Program Status: Micro Full-time
Semester: Fall
Academic Year Start: 2016
Program Location: Akron Campus

Student Name: Sally Super
Home and Work Phone: 330-555-5555
Cell Phone & Email: 330-555-4458 / sas28@zips.uakron.edu
Field Instructor: Wonderful Person
Work Phone: 330-123-5678
Email: Wonderful.person@lovelyagency.com
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**
- SWK 603 | Advanced Field Practicum III
- SWK 607 | Advanced Practice with Small Systems
- SWK 611 | Dynamics of Racism & Discrimination
- SWK 663 | Psychopathology & Social work
- SWK 646 | Social Welfare Policy I
- SWK ELECTIVE – CBT I

**Spring Semester**
- SWK 604 | Advanced Field Practicum IV
- SWK 608 | Advanced Practice with Small Systems II
- SWK 675 | Program Evaluation
- SWK ___ | Learner select One Elective -
- SWK ___ | Learner select One Elective

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
developing the learning contract.

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

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**Learning Objective I:** Effectively integrate a cognitive conceptualization when interacting with children who have a mental health diagnoses.

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**Learning Objective II:** Establish a therapeutic relationship with target population using basic cognitive-behavioral therapeutic (CBT) skills

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**Learning Objective III:** Effectively utilize monitoring tools and cognitive-behavioral therapy (CBT) questionnaires with identified CBT clients.

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

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

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**Competency 4: Engage in Practice Informed Research and Research Informed Practice.**

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**Incremental Task Assignments:**

<table>
<thead>
<tr>
<th>Task Assignment</th>
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<tbody>
<tr>
<td>1. Research requirements using appropriate diagnostic criteria.</td>
</tr>
<tr>
<td>2. Review required elements of a cognitive conceptualization based on 2 models.</td>
</tr>
<tr>
<td>3. Decide on a preferred conceptualization model.</td>
</tr>
<tr>
<td>4. Assist family system with filling out agency intake forms.</td>
</tr>
<tr>
<td>5. Observe field instructor conducting an assessment interview.</td>
</tr>
<tr>
<td>6. Complete the written assessment and cognitive conceptualization and review</td>
</tr>
<tr>
<td>7. Conduct 10 assessments and complete the assessment report, including the</td>
</tr>
<tr>
<td>8. Receive feedback from the field instructor on completed assessments and</td>
</tr>
<tr>
<td>9. Develop at least 10 treatment plans based on the assessments and cognitive</td>
</tr>
<tr>
<td>10. Seek feedback and guidance from supervisor regarding client case.</td>
</tr>
<tr>
<td>11. Conduct sessions focusing on psychoeducation about CBT and applicability to</td>
</tr>
<tr>
<td>12. Incorporate findings into planning for subsequent sessions and in ongoing</td>
</tr>
<tr>
<td>13. Provide psychoeducation to clients when using the tools and/or questionnaires in a session.</td>
</tr>
<tr>
<td>14. Investigate the literature for a minimum of five monitoring tools and/or CBT questionnaires.</td>
</tr>
<tr>
<td>15. Seek feedback on effectiveness from clients and the field instructor.</td>
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**Method of Evaluation**

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<tr>
<th>Objective</th>
<th>Direct Observation</th>
<th>Choose an Item</th>
<th>Completion of</th>
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**Student Initials:** SS  9/30/2016  **Field Instructor:** WP  9/30/2016  **Faculty Liaison:** JS  9/30/2016
**STUDENT INTEGRATIVE LEARNING CONTRACT – Areas of Learning: Professional Development**

**Academic Year Start** 2016

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

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**Competency: 2.1.6 Engage in research-informed practice...**

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**Competency: 2.1.3 Apply critical thinking to inform...**

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**Competency: 2.1.2 Apply Social work ethical principles...**

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<tr>
<td>1. Identify program for assessment</td>
<td>1. Research &amp; identify the most common mental health diagnoses.</td>
<td>1. In collaboration with the field instructor, identify a professional issue/problem as an area of focus.</td>
</tr>
<tr>
<td>2. Provide a rationale for choosing this program and support with relevant research.</td>
<td>2. Research diagnostic criteria and be able to recognize these disorders.</td>
<td>2. Identify processes to integrate experiential activity into practice</td>
</tr>
<tr>
<td>3. Identify population and client symptoms that may potentially benefit from CBT interventions.</td>
<td>3. Research evidenced based practices and effective interventions for target population</td>
<td>3. Critically assess professional sense of self related to the intervention and identify potential responses from client.</td>
</tr>
<tr>
<td>4. Identify &amp; explain rationale for specific CBT interventions</td>
<td>4. Develop, in collaboration with an agency professional, a proposal for piloting this approach with a client system</td>
<td>4. Seek feedback and constructive criticism from supervisor.</td>
</tr>
<tr>
<td>5. Present oral &amp; print findings of assessment</td>
<td>5. Present an oral &amp; print report of recommended pilot program</td>
<td>5. Periodically review with the field instructor ways in which the SP/SR is contributing to effective interventions with clients.</td>
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**Method of Evaluation**

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9.28.16
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

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**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

**Lakewood campus Undergraduate students**
Janice Steinmetz | jestein@uakron.edu | 216-221-1141

**Wayne College Undergraduate students**
Lisa Crites | lkc6@uakron.edu | 330-972-8707