

**Texas Christian University  
Sample Learning Contract (BSW)**

Core Competency	Course Objectives Students will	Activities:	Due Dates
<b>Identify as a professional social worker and conduct oneself accordingly (Professional) (2.1.1)</b>	1. advocate for client access to the services of social work;	1. For two cases, Intern will locate agency/organization that will provide needed services for free and advocate for client to receive the needed services. 2. Intern will use resources/resource system and other professionals to advocate for a client and their families to obtain quality services. 3. Intern will go the Student Day at the Legislature and meet with senators to advocate for agency funding (macro). 4. Intern will speak to an agency on behalf of a client's needs under FI supervision (micro).	
(Professional)	2. practice personal reflection and self-correction to assure continual professional development ;	1. At the end of each week, Intern will reflect on cases (w/FI) worked to assess areas that need improvement. 2. Intern will keep a daily journal of activities and self- reflection and discuss performance with FI at weekly meetings.	
(Professional)	3. attend to professional roles and boundaries;	1. Intern will attend two case staffing meetings with FI and maintain professional boundaries while working with all clients on caseload. 2. Intern will complete paperwork in timely and appropriate manner; field instructor will review. 3. Intern will maintain appropriate boundaries with clients who Intern has known in other capacities and discuss with FI. 4. Intern will adhere to role as a volunteer supervisor and maintain appropriate boundaries and client confidentiality with volunteers known outside of internship. 5. Intern will talk with FI about roles and boundaries within the agency setting. 6. FI will observe Intern in an interview w/client and review with Intern about professionalism in that context.	

(Professional)	4. demonstrate professional demeanor in behavior, appearance, and communication;	<ol style="list-style-type: none"> <li>1. Intern will dress professionally every day and act professionally when interacting with colleagues and clients.</li> <li>2. Once a week for ten weeks Intern will work as a volunteer with four hospice patients and will talk w/FI as to how Intern demonstrated professional demeanor.</li> <li>3. Intern will observe “casual Fridays” by wearing appropriate jeans and a school spirit shirt.</li> <li>4. FI will provide information about professional demeanor within the agency and then talk with intern in supervision about how they are doing with the expectations.</li> </ol>	
(Professional)	5. engage in career-long learning; and	<ol style="list-style-type: none"> <li>1. Intern will read two journal articles that pertain to the placement and talk with FI about them.</li> <li>2. Intern will attend at least 2 training/educational sessions at the agency and a related organization and report back to FI how this will help professionally.</li> <li>3. Intern will attend one NASW branch meeting and report back to FI about the relevancy.</li> <li>4. Intern will attend the NASW conference and report back to FI about what she learned.</li> <li>5. Intern will complete four NASW CEU’s online.</li> </ol>	
(Professional)	6. use supervision & consultation.	<ol style="list-style-type: none"> <li>1. Intern will discuss and review all documentation made on the computer with FI.</li> <li>2. Intern will review all cases and seek assistance from FI.</li> <li>3. Intern will schedule and come prepared with questions to weekly supervision with FI.</li> </ol>	
<b>Apply social work ethical principles to guide professional practice (Ethics) (2.1.2)</b>	7. recognize and manage personal values in a way that allows professional values to guide practice;	<ol style="list-style-type: none"> <li>1. Intern will complete one diversity training course, provided by FI and then discuss how personal values could conflict with a client’s values and how Intern is dealing w/that.</li> <li>2. Intern will discuss in supervision meetings with FI about how client values are in conflict with Intern’s values.</li> <li>3. Intern will conduct a role-play with a values conflict with FI or another intern during supervision.</li> <li>4. Intern will engage 2 students and 2 staff members in objective discussion and refrain from divulging religious or personal views and discuss how this was done with FI.</li> <li>5. Intern will provide caregiver support at least twice (bereavement, grief, respite, etc.) and talk with FI about how values differed from client’s values.</li> </ol>	

(Ethics)	8. make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;	<ol style="list-style-type: none"> <li>1. Intern will consult and review the NASW Code of Ethics on five cases and talk about how Intern applied the Code in at least 1 case w/ FI.</li> <li>2. Intern will draw on the principals of client self-determination and discuss how this relates to at least 3 clients with FI.</li> <li>3. Intern will adhere to the NASW Code of Ethics while discussing at least 1 students' situation with a teacher and maintain client confidentiality and discuss with FI.</li> <li>4. Intern will understand their own biases and identify two situations with students where they have had to work through their own biases.</li> <li>5. Intern will discuss one aspect of the NASW Code of Ethics during each weekly supervisory meeting with FI.</li> </ol>	
(Ethics)	9. tolerate ambiguity in resolving ethical conflicts; and	<ol style="list-style-type: none"> <li>1. Intern will complete two risk assessments and discuss w/ FI where ambiguity w/regard to ethics might present a problem.</li> <li>2. Intern will assist a patient with Advanced Directives and talk with FI about the ambiguities involved in these types of decisions.</li> <li>3. Intern will journal when experiencing an ethical conflict that is not "clear cut" and seek feedback from FI.</li> </ol>	
(Ethics)	10. apply strategies of ethical reasoning to arrive at principled decisions.	<ol style="list-style-type: none"> <li>1. Intern will attend one Adversary hearing and one Family Group conference and discuss w/ FI how ethics helped Intern arrived at decisions made.</li> <li>2. Intern will discuss a situation where they felt conflicted by ethics and discuss with FI how they arrived at the decision utilizing the "no harm" position.</li> <li>3. Intern will adhere to laws and public policies related to hospice patients and their families (abuse reporting, legalities, advanced directives).</li> <li>4. Intern will adhere to child abuse reporting laws under supervision and guidance of FI.</li> <li>5. Intern will facilitate 2 volunteers with students through ethical dilemmas and discuss with FI.</li> </ol>	
<b>Apply critical thinking to inform and communicate professional judgments</b>	11. distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge,	<ol style="list-style-type: none"> <li>1. For two cases, Intern will read a peer reviewed article related to the case and discuss the findings with FI as to how it might help.</li> <li>2. Intern will discuss with FI how Intern used information from a client's file, interview, and collateral contacts to arrive at</li> </ol>	

<b>(Critical) (2.1.3)</b>	and practice wisdom;	<p>decisions made on behalf of the client.</p> <ol style="list-style-type: none"> <li>3. Intern will work collaboratively with the interdisciplinary team (IDT) to achieve care goals for patient and talk with FI about the various ways of knowing about clients and perspectives from other professionals.</li> <li>4. Intern will gather information for intake and assessment on 2 new students from multiple sources including their cumulative file, former counselors, the student, their family, and discuss with FI.</li> <li>5. During supervision and seminars Intern will discuss material from class and from field and how Intern can integrate them to be useful to a client.</li> </ol>	
(Critical)	12. analyze models of assessment, prevention, intervention, and evaluation; and	<ol style="list-style-type: none"> <li>1. Intern will review three past cases to analyze their assessment and intervention.</li> <li>2. Intern will research types of assessments, train on current assessment and talk w/FI about their evaluation of assessment tools.</li> <li>3. Intern will review 3 models of assessment used in the placement setting.</li> <li>4. Intern will integrate evaluation strategies from course materials into work with each client and show how Intern did this to FI on at least two clients.</li> </ol>	
(Critical)	13. demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues	<ol style="list-style-type: none"> <li>1. For ALL cases, the intern will speak clearly and effectively to all made collateral contacts.</li> <li>2. The intern will provide accurate documentation on all contacts made within the case file.</li> <li>3. Intern will develop and implement two intervention/treatment plans for patient in end of life care and communicate this to FI both in writing and orally.</li> <li>4. Intern will communicate with at least 5 staff members through e-mail and copy to FI.</li> <li>5. Intern will meet with 5 parents and communicate the CIS program to them with FI.</li> <li>6. Intern will complete an intake interview as well as lead a client group. At the end of placement, Intern will complete full evaluations and have them evaluated by FI.</li> <li>7. Intern will represent the agency at a local health/community fair &amp; speak about the agency.</li> </ol>	

