**STOCKTON UNIVERSITY**

**UNDERGRADUATE SOCIAL WORK PROGRAM**

**JUNIOR YEAR LEARNING CONTRACT**

Student: Date:

Agency Instructor (or Interviewer):

Agency:

*Instructions:* The learning contract is a tool used to facilitate the student’s learning process. It provides a foundation for the learning experience to achieve competency-based learning outcomes of the Social Work Program’s Curriculum. Learning objectives, competencies, and learning activities available at the agency should be clearly stated and integrated in the process of developing this agreement. The intended result of developing this contract is mutual clarity and consensus among all educational partners (student, internship supervisor, social work program, and agency) regarding responsibilities, tasks, and processes to achieve specified learning competencies. Consequently, the learning contract helps to set boundaries for the student and serves as the basis for evaluation of the student performance. It ensures that the Social Work Program’s educational objectives for the internship experience are met.

The student should develop this mock example of a learning contract as practice for creating their more involved Senior Learning Contract. It can be based on one of the agencies the student visited on the Virtual Internship Day or another social service agency at which the student volunteered, visited, or worked. It is important to make the Learning Activities S.M.A.R.T. and reflective of **how an intern’s activity at that specific agency will allow them to demonstrate competency in that practice behavior.**

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| Competencies | Learning Objectives/Behaviors  (Students will be able to: …). | Learning Activities  \*Must be S.M.A.R.T. |
| **Competency 1– Demonstrate Ethical and Professional Behavior** | -make ethical decisions by applying the standards of the NASW 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  -demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication  -use technology ethically and appropriately to facilitate practice outcomes  -use supervision and consultation to guide professional judgment and behavior |  |
| **Competency 2- Advance Human Rights and Social, Racial, Economic, and Environmental Justice** | -advocate for human rights at the individual, family, group, organizational, and community system levels  -engage in practices that advance human rights to promote social, racial, economic, and environmental justice  - |  |
| **Competency 3- Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI)**  **In Practice** | -demonstrate anti-racist and anti-oppressive social work practices at the individual, family, group, organizational, community, research, and policy levels  -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 |  |
| **Competency 6- Engage with Individuals, Families, Groups, Organizations, and Communities** | -apply knowledge of human behavior and person-in-environment, as well as other interpersonal conceptual frameworks, to engage with clients and constituencies  -use empathy, reflection, and interpersonal skills to engage in culturally responsive practices with clients and constituencies |  |

***\*\*\* There must be a learning activity specified for every field learning objective***

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Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Practicum Coordinator Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_