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

Advanced Generalist Practice
MSW Concentration-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
At the advanced generalist level, social workers possess a comprehensive understanding of the profession's ethical standards, laws, and policies across micro, mezzo, and macro practice. They apply advanced critical thinking to ethical decision-making, integrating personal reflection, self-regulation, and professional values to navigate complex practice environments. They effectively collaborate in interprofessional teams and continually refine their skills through lifelong learning.

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

a. Use critical thinking skills to address complex ethical situations and respond appropriately based on the NASW *Code of Ethics*
b. Seek opportunities for inter-professional discussions that impact the provision of services for individuals, families, communities, and organizations

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 tree congruent with agency protocol (1a)	Fall	CW 1.7	No
Describe HIPAA regulations to each client served (1a)	Both	CW 1.7	No
Conduct a formal analysis of 2–3 complex ethical dilemmas encountered during placement using the NASW *Code of Ethics* and present findings during supervision. (1a)	Fall	CW 1.7	No
Compare agency policies with ethical standards, identify areas requiring critical ethical consideration, and propose recommendations for improvement. (1a)	Spring	CW 1.7	No
Participate in 5–7 interdisciplinary meetings and contribute professional recommendations regarding client care or service delivery. (1b)	Both	CW 1.5	Yes
Prepare and present a case consultation, training, or resource presentation for agency staff. (1b)	Spring	CW 1.2	Yes
Conduct a review of one agency technology practice (e.g., telehealth protocol, electronic records system, social media policy) and recommend improvements grounded in ethical standards. (1c)	Spring	CW 1.7	No

Facilitate a discussion or training for agency staff on the ethical use of a specific technology in practice. (1c)	Spring	CW 1.7	Yes
Maintain a professional development plan identifying learning goals, trainings, and areas for growth. (1d)	Spring	CW 1.2	No
Attend 3–5 advanced trainings and discuss implications for practice during supervision. (1d)	Spring	CW 1.4	Yes

Competency 2 – Advance Human Rights and Social, Racial, Economic, and Environmental Justice

At the advanced generalist level, social workers apply a comprehensive and critical understanding of human rights and justice, recognizing the interconnected nature of social, racial, economic, and environmental injustices. They analyze and challenge systemic oppression and inequities that impact individuals, families, groups, organizations, and communities. Advanced generalists actively engage in anti-racist and anti-oppressive practices, designing and implementing strategies that promote equity and protect human rights. They collaborate across systems to advocate for just policies, equitable resource distribution, and sustainable change that advances the well-being of all people.

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

a. actively participate in efforts that promote human rights and advance social, racial, economic, and/or environmental justice
b. critically evaluate social, economic, and political systems and their impact on human rights and 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?**
Participate in a policy advocacy campaign, legislative event, or community organizing effort relevant to the population served. (2a)	Spring	CW 2.1	Yes
Conduct an analysis of a social justice issue affecting agency clients and present findings regarding systemic impacts. (2a)	Fall	CW 2.1	No
Examine 3–5 client situations and identify how structural inequities influence service access and outcomes (2a)	Both	CW 2.1	No
Identify cultural/social/economic needs of client population serviced by agency and organize agency effort to address needs	Fall	CW 2.1	No
Participate in a coalition, community partnership, or organizational initiative focused on reducing inequities. (2b)	Both	CW 2.3	Yes

Develop recommendations for addressing at least one identified systemic barrier impacting equitable service delivery. (2b)	Spring	CW 2.2	No
Attend at least one political event that will affect the agency's services or population served	Fall	CW 2.4	Yes

Competency 3 – Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
At the advanced generalist level, social workers possess a critical and intersectional understanding of how diversity, equity, and inclusion shape human identity and experience across micro, mezzo, and macro contexts. They recognize that systems of oppression, racism, and structural inequities are embedded within social institutions and actively work to challenge these conditions in practice. Through ongoing self-reflection and self-regulation, advanced generalists examine their own biases and positionality, integrating culturally responsive and anti-oppressive approaches into their work. They skillfully collaborate with diverse populations to co-create inclusive, equitable practices that promote access, belonging, and social justice.

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

a. engage in self-reflection and self-regulation that deepens their understanding and implementation of culturally responsive and inclusive practice
b. identify and implement strategies that address inequities and promote equity and inclusion across diverse populations

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 and positionality assessment and develop a professional growth plan. (3a)	Fall	CW 3.2	No
Facilitate or participate in 2–3 structured discussions related to diversity, equity, inclusion, or anti-racist practice. (3a)	Both	CW 3.1	Yes
Conduct an equity review of one agency policy, procedure, or practice and identify recommendations for improvement. (3a)	Spring	CW 3.4	No
Maintain reflective journal entries examining bias, power, privilege, and positionality in at least 10 practice situations. (3b)	Both	CW 3.4	No
Facilitate or participate in 2–3 structured discussions related to diversity, equity, inclusion, or anti-racist practice. (3b)	Both	CW 3.3	Yes
Identify and discuss 2–3 organizational practices that may create barriers for marginalized populations. (3b)	Spring	CW 3.5	No
Research three articles relevant to diversity that affects a client population	Fall	CW 3.1	No

the student has not previously worked with			
Prepare a diversity awareness training for agency staff	Spring	CW 3.4	No
Record personal reactions and cultural practices implemented with clients served	Fall	CW 3.4	No

Competency 4 – Engage in Practice-Informed Research and Research-Informed Practice
At the advanced generalist level, social workers possess a sophisticated understanding of both quantitative and qualitative research methods and their roles in advancing the science of social work. They apply principles of logic, scientific inquiry, and anti-racist, culturally responsive, and ethical knowledge-building. Advanced generalists skillfully integrate multi-disciplinary evidence and diverse ways of knowing into practice, translating research into effective interventions. They hone the skills needed to synthesize research findings and engage in practice-informed research and research-informed practice advocating for constituents using evidence-based research to continuously improve social work practice.

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

a. Formulate and articulate implications for research, practice, and policy to advocate for constituents based upon the synthesis of research
b. Use evidence-based research findings to inform and improve social work practice

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?**
Conduct a literature review on a practice issue affecting the agency population and prepare a written summary or presentation. (4a)	Fall	CW 4.1	No
Compare 3–5 evidence-informed interventions and discuss applicability to agency services in supervision. (4a)	Spring	CW 4.2	No
Implement one evidence-informed intervention and evaluate its effectiveness with clients. (4a)	Spring	CW 4.1	No
Integrate research findings into case planning for 3–5 clients. (4a)	Both	CW 4.1	No
Critique one published study or agency evaluation for potential bias in sampling, measurement, or interpretation, and propose an anti-oppressive alternative approach. (4b)	Spring	CW 4.2	No
Present findings to agency staff or supervision group on how culturally responsive research methods can reduce	Spring	CW 4.3	Yes

bias in evaluating services for diverse populations. (4b)			
Research and read three to five articles related to population served (4b)	Fall	CW 4.2	No
Provide staff training on research completed (4b)	Fall	CW 4.4	Yes
Identify agency program that has little data to support interventions used and identify program evaluation to address this need (4b)	Spring	CW 4.1	No

Competency 5 – Engage in Policy Practice

At the advanced generalist level, social workers use a critical, anti-racist, and anti-oppressive lens to enhance their understanding of how human rights, social justice, and social welfare are shaped by policies at federal, state, and local levels. They critically analyze the history, structures, and impact of social policies on service delivery, as well as the reciprocal role of practice in shaping policy. Advanced generalists actively engage in policy development and implementation across micro, mezzo, and macro levels, recognizing the impacts of policy on members of oppressed and/or underserved populations.

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

a. Actively advocate for a policy that is affecting the lives of members of an oppressed or underserved population
b. Engage in a policy analysis process using a critical and/or anti-oppressive lens

Learning Activity/Task To Be Assigned	**Expected Completion Date (fall, spring, both)**	**If IV-E recipient, list Cal Title IV-E Behaviors (ex/CW5.1)**	***Will the student be required to use a personal vehicle to complete this learning activity/task?**
Complete a policy analysis using an anti-racist and anti-oppressive framework. (5a)	Fall	CW 5.1	No
Review agency policies and assess their impact on service access and outcomes (5a)	Fall	CW 5.1	No
Participate in a legislative advocacy activity focused on an issue affecting marginalized populations and develop policy recommendations related to an identified service gap. (5b)	Spring	CW 5.3	Yes
Attend 3–5 community, coalition, or policy meetings focused on systems improvement and collaborate with agency leadership on a policy-related initiative. (5b)	Both	CW 5.3	Yes
Attend agency advisory board meeting and record policies discussed	Fall	CW 5.2	Yes
Attend Legislative Lobby Days	Spring	CW 5.3	Yes

Research any current legislation that will impact agency and prepare fact sheet regarding impact of legislation, provide this overview to agency staff during a staff meeting	Spring	CW 5.4	No

Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities
At the advanced generalist level, social workers consistently employ culturally responsive and inclusive engagement skills and recognize this as an ongoing, dynamic process in practice with diverse individuals, families, groups, organizations, and communities. They value human relationships and apply advanced knowledge of human behavior and the social environment to critically evaluate and enhance engagement strategies. Recognizing how their personal experiences, biases, and emotional responses influence their practice, advanced generalists use their own empathy as well as culturally responsive, relationship-building, and inter-professional collaboration techniques to engage clients and constituencies effectively.