<p><b>Engage diversity and difference in practice (Diversity) (2.1.4)</b></p>	<p>14. recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;</p>	<ol style="list-style-type: none"> <li>1. Intern will complete one cultural training course, provided by agency.</li> <li>2. Intern will review the NASW Standards for Culture Competence in Social Work practice and assess how they are implemented during patient visits.</li> <li>3. Intern will design one week’s curriculum that investigates the impact of the group member’s culture and values on their lives and consult with FI.</li> <li>4. Intern will engage at least 5 students of Mexican descent in discussion and gain an understanding of Mexican culture and discuss with FI.</li> <li>5. Intern will interact with individuals who are different from me based on age, SES, color, culture, disability, ethnicity, gender, religion and/or sexual orientations and Intern will journal about these experiences and review during supervision and field seminar.</li> <li>6. Intern will shadow staff of varying cultural backgrounds &amp; discuss w/FI how culture impacts services.</li> </ol>	
<p>(Diversity)</p>	<p>15. gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;</p>	<ol style="list-style-type: none"> <li>1. Intern will complete one “disproportionality in foster care” training course offered by agency and talk about how Intern is learning more about own personal biases.</li> <li>2. Intern will utilize supervision on ongoing case work and talk w/FI about what Intern is learning about self.</li> <li>3. Intern will become aware of personal biases and experiences in working with students from similar or different situations and process with FI.</li> <li>4. Intern will self-assess at the start &amp; end of internship &amp; compare differences.</li> <li>5. Intern will discuss conflicting values Intern is seeing or experiencing with FI in order to work on self -awareness.</li> </ol>	
<p>(Diversity)</p>	<p>16. recognize and communicate their understanding of the importance of difference in shaping life experiences; and</p>	<ol style="list-style-type: none"> <li>1. Intern will attend two permanency conferences and discuss with FI what life experiences impacted the families.</li> <li>2. Intern will shadow three people on the interdisciplinary team and will discuss/ review patient’s life experiences and how this has influenced the way they approach hospice services.</li> <li>3. Intern will develop one day’s curriculum for the girl’s group that addresses the role of life experiences and individuality in shaping identity.</li> <li>4. Intern will talk with supervisor about 2 clients and their life experience/background compared to intern’s life (how the</li> </ol>	

		differences shape the way each of us lives our lives.)	
(Diversity)	17. view themselves as learners and engage those with whom they work as informants.	<ol style="list-style-type: none"> <li>1. For ALL cases, intern will document all information received by clients and references; demonstrate w/2 clients the ways in which the information Intern gathered from them helped to inform the way Intern worked w/the client.</li> <li>2. Intern will collaborate with the interdisciplinary team to gain insight on patients care.</li> <li>3. Demonstrate w/2 clients the ways in which the information Intern gathered from them helped to inform the way Intern is working w/the client.</li> <li>4. Intern will interview various staff &amp; discuss their role at the agency.</li> </ol>	
<b>Advance human rights and social and economic justice (Human Rights) (2.1.5)</b>	18. understand the forms and mechanisms of oppression and discrimination;	<ol style="list-style-type: none"> <li>1. Intern will read two peer reviewed articles on poverty and drug abuse.</li> <li>2. Intern will read “The Framework for Understanding Poverty” and discuss during FI weekly meeting.</li> <li>3. Intern will review NASW Standards of Care and Rights of the Elderly and discuss w/FI the ways that clients may be oppressed and discriminated against.</li> <li>4. Intern will read 2 peer reviewed articles on poverty &amp; drug abuse.</li> <li>5. Intern will identify barriers clients face when accessing services at field agency and at other agencies and discuss them with supervisor.</li> </ol>	
(Human Rights)	19. advocate for human rights and social and economic justice; and	<ol style="list-style-type: none"> <li>1. For three cases, intern will advocate for children/family through inquiring why a decision is being made that potentially damages the family dynamics.</li> <li>2. Intern will advocate for a minimum of three clients to access needed services.</li> <li>3. Intern will call 3 legislators to advocate for CIS and TEA funding.</li> <li>4. Intern will attend CIS Day at the Capitol and meet with 5 legislators.</li> </ol>	

(Human Rights)	20. engage in practices that advance social and economic justice.	<ol style="list-style-type: none"> <li>1. Intern will connect at least three families with needed resources and talk w/FI about the way in which Intern is taking into consideration the practice interventions that advance social justice.</li> <li>2. When Intern meets with clients, Intern will be sure to recognize the power that Intern has over them and engage in practice that does not oppress or discriminate.</li> <li>3. Intern will advocate for a patients access and eligibility for services.</li> <li>4. Intern will attend interagency meetings to advocate for an important issue.</li> </ol>	
<b>Engage in research-informed practice and practice-informed research (Research) (2.1.6)</b>	21. use practice experience to inform scientific inquiry and	<ol style="list-style-type: none"> <li>1. Intern will meet and discuss with FI to compare FI’s practice experience with peer reviewed article (#22).</li> <li>2. Intern will read a peer reviewed research article related to hospice and/or palliative care and discuss with FI.</li> <li>3. Intern will interview FI about effective practices and review findings in supervision and seminars.</li> <li>4. Intern will research one journal article to apply to mentoring relationship with one client with identified emotional needs and discuss with FI.</li> <li>5. Intern will use previous surveys conducted in the agency to develop and conduct a needs assessment.</li> </ol>	
(Research)	22. use research evidence to inform practice	<ol style="list-style-type: none"> <li>1. Intern will read one peer reviewed article on two “new” mechanisms affecting client population.</li> <li>2. Intern will design a presentation to inform a group of professionals/ staff members of a topic relevant to their practice and seek guidance from FI.</li> <li>3. Intern will review at least two articles about a topic related to field placement &amp; discuss with FI.</li> <li>4. Intern may conduct a mock audit using organizational monitoring tools &amp; submit a report of the results.</li> </ol>	
<b>Apply knowledge of human behavior and the social environment (Knowledge) (2.1.7)</b>	23. utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and	<ol style="list-style-type: none"> <li>1. Intern will discuss theories and frameworks of assessment, intervention, and evaluation related to one client in integrative paper.</li> <li>2. Intern will identify the theory or conceptual framework used to work with clients in this setting and discuss with FI.</li> <li>3. Intern will conduct assessment at intakes and assist in developing case plans, making referrals, &amp; conducting interventions.</li> </ol>	

(Knowledge)	24. critique and apply knowledge to understand person and environment.	<ol style="list-style-type: none"> <li>1. Intern will complete one risk assessment and discuss how PIE relates to this client.</li> <li>2. Intern will discuss behaviors of clients and the ways the agency, system, community and society promotes or deters them from achieving health and well-being in supervision and seminars.</li> <li>3. Intern will discuss knowledge of PIE related to two clients in case presentations.</li> <li>4. Intern will develop five treatment plans based on the level of the need of clients.</li> </ol>	
<b>Engage in policy practice to advance social and economic well-being and to deliver effective social work services (Policy) (2.1.8)</b>	25. analyze, formulate, and advocate for policies that advance social well-being; and	<ol style="list-style-type: none"> <li>1. Intern will coordinate and attend two family visits to be held at DFPS office and talk with FI about CPS policies that are affecting the client.</li> <li>2. Intern will analyze policy changes at board meetings and take notes to demonstrate to discuss with FI.</li> <li>3. Intern will work with agency staff to write a grant for the agency.</li> <li>4. Intern will discuss an issue within the school that Intern thinks could be improved and will discuss w/FI.</li> <li>5. Student will review client grievances and facility for policy compliance &amp; effectiveness of responses.</li> </ol>	
(Policy)	26. collaborate with colleagues and clients for effective policy action.	<ol style="list-style-type: none"> <li>1. For three cases, Intern will meet with family and FI to discuss complete plan of execution.</li> <li>2. Intern will present a case at a case staffing meeting with agency colleagues.</li> <li>3. Intern will work with other agencies in collaboration to deal with funding cuts to all state agencies.</li> <li>4. Intern will serve on rule committee to evaluate, implement, or change rules or policies that affect client services.</li> </ol>	
<b>Respond to contexts that shape practice (Contexts) (2.1.9)</b>	27. continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and	<ol style="list-style-type: none"> <li>1. Intern will visit families in five different cities/neighborhoods and talk about the impact of the differences upon the clients.</li> <li>2. Intern will practice case management with varying demographics (elementary, middle and high school) and discuss with FI.</li> <li>3. Intern will assist a partner agency attending to at-risk populations with specific needs with the Apple Tree Project and document in log.</li> <li>4. Intern will familiarize myself with specific agencies, programs and community resources (2 a month)</li> <li>5. Intern will attend training or informative session relevant to</li> </ol>	



		client care and present information back to staff as it is relevant.	
(Contexts)	28. provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	<ol style="list-style-type: none"> <li>1. Intern will attend one Family Based Safety Services assessment and take the leadership role in providing or referring for services.</li> <li>2. Intern will summarize the findings of the survey in a report and explore ways to promote change in the agency during supervision and seminars.</li> <li>3. Intern will organize a uniform drive with the aim for annual recurrence to meet the needs of students of low socioeconomic status.</li> <li>4. Intern will attend 3 Elderly Service Provider meetings and discuss how the leadership is working on the service delivery w/FI.</li> <li>5. Intern will develop and present training session to coworkers or clients to improve client's skills.</li> </ol>	
<b>Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities (Engage or, Assess or, Intervene or, Evaluation) (2.1.10)</b>	29. substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;	<ol style="list-style-type: none"> <li>1. Intern will prepare all documents and binder for removal staffing; attend staffing.</li> <li>2. Intern will review case notes before meeting with 5 students and their respective families and discuss before and after with FI.</li> <li>3. Intern will prepare curriculum for 5 FGO girls' groups and review with FI before and after the group.</li> <li>4. Intern will prepare to take action by reviewing the client's prior records, staffing the case with FI, as well as teachers.</li> <li>5. Intern will review patient needs and concerns and (re)evaluate during visit.</li> </ol>	
(Engage)	30. use empathy and other interpersonal skills; and develop a mutually agreed-on focus of work and desired outcomes.  develop mutually agreed-on focus of work and desired outcomes.	<ol style="list-style-type: none"> <li>1. Intern will conduct two interviews with children, under supervision and demonstrate to FI that good interpersonal skills are being used.</li> <li>2. Intern will work individually with at least 1 student with identified emotional needs to improve behavior and academic performance and create goal contract to hold student accountable and consult FI weekly.</li> <li>3. Intern will demonstrate interpersonal skills throughout client assessments and discuss w/ FI to identify the skills used.</li> <li>4. Intern will use interpersonal skills when engaging with clients such as: reflective listening, empathy, open ended questions, content clarification, seeking feedback, and appropriate confrontation and problem solving and discuss this w/FI.</li> </ol>	

(Engage)	31. develop mutually agreed-on focus of work and desired outcomes.	<ol style="list-style-type: none"> <li>1. Intern will work closely with FI to meet weekly goal of closing four cases a week.</li> <li>2. Intern will work individually with at least 1 student with identified emotional needs to improve behavior and academic performance and create goal contract to hold student accountable and consult FI weekly.</li> <li>3. Intern will work w/ clients to identify common ground for the focus of our work together and write the goals, objectives and desired outcomes in the client's own words.</li> <li>4. During weekly FI meeting Intern will talk about mutually agreed upon goals that were discussed w/at least two clients.</li> </ol>	
(Assess)	32. collect, organize, and interpret client data;	<ol style="list-style-type: none"> <li>1. Intern will prepare all documents and binder for transfer to FBSS staffing; attend staffing.</li> <li>2. Intern will complete mandatory reporting on student's academic and behavioral performance as well for 4 monthly reports for CIS administration.</li> <li>3. Intern will use a number of methods to evaluate the effectiveness of interventions, such as client report, intake interview and follow-ups.</li> </ol>	
(Assess)	33. assess client strengths and limitations;	<ol style="list-style-type: none"> <li>1. Intern will prepare one list of client's strengths and limitations in preparation for Family Group Conference.</li> <li>2. Intern will reassess and revisit one treatment plan in response to newly identified or altered goals of care and clearly articulate client's strengths on it.</li> <li>3. Intern will ask clients to help in assessing their strengths and limitations and will seek feedback during supervision.</li> <li>4. Intern will document the strengths and limitations of 5 students in progress notes and discuss with FI.</li> </ol>	
(Assess)	34. develop mutually agreed-on intervention goals and objectives; and	<ol style="list-style-type: none"> <li>1. Intern will create four child safety plans with clients.</li> <li>2. Intern will work with at least 5 kids to develop a goal contract for academic and post-academic aspirations.</li> <li>3. Intern will work w/ clients to identify common ground for the focus of our work together.</li> <li>4. Intern will utilize patient visit to review goals with them.</li> </ol>	
(Assess)	35. select appropriate intervention strategies.	<ol style="list-style-type: none"> <li>1. Intern will speak with FBSS to verify what resources are appropriate and available for two clients.</li> <li>2. Intern will assess and plan interventions with 2 client's systems and document in CISTMS under service delivery.</li> <li>3. After initial interviews or office visits, Intern will staff a case</li> </ol>	

		with supervisor to make the best decision for the client. 4. Intern will evaluate client needs and determine what strategies to proceed with.	
(Intervene)	36. initiate actions to achieve organizational goals;	1. Intern will attend two FBSS referral meetings. 2. Intern will help plan the Apple Tree Project registration and promote the event to parents, whose participation is documented by a sign-in sheet at the event. 3. After weekly meeting with supervisor Intern will ask questions and to do more things that help the organization achieve its mission.	
(Intervene)	37. implement prevention interventions that enhance client capacities;	1. Intern will assist in three removals and talk with FBSS about strategies that are preventing a child from removal from a parent. 2. Intern will reevaluate and adjust service plans for a patient on a continuing basis. 3. Intern will implement asset building interventions with clients. 4. Intern will plan curriculum and facilitate 3 FGO groups each Thursday, focusing on positive self image and decision making and gather feedback from CMS staff.	
(Intervene)	38. help clients resolve problems;	1. Intern will discuss with FI techniques and methods for solving problems for at least three clients. 2. Intern will assist students/parents individually (home visits, supportive settings) and in groups (FGO, after school tutoring at DHS) as documented under service delivery in CISTMS. 3. If a problem occurs with a client, Intern will ask them personally if they would like to meet to discuss and come up with a plan of action. 4. Intern will respond to one patient's crisis needs & discuss w/FI the intervention and follow up completed.	
(Intervene)	39. negotiate, mediate, and advocate for clients; and	1. Intern will set up outside referral for at least two clients. 2. Intern will participate in collaborative meetings with 2 client systems to discuss client strengths and weaknesses and develop a plan of action and document in CISTMS. 3. Intern will assist clients to navigate around barriers to achieve their goals by using a strengths based perspective. 4. Intern will help a patient access resources and service providers	
(Intervene)	40. facilitate transitions and endings	1. Intern will conduct one initial interview and one exit interview, under supervision; complete termination of services. 2. Intern will meet mentor at least one student and explain the	

		<p>timeline of the relationship upon introduction under FI's supervision.</p> <ol style="list-style-type: none"> <li>3. Intern will do an exit interview on all cases before the client leaves.</li> <li>4. Intern will educate someone about signs and symptoms of end-of-life care</li> </ol>	
(Evaluation)	41. Critically analyze, monitor, and evaluate interventions.	<ol style="list-style-type: none"> <li>1. Intern will follow up with two foster families to check on welfare of children.</li> <li>2. Intern will follow up with clients to monitor and analyze that the intervention is effective.</li> <li>3. Intern will participate in continuous collaborative meetings, document client data notes in CISTMS, and gather feedback from FI.</li> </ol>	

SIGNATURES

**Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Field Instructor:** \_\_\_\_\_ **Date:** \_\_\_\_\_