



Department of Social Work

STUDENT LEARNING CONTRACT

Check one: () BSW () MSW Foundation

Semester: _____ Academic Year: _____

Student Name:	Agency Field Instructor:
Address:	Agency Address:
Phone:	Phone:
Email:	Email:
	Fax:

Faculty Field Instructor: _____

Office Address: Department of Social Work
 Swart Hall 230
 University of Wisconsin Oshkosh
 800 Algoma Blvd.
 Oshkosh, WI 54901

Telephone: (920) 424-1419 E-mail: bswfield@uwosh.edu or mswfield@uwosh.edu
 Fax: (920) 424-1443

Write in hours for each day:	M:	T:	W:	R:	F:
Signatures	Contract Negotiation		Final Evaluation		
Student:	Date:		Date:		
Agency Instructor:	Date:		Date:		
Faculty Instructor:	Date:		Date:		

Dates of other agency contacts:

Who	Date	Regarding

Guidelines for Use of the Student Learning Contract

Negotiating the Contract

The Student Learning Contract serves to guide the student through the field experience. Practice Behaviors and Core Competencies are specified in the document. Each student is responsible for identifying individualized tasks to meet the NINE Core Competencies (CSWE, 2015).

The student is expected to negotiate, with the faculty and field agency instructors, appropriate and feasible tasks. These tasks are shaped by the opportunities provided by the agency, the learning needs of the student, and the practice competencies required by the Department of Social Work. The Student Learning Contract becomes finalized when all three parties meet to review and sign it. The initial contract review meeting should occur by the fifth week of the term. The Student Learning Contract may be renegotiated, if needed, during the semester.

The Student Learning Contract serves as the basis for assessing field performance. There are two formal evaluations during the academic year.

Each evaluation conference will occur during the last two weeks of the semester and is initiated by the Faculty Instructor. A thorough summative evaluation conducted by the student, the Faculty Instructor and the Agency Instructor takes place at this conference. The Faculty Instructor assigns the final course grade. The Student Learning Contract performance accounts for sixty percent of the semester grade with the seminar performance accounting for the remaining forty percent.

Students are required to develop a second SLC for Applied Generalist Practice II. That contract should incorporate evaluative feedback from their first semester learning contract. In the second semester, the student is expected to achieve autonomy and competence at the beginning level of professional social work practice.

Rating:

1: Student does not demonstrate competency; student needs to take initiative to improve practice competency.

2: Student demonstrates limited practice competency.

3: Student is developing competency that is approaching that of a beginning level Social Work professional.

4: Student demonstrates competency at a beginning level/advanced level Social Work professional.

Goals/ Agency-based tasks	CSWE Competencies	Practice Behaviors
	1. Demonstrate Ethical and	1.1. Make ethical decisions by applying the standards of the NASW

	Professional Behavior	<p>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</p> <p>1.2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</p> <p>1.3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communications</p> <p>1.4. Use technology ethically and appropriately to facilitate practice outcomes</p> <p>1.5. Use supervision and consultation to guide professional judgment and behavior</p>
	2. Engage Diversity and Difference in Practice	<p>2.1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels</p> <p>2.2. Present themselves as learners and engage clients and constituencies as experts of their own experiences</p> <p>2.3. Apply self-awareness and self-regulation to manage the influence</p>
	3. Advance Human Rights and Social, Economic, and Environmental Justice	<p>3.1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels</p> <p>3.2. Engage in practices that advance social, economic, and environmental justice</p>
	4. Engage in Practice-informed Research and Research-informed Practice	<p>4.1. Use practice experience and theory to inform scientific inquiry and research</p> <p>4.2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings</p>

	4. Engage in Practice-informed Research and Research-informed Practice	4.3. Use and translate research evidence to inform and improve practice, policy, and service delivery
	5. Engage in Policy Practice	5.1. Identify social policy at the local, state, and federal levels that impacts well-being, service delivery, and access to social services 5.2. Assess how social welfare and economic policies impact the delivery of and access to social services 5.3 Apply critical thinking skills 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	6.1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
	7. Assess Individuals, Families, Groups, Organizations, and Communities	7.1. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies 7.2. Apply knowledge of human behavior in the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies 7.3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies 7.4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and

	7. Assess Individuals, Families, Groups, Organizations, and Communities	constituencies
	8. Intervene with Individuals, Families, Groups, Organizations, and Communities 8. Intervene with Individuals, Families, Groups, Organizations, and Communities	8.1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies 8.2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies 8.3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes 8.4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies 8.5. Facilitate effective transitions and endings that advance mutually agreed-on goals
	9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	9.1. Select and use appropriate methods for evaluation outcomes 9.2. Apply knowledge of human behavior and social environment person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes 9.3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes 9.4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels