

Competency Based Learning Contract (CBLC) - Specialist Level

Agency Name: _____

Student Name: _____

Every student is to be provided with a minimum of one hour of individual, regularly scheduled, uninterrupted supervision with the school-approved dedicated Field Instructor. Please indicate the day and hour(s) scheduled for individual weekly supervision with the assigned Field Instructor:

DAY _____ HOUR _____

We the undersigned attest that we have discussed this learning contract:

Student's Name (Print)

Field Instructor's Name (Print)

Student's Signature

Field Instructor's Signature

Instructions:

This learning contract has been designed to follow the Educational Program and Assessment Standards (EPAS) established by Council on Social Work Education (CSWE). This learning plan lists the expected competencies that will be demonstrated during the field experience. Each competency can be demonstrated using the performance indicators that are listed under each competency. Please remember that when the performance indicator reads “is skilled at” that the interpretation is that they are skilled at the level of a *beginning* MