



PRACTICUM LEARNING CONTRACT

Student name:

Practicum Agency:

Task Supervisor (if applicable):

Field Instructor/Social Work Education Supervisor:

The Learning Contract serves as a tool for planning and tracking practicum activities, ensuring that students are meeting all competencies and behaviors required for social work practice and successful completion of practicum.

With your supervisor(s), review the competencies and behaviors listed in this document and discuss your ideas for activities you can do to develop and demonstrate your skills in each throughout your practicum. List your objectives for each, using SMART language, and include a target date for completion. Target dates should span both semesters and are used as a guide for planning. Note that one activity may, and are encouraged to, meet multiple behaviors within different competencies.

Once complete, review this with your supervisor, have them sign, and submit to Blueline. You will continue to use this document in supervision throughout practicum and can make updates accordingly. At the end of each semester, your practicum supervisor(s) will evaluate you based on the behaviors listed and how you demonstrated each skill, providing comments for further advancement.

Student development is expected to follow the below scale, so be sure to include activities for the full spectrum (observation to independence):

Fall Semester		Spring Semester	
3-4	5-6	7-8	9-10
Student mostly observes/shadows Student requires more direction Student relies heavily on supervisor		Student initiates activity and is more autonomous Student requires less direction Student collaborates with supervisor	

LEARNING CONTRACT COVER SHEET

To ensure a well-rounded and comprehensive plan for the year, please complete and submit the following with your final draft due in fall:

- List the number of activities you have included for each semester: _____ Fall _____ Spring

- List 2 examples from your learning contract for each of the following levels of practice. Be sure to include the activity/objective as you wrote it as well as the competency and behavior with which it is associated:
 - *Example: Communities:*
 1. *Behavior 2.2: Write a letter or call 2 representatives to advocate for a policy impacting my clients or organization.*
 2. *Behavior 7.1: Develop an ecomap (systems framework) of community resources to assess existing services and gaps in the community*
 - Individuals:
 - 1.
 - 2.
 - Families:
 - 1.
 - 2.
 - Groups:
 - 1.
 - 2.
 - Organizations:
 - 1.
 - 2.
 - Communities:
 - 1.
 - 2.

COMPETENCY 1: DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Observable behaviors that integrate the components of knowledge, values, skills, and cognitive and affective processes of this competency. Social Workers:	Practicum experiences & assignments you will do to learn and demonstrate this skill	Target Date	Status, Notes, and Evaluation
1.1 Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context			
1.2 Demonstrate professional behavior; appearance; and oral, written, and electronic communication			
1.3 Use technology ethically and appropriately to facilitate practice outcomes			
1.4 Use supervision and consultation to guide professional judgment and behavior			

Additional notes:

COMPETENCY 2: ADVANCE HUMAN RIGHTS AND SOCIAL, RACIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Observable behaviors that integrate the components of knowledge, values, skills, and cognitive and affective processes of this competency. Social Workers:	Practicum experiences & assignments you will do to learn and demonstrate this skill	Target Date	Status, Notes, and Evaluation
2.1 Advocate for human rights at the individual, family, group, organizational, and community system levels			
2.2 Engage in practices that advance human rights to promote social, racial, economic, and environmental justice			

Additional notes:

COMPETENCY 3: ENGAGE ANTI-RACISM, DIVERSITY, EQUITY, AND INCLUSION (ADEI) IN PRACTICE

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture’s structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Observable behaviors that integrate the components of knowledge, values, skills, and cognitive and affective processes of this competency. Social Workers:	Practicum experiences & assignments you will do to learn and demonstrate this skill	Target Date	Status, Notes, and Evaluation
3.1 Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels			
3.2 Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences			

Additional notes:

COMPETENCY 4: ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Observable behaviors that integrate the components of knowledge, values, skills, and cognitive and affective processes of this competency. Social Workers:	Practicum experiences & assignments you will do to learn and demonstrate this skill	Target Date	Status, Notes, and Evaluation
4.1 Apply research findings to inform and improve practice, policy, and programs			
4.2 Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work			

Additional notes:

COMPETENCY 5: ENGAGE IN POLICY PRACTICE

Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Observable behaviors that integrate the components of knowledge, values, skills, and cognitive and affective processes of this competency. Social Workers:	Practicum experiences & assignments you will do to learn and demonstrate this skill	Target Date	Status, Notes, and Evaluation
5.1 Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services			
5.2 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice			

Additional notes:

COMPETENCY 6: ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities.

Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Observable behaviors that integrate the components of knowledge, values, skills, and cognitive and affective processes of this competency. Social Workers:	Practicum experiences & assignments you will do to learn and demonstrate this skill	Target Date	Status, Notes, and Evaluation
6.1 Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies			
6.2 Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies			

Additional notes:

COMPETENCY 7: ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Observable behaviors that integrate the components of knowledge, values, skills, and cognitive and affective processes of this competency. Social Workers:	Practicum experiences & assignments you will do to learn and demonstrate this skill	Target Date	Status, Notes, and Evaluation
7.1 Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies			
7.2 Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan			

Additional notes:

COMPETENCY 8: INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Observable behaviors that integrate the components of knowledge, values, skills, and cognitive and affective processes of this competency. Social Workers:	Practicum experiences & assignments you will do to learn and demonstrate this skill	Target Date	Status, Notes, and Evaluation
8.1 Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals			
8.2 Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies			

Additional notes:

COMPETENCY 9: EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Observable behaviors that integrate the components of knowledge, values, skills, and cognitive and affective processes of this competency. Social Workers:	Practicum experiences & assignments you will do to learn and demonstrate this skill	Target Date	Status, Notes, and Evaluation
9.1 Select and use culturally responsive methods for evaluation of outcomes			
9.2 Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities			

Additional notes:

COMPETENCY 10: APPLY JESUIT PERSPECTIVE IN PRACTICE

Social workers from Creighton University understand the complex historical and current relationship of religion and spirituality as part of the human experience. Creighton social workers’ practice is informed and improved by their Jesuit education. They care for the individual person (*cura personalis*), strive for justice (Magis), advocate as people for and with others, and engage in reflective practice (contemplation in action). Social workers from Creighton are skilled in applying Jesuit charisms as guideposts in their own self-care and approaches with others, integrating spirituality as an integral part of holistic practice. Social workers from Creighton have been educated in theological and philosophical concepts as part of their liberal arts foundation as well as social work foundations of client autonomy, self-determination, and intersectionality that may or may not have religion and/or spirituality as components. Creighton social workers are aware of personal and professional boundaries related to religion and/or spirituality and can apply the NASW Code of Ethics to this end. Creighton social workers understand that religion and/or spirituality can be a source of pain and oppression as well as strength, support, and connectedness.

Observable behaviors that integrate the components of knowledge, values, skills, and cognitive and affective processes of this competency. Social Workers:	Practicum experiences & assignments you will do to learn and demonstrate this skill	Target Date	Status, Notes, and Evaluation
10.1 Incorporate spirituality as a component of holistic biopsychosocial practice when assessing and/or intervening with clients and constituencies			
10.2 Apply Jesuit charisms to inform and improve practice at the individual, family, group, organization, community, research, and policy levels			

Additional notes:

STUDENT-IDENTIFIED PROFESSIONAL GOALS:

Identify two or more goals you choose to develop as you transition from student to professional this year. The goals should include aspects of knowledge, values, skills, or cognitive/affective processes related to social work professional development. The goals must incorporate any areas of needed development identified in your other SWK courses, improvement contracts with the Program Director, or reviewed with the Field Education Director during practicum planning.

Observable behaviors that integrate the components of knowledge, values, skills, and cognitive and affective processes of this competency. Social Workers:	Objectives and tasks you will do to demonstrate this skill and achieve the goal you set	Target Date	Status, Notes, and Evaluation
Goal #1			
Goal #2			

LEARNING CONTRACT REVIEW & APPROVALS

The signatures below indicate the above document has been reviewed between student and supervisor(s). All parties agree that the noted assignments and tasks are reasonable to demonstrate skill in each competency within the scope of the student's role and this practicum. This document can, and should, be updated throughout the year as activities change and skills advance, and it is expected that you review this regularly in supervision meetings.

Student signature and date:

Task Supervisor signature and date (if applicable):

Social Work Educational Supervisor signature and date: