California State University Chico
School of Social Work
400 W. 1st Street Chico, CA
95929-0550

Generalist Practice
BSW & Foundation-Year
Student Learning Contract - SAMPLE
Practicum Education Program

Student Name:	**Date:**
Placement Agency Name:	
Practicum Instructor:	**Email:**
Faculty Liaison:	**Email:**
Weekly Schedule for Practicum Hours:	

Total Hours: This practicum involves a total of _____ hours to be completed between _____ and _____ (specify dates). Practicum hours must be scheduled relatively evenly each week throughout the academic term. No time should be scheduled during university holidays or semester breaks unless approved in advance by the Faculty Liaison and/or Director of Practicum Education. MSW students may complete a minimum of 16 hours per week. If circumstances require a student to increase the maximum number of hours allowed per week written permission must be obtained from both the Practicum Instructor and Faculty Liaison.

Supervisory Meetings: A weekly supervisory meeting between the student and the practicum instructor will be scheduled on _____ (day) at _____ (specify time).

Terms and Conditions:

1. The Learning Contract must be completed by the assigned due date in the course syllabus- no exceptions.
2. This Learning Contract may be revised with the consent of all parties. Revisions must be in writing and signed by the Practicum Instructor, Faculty Liaison, and student. The Learning Contract should be periodically reviewed during the practicum to determine whether revisions are necessary.
3. The parties agree to adhere to the established policies and procedures of the Practicum Education Handbook. The Director of Practicum Education may be contacted for updates and to address any questions that arise pertaining to policies and procedures related to the MSW practicum.

The following competencies and corresponding practice behaviors have been established by the Council on Social Work Education 2022 EPAS and will serve as learning objectives. Please list three to five learning activities under each competency that will facilitate the student's professional development in each of these areas. Refer to the practice behaviors listed under each competency to identify learning activities that help students develop knowledge and skills for each competency area.

***Title IV-E Stipend students will need to list the appropriate corresponding Cal Title IV-E behaviors for specialized practice in public child welfare:*
https://drive.google.com/file/d/1YmcJaRcRe5VZHcuShtI68o8IfR_KW2Ym/view

Competency 1 – Demonstrate Ethical and Professional Behavior

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

a. 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;
b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
c. use technology ethically and appropriately to facilitate practice outcomes; and
d. use supervision and consultation to guide professional judgment and behavior.

Learning Activity/Task To Be Assigned	**Expected Completion Date (fall, spring, both)**	**If IV-E recipient, list Cal Title IV-E Behaviors (ex/CW1.1)**	***Will the student be required to use a personal vehicle to complete this learning activity/task?**
Develop an ethical decision-making process using the NASW *Code of Ethics* and apply it to at least two client situations encountered during placement. (1a)	Fall	CW 1.1	No
Identify and discuss two ethical dilemmas encountered in practice during supervision and document how ethical standards informed decision-making. (1a)	Both	CW 1.2	No
Review agency's data collection or program evaluation practice and identify one ethical consideration related to informed consent, confidentiality or sampling, discussing findings during supervision. (1a)	Spring	CW 1.1	No
Review agency organization chart and agency policies and procedures manual (1a)	Fall	CW 1.1	No
Complete agency documentation, case notes, and required records accurately and within established timeframes throughout placement. (1b)	Both	CW 1.1	No
Observe 3–5 professional meetings and demonstrate professional verbal and written communication during interactions with clients and agency personnel. (1b)	Fall	CW 1.3	Yes
Attend and appropriately participate in weekly staff meeting (1b)	Both	CW 1.5	No
Complete agency documentation with accuracy and in a timely manner (1b)	Both	CW 1.7	No

Review agency policies on electronic records, telehealth, and social media use, and discuss ethical considerations during supervision. (1c)	Fall	CW 1.7	No
Use agency-approved technology (e.g., case management software, telehealth platforms) to complete at least 3–5 client-related tasks while maintaining confidentiality and professional boundaries. (1c)	Both	CW 1.7	No
Participate in weekly supervision and prepare at least one discussion topic or case question for each supervision meeting. (1d)	Both	CW 1.4	Yes
Maintain a reflective journal documenting personal reactions, professional growth, and use of supervision in at least 10 practice situations. (1d)	Both	CW 1.4	No
Competency 2 – Advance Human Rights and Social, Racial, Economic, and Environmental Justice In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following: a. advocate for human rights at the individual, family, group, organizational, and community system levels; and b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.			
Learning Activity/Task To Be Assigned	**Expected Completion Date (fall, spring, both)**	**If IV-E recipient, list Cal Title IV-E Behaviors (ex/CW2.1)**	***Will the student be required to use a personal vehicle to complete this learning activity/task?**
Identify issues of oppression, discrimination, or inequity observed with at least three client systems and discuss their impact during supervision. (2a)	Both	CW 2.1	No
Research and present information on one social, racial, economic, or environmental justice issue affecting the population served by the agency. (2a)	Fall	CW 2.1	No
Assist at least 5–7 clients in accessing community resources that address identified barriers to services or supports. (2a)	Both	CW 2.1	No
Identify cultural/social/economic needs of at least three client systems when making referrals and match resources accordingly (2a)	Fall	CW 2.1	No

Develop a resource guide identifying culturally responsive and equitable services available to agency clients. (2b)	Spring	CW 2.2	No
Attend 2–3 community meetings, educational events, or advocacy activities focused on justice-related issues relevant to the agency population. (2b)	Both	CW 2.4	Yes
Participate in 2–3 advocacy activities that promote equitable access to services for clients or communities. (2b)	Spring	CW 2.4	Yes
Attend at least one political event that will affect the agency's services or population served. (2b)	Fall	CW 2.4	Yes
Competency 3 – Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following: a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and b. 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.			
Learning Activity/Task To Be Assigned	**Expected Completion Date (fall, spring, both)**	**If IV-E recipient, list Cal Title IV-E Behaviors (ex/CW3.1)**	***Will the student be required to use a personal vehicle to complete this learning activity/task?**
Complete a cultural humility self-assessment and discuss strengths and growth areas during supervision. (3a)	Fall	CW 3.1	No
Research three articles relevant to diversity that affects client populations served by the agency. (3a)	Fall	CW 3.3	No
Maintain reflective journal entries addressing personal values, assumptions, and biases observed in at least 10 practice interactions. (3b)	Both	CW 3.2	No
Discuss examples of power, privilege, and bias encountered in practice during at least 3 supervision sessions. (3b)	Both	CW 3.2	No
Conduct 3–5 client interviews emphasizing client expertise, self-determination, and lived experience. (3b)	Fall	CW 3.2	No
Attend 2–3 diversity, equity, inclusion, or cultural responsiveness trainings offered by the agency or community partners. (3b)	Both	CW 3.3	Yes
Student will record personal reactions and cultural practices observed while	Fall	CW 3.2	No

shadowing agency staff working with client population. (3b)			
Competency 4 – Engage in Practice-Informed Research and Research-Informed Practice In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following: a. apply research findings to inform and improve practice, policy, and programs; and b. 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.			
Learning Activity/Task To Be Assigned	**Expected Completion Date (fall, spring, both)**	**If IV-E recipient, list Cal Title IV-E Behaviors (ex/CW4.1)**	***Will the student be required to use a personal vehicle to complete this learning activity/task?**
Research and read 3-5 peer-reviewed articles relevant to the population served by the agency and discuss implications for practice during supervision. (4a)	Fall	CW 4.1	No
Prepare a brief summary or presentation highlighting evidence-informed practices applicable to the agency's services. (4a)	Spring	CW 4.2	No
Interview three agency staff and discuss best practices. (4a)	Fall	CW 4.2	No
Review one agency-used assessment tool or research source and identify supporting research literature along with identifying potential source of cultural or racial bias, discussing findings during supervision. (4b)	Spring	CW 4.2	No
Participate in discussions regarding the effectiveness of evidence-informed interventions used within the agency. (4b)	Both	CW 4.4	No
Participate in a supervision discussion comparing how research findings may apply differently across diverse client populations. (4b)	Both	CW 4.4	Yes
Competency 5 – Engage in Policy Practice In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following: a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.			
Learning Activity/Task To Be Assigned	**Expected Completion Date (fall, spring, both)**	**If IV-E recipient, list Cal Title IV-E**	***Will the student be required to use a personal vehicle to**

		Behaviors (ex/CW5.1)	complete this learning activity/task?
Review agency policies and procedures and discuss their impact on service delivery. (5a)	Fall	CW 5.1	No
Identify one local, state, or federal policy affecting the population served and discuss implications during supervision. (5a)	Fall	CW 5.2	No
Read agency policy manual and develop understanding of policy impact on agency service delivery. (5a)	Fall	CW 5.1	No
Prepare a fact sheet or informational resource explaining a policy issue relevant to agency clients. (5b)	Spring	CW 5.4	No
Develop a brief policy summary describing how a selected policy affects client outcomes and access to services. (5b)	Spring	CW 5.4	No
Attend 1–2 agency board, advisory, or policy-related meetings. (5b)	Spring	CW 5.2	Yes
Attend agency advisory board meeting and record policies discussed. (5a)	Fall	CW 5.2	Yes
Participate in a legislative advocacy activity, awareness campaign, or policy education event. (5b)	Spring	CW 5.3	Yes
Attend Legislative Lobby Days. (5b)	Spring	CW 5.3	Yes
Research any current legislation that will impact agency and prepare fact sheet regarding impact of legislation. (5b)	Spring	SW 5.4	No
Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following: a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.			
Learning Activity/Task To Be Assigned	**Expected Completion Date (fall, spring, both)**	**If IV-E recipient, list Cal Title IV-E Behaviors (ex/CW6.1)**	***Will the student be required to use a personal vehicle to complete this learning activity/task?**
Observe 3–5 experienced staff members conducting client engagement and discuss effective techniques. (6a)	Fall	CW 6.1	Yes
Shadow three staff members on home visits and observe engagement skills used. (6a)	Fall	CW 6.1	Yes

Utilize person-in-environment concepts when discussing 3–5 client cases during supervision. (6a)	Both	CW 6.3	No
Review 3 scholarly articles or training materials related to engagement strategies and discuss application to practice. (6a)	Fall	CW 6.1	No
Review 2 training videos and/or 3 research articles on best practices for engagement with client systems. (6a)	Fall	CW 6.2	No
Demonstrate effective use of empathy and interviewing skills and discuss skills in supervision. (6b)	Fall	CW 6.4	Yes
Demonstrate active listening and engagement skills during 5–7 client interactions. (6b)	Fall	CW 6.2	No
Collaboratively develop goals with 3–5 clients or families that reflect client priorities and strengths. (6b)	Both	CW 6.2	No
Attend 2–3 culturally focused community events or agency trainings and reflect on implications for practice. (6b)	Both	CW 6.3	Yes
Identify elements of transference/ countertransference that emerge when engaging with client systems. (6b)	Fall	CW 6.4	No
Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following: a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.			
Learning Activity/Task To Be Assigned	**Expected Completion Date (fall, spring, both)**	**If IV-E recipient, list Cal Title IV-E Behaviors (ex/CW7.1)**	***Will the student be required to use a personal vehicle to complete this learning activity/task?**
Observe 3–5 client assessments completed by agency staff. (7a)	Fall	CW 7.1	Yes
Apply HBSE and person-in-environment frameworks when discussing client assessments during supervision. (7a)	Both	CW 7.6	No
Observe three to five agency staff completing client assessments (7a)	Fall	CW 7.1	Yes
Develop service goals with 3–5 clients based on assessment findings and client preferences.(7b)	Spring	CW 7.7	No

Review 5–10 client records to identify how assessments informed intervention planning. (7b)	Spring	CW 7.1	No
Review five to ten client files, assessing for evidence of client goals and comparing with intervention plans. (7b)	Spring	CW 7.3	No
Complete three to five written assessment tools and supporting progress notes. (7b)	Spring	CW 7.3	No
Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following: a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.			
Learning Activity/Task To Be Assigned	**Expected Completion Date (fall, spring, both)**	**If IV-E recipient, list Cal Title IV-E Behaviors (ex/CW8.1)**	***Will the student be required to use a personal vehicle to complete this learning activity/task?**
Implement 3–5 culturally responsive interventions under supervision that address identified client needs and strengths. (8a)	Spring	CW 8.1	No
Review and apply one culturally responsive, evidence-informed intervention model used by the agency. (8a)	Spring	CW 8.2	No
Participate in 2–3 interdisciplinary meetings to support coordinated care and service delivery, practicing culturally responsive negotiation among service providers. (8b)	Both	CW 8.2	Yes
Attend 2 multidisciplinary team meetings to work collaboratively with treatment providers. (8a)	Spring	CW 8.2	Yes
Coordinate services or referrals for 5–7 clients and document outcomes. (8b)	Both	CW 8.3	No
Work collaboratively with agency staff and clientele to develop and provide 4 treatment interventions addressing clients' presenting issues. (8b)	Spring	CW 8.4	Yes
Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following: a. select and use culturally responsive methods for evaluation of outcomes; and			

b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Learning Activity/Task To Be Assigned	**Expected Completion Date (fall, spring, both)**	**If IV-E recipient, list Cal Title IV-E Behaviors (ex/CW9.1)**	***Will the student be required to use a personal vehicle to complete this learning activity/task?**
Administer 3–5 client satisfaction or outcome measures used by the agency. (9a)	Spring	CW 9.2	No
Review agency evaluation processes and discuss how outcomes are measured for diverse populations. (9a)	Fall	CW 9.1	No
Administer 3–5 session/service evaluation tools to client system (9a)	Spring	CW 9.1	Yes
Review 5–10 client records to identify evidence of intervention effectiveness. (9b)	Spring	CW 9.1	No
Identify one practice change informed by client feedback or outcome data. (9b)	Spring	CW 9.3	No
Research 4 evaluation instruments that could be utilized at agency. (9b)	Fall	CW 9.3	No
Review 2 HBSE models that facilitate case conceptualization. (9b)	Spring	CW 9.2	No

Additional Requirement for Students Planning to Pursue the Pupil Personnel Services Credential (PPSC) Program. If you plan to pursue the PPSC program after completing your graduate degree, you must also demonstrate the following School Social Work Performance Expectation (SSWPE) in your learning contract. If you do not plan to pursue the PPSC program, please disregard this section.

SSWPE 10 – Growth and Development

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

1. Understand typical and atypical growth and development through a strengths-based, ecological perspective. Incorporate relevant theories, research, and other information related to students' strengths and challenges that affect learning across school, family, and community environments.
2. Understand how health, mental health, developmental factors, language, culture, diversity, socioeconomic status, spirituality, trauma, oppression, resiliency, and differing abilities may shape student development.
3. Use this understanding to inform engagement, assessment, intervention, and evaluation of outcomes.

Learning Activity/Task To Be Assigned	**Expected Completion Date (fall, spring, both)**	**Indicate number (1-3) aligned with this learning activity/ task**	***Will the student be required to use a personal vehicle to complete this learning activity/task?**

Complete assessments for 2–3 students that identify developmental needs, student strengths, and relevant school, family, and community factors.	Fall	#1	No
Complete a needs assessment in terms of learning and support provision and expectations (student focused or system focused). Use findings to lead intervention measures.	Fall	#1	No
Incorporate relevant theories (trauma focused care) into psychoeducation for all school stakeholders. Identify delivery methods for each.	Spring	#2	No
In supervision, discuss developmental and contextual information that shaped the development of 3–5 students. Integrate this with how the student is able to engage in and succeed in the school setting. Identify whether this is with or without support.	Fall	#2	No
Implement a macro level intervention within the school setting to promote student wellbeing and success that cross-serves both typical and atypical students.	Spring	#3	No
Develop and evaluation system for student, parent, and stakeholder feedback. Utilize documentation for system improvements, grant writing, LCAP role justification, etc.	Spring	#3	No

***If a student will be required to use a privately-owned vehicle, the agency is required to obtain proof of a valid California driver's license, automobile registration, and insurance meeting the State of California minimum requirements from the student.**

Signatures: The parties acknowledge their understanding and consent to this Learning Contract with their signatures below.

Student Date

Practicum Instructor Date

Agency Task Supervisor Date

Faculty Liaison Date