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

a. Demonstrate empathy and other interpersonal practice skills in complex practice situations with diverse clients
b. Employ culturally responsive and inclusive engagement skills

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?**
Engage 3–5 clients or families experiencing complex challenges and reflect on engagement strategies utilized, drawing on a human behavior theory. (6a)	Fall	CW 6.1	Yes
Participate in 5–7 interdisciplinary or community partnership meetings that inform engagement approaches. (6a)	Both	CW 6.2	Yes
Facilitate engagement in one group, committee, or community meeting. (6a)	Spring	CW 6.1	Yes
Collaborate with professionals from at least two disciplines to support client outcomes. (6a)	Both	CW 6.2	Yes
Develop and implement a culturally responsive engagement plan with a client, group, or community. (6b)	Both	CW 6.3	No
Evaluate the effectiveness of engagement approaches through client or participant feedback. (6b)	Both	CW 6.4	No
Develop a list of questions/comments to elicit client input for developing treatment goals. Use this list to develop 5-7 interventions that reflect client/consumer input	Spring	CW 6. 1	No

Identify elements of transference/countertransference that emerge when engaging with client systems.	Fall	CW 6. 4	No
Review 2 training videos and/or 3 research articles on best practices for engagement with client systems.	Fall	CW 6. 2	No

Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities
At the advanced generalist level, social workers engage in comprehensive, ongoing assessment as a critical element of dynamic, client-centered, strength-based practice across multiple systems, including individuals, families, groups, organizations, and communities. They integrate and critically apply a nuanced understanding of human behavior theories and the social environment, tailoring their approach to the unique needs of diverse populations. Advanced generalists utilize a broad array of evidence-informed assessment methods to enhance practice effectiveness, while recognizing and navigating the complexities of the broader social, cultural, and political contexts that influence practice.

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

a. Employ strengths-based assessment into their practice
b. Identify evidence-based assessments that embody holistic and culturally grounded approaches

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?**
Complete 3–5 comprehensive assessments integrating strengths, risks, and environmental factors. (7a)	Fall	CW 7.1	No
Utilize 2–3 evidence-based assessment tools with clients and evaluate their effectiveness across diverse populations. (7a)	Spring	CW 7.1	No
Develop intervention plans for 3–5 clients based on assessment findings and client priorities. (7b)	Both	CW 7.2	No
Review five to ten client files, assessing for evidence of client goals and comparing with intervention plans	Spring	CW 7.3	No
Observe three to five agency staff completing client assessments	Fall	CW 7.1	Yes
Complete three to five written assessment tools and supporting progress notes.	Spring	CW 7.4	No

Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities
At the advanced generalist level, social workers recognize that intervention is a continuous, dynamic process integral to their practice with diverse individuals, families, groups, organizations, and communities. They apply a critical understanding of theories related to human behavior and the social environment, critically evaluating and employing evidence-informed interventions to effectively

address the needs and goals of their clients and constituencies. They implement culturally responsive, anti-oppressive, and evidence-informed strategies to achieve desired outcomes. They leverage interprofessional teamwork and communication, understanding that successful interventions often require collaboration across disciplines, professions, and organizations to support clients in the change process.

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

a. Demonstrate the ability to help clients resolve complex problems while maintaining a focus on cultural humility
b. Build culturally responsive ways to enhance client choice, motivation and hopefulness during the process of change

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 interventions with 3–5 clients experiencing complex challenges and evaluate outcomes. (8a)	Spring	CW 8.1	Yes
Utilize advanced intervention strategies grounded in culturally responsive, evidence-informed practice and discuss effectiveness during supervision. (8a)	Spring	CW 8.2	No
Modify intervention plans based on client feedback and outcome data and present a case example demonstrating this adaptation. (8b)	Spring	CW 8.3	No
Develop timeline for termination activities for 5-7 clients	Spring	CW 8.4	No
Identify and review 3 theoretical models that are evidenced based for working with client systems	Spring	CW 8.1	No
Manage a caseload of 3-7 clients	Spring	CW 8.3	Yes

Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

At the advanced generalist level, social workers grasp that evaluation is a continuous, integral aspect of advanced generalist practice, essential for refining interventions with diverse individuals, families, groups, organizations, and communities. They recognize the critical role of assessing both processes and outcomes to enhance practice, policy, and service delivery. By applying their knowledge of human behavior and the social environment theories, social workers effectively develop and implement thoroughly researched and well-conceived plans to evaluate their practice and/or program, ensuring that their interventions are evidence-based and responsive to evolving needs. They ensure evaluation processes are equitable, culturally responsive, and inclusive of client perspectives, and adjust their intervention strategies based on findings to continuously improve practice.

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

a. Demonstrate the ability to develop a thoroughly researched and well-conceived plan to evaluate one's practice and/or a program
b. Integrate evaluation outcomes into practice to continuously improve effective approaches with constituents

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?**
Develop an evaluation plan for an intervention or agency program. (9a)	Spring	CW 9.2	No
Identify and implement culturally responsive outcome measures relevant to the population served. (9a)	Spring	CW 9.1	No
Attend 2–3 quality improvement, program evaluation, or outcome review meetings. (9b)	Spring	CW 9.3	Yes
Analyze client or program outcome data, identify trends, and use findings to recommend modifications to services or interventions. (9b)	Spring	CW 9.3	No
Present evaluation results and recommendations to agency staff or during supervision. (9b)	Spring	CW 9.4	Yes
Administer 3-5 session/service evaluation tools to client system	Spring	CW 9.2	Yes
Review 5 evaluation tools in client file bringing 3 questions for further exploration with supervisor	Fall	CW 9.3	No
Research instruments that 3 other counties/agencies are utilizing	Spring	CW 9.3	No
Attend 3 Quality Management meetings to review program evaluation issues at local, state and federal level.	Spring	CW 9.2	Yes

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