic (CBT) strategies or protocol within identified programs within assigned setting	Demonstrate competency in the diagnostic criteria and basic CBT therapeutic interventions for the most commonly diagnosed mental disorders.	Demonstrate consistent professional self-awareness and improve CBT learning through the application of a guided, experiential, self-practice/self-reflection (SP/SR) training practice.
Competency: 2.1.6 Engage in research-informed practice...	Competency: 2.1.3 Apply critical thinking to inform...	Competency: 2.1.2 Apply Social work ethical principles...
Incremental Task Assignments:	Incremental Task Assignments:	Incremental Task Assignments:
1. Identify program for assessment	1. Research & identify the most common mental health diagnoses.	1. In collaboration with the field instructor, identify a professional issue/problem as an area of focus.
2. Provide a rationale for choosing this program and support with relevant research.	2. Research diagnostic criteria and be able to recognize these disorders.	2. Identify processes to integrate experiential activity into practice
3. Identify population and client symptoms that may potentially benefit from CBT interventions.	3. Research evidenced based practices and effective interventions for target population	3. Critically assess professional sense of self related to the intervention and identify potential responses from client.
4. Identify & explain rationale for specific CBT interventions	4. Develop, in collaboration with an agency professional, a proposal for piloting this approach with a client system	4. Seek feedback and constructive criticism from supervisor.
5. Present oral & print findings of assessment	5. Present an oral & print report of recommended pilot program	5. Periodically review with the field instructor ways in which the SP/SR is contributing to effective interventions with clients.
Method of Evaluation Feedback from Agency Professionals	Method of Evaluation Completion of Objective Choose an item.	Method of Evaluation Feedback from Agency Professionals Choose an item.
Student Initials: SS 9/30/2016	Field Instructor: WP 9/30/2016	Faculty Liaison: JS 9/30/2016



Additional Learning Objectives:

Student Integrative Learning Contract Signature Page

Important! Signature Box Below- Field Student *required*

A check in this box affirms I have participated in the development of this learning contract and this is the equivalent of my signature.

Graduate Field Student Name: Sally Super

Signature Date: 9/30/2016

Important! Signature Box Below- Task Supervisor (*if applicable*)

A check in this box affirms that I have reviewed all of the information, met with the assigned student to develop this learning contract and the information is true to the best of my knowledge, and is the equivalent of my signature.

Task Supervisor Name:

Signature Date: [Click here to enter a date.](#)

Important! Signature Box Below- Field Instructor *required*

A check in this box affirms that I have reviewed all of the information, met with this student to develop this learning contract, the information is true to the best of my knowledge, and is the equivalent of my signature.

Field Instructor Name: Wonderful person

Signature Date: 9/30/2016

Important! Signature Box Below- Field Faculty Liaison *required*

A check in this box affirms that I hereby attest I have reviewed all of the information, it is true to the best of my knowledge, and is the equivalent of my signature.

Field Faculty Liaison Name: John Smith

Signature Date: 9/30/2016

Student Integrative Learning Contract Submission Process

Step#1: Student Responsibility

Student is responsible for meeting with Task Supervisor (if applicable) to discuss the completion of this learning contract. If **no** Task Supervisor, Student meets with Field Instructor.

Step #2: Task Supervisor Responsibility

Upon completion of signature boxes by Task Supervisor (if applicable) Task Supervisor electronically forwards this document to the Field Instructor.

Step #3: Field Instructor Responsibility

Upon completion of signature boxes by Field Instructor, Field Instructor electronically forwards this document to their assigned Field Faculty Liaison.

Step #4: Field Faculty Liaison Responsibility

Upon review and completion of signature boxes by assigned Field Faculty Liaison, Field Faculty Liaison renames document (Academic semester, Program, Last name, First name- i.e. 2016FallGraduateMicroPalmerTeresa) and submit to student's assigned field contact person

Step #5: Field Contact Person Responsibility

Review Student Integrative Learning Contract, Time & Task Logs, & Student Evaluation and submit grade to university

Field Contact Persons

Akron Campus Undergraduate & Graduate Foundation students |

Naomi White | naomi1@uakron.edu | 330-972-5978

Lakewood campus Graduate students & Concentration Akron Campus students |

Becky Thomas | bthomas@uakron.edu | 330-972-5682

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Wayne College Undergraduate students | Lisa Crites | lkc6@uakron.edu |

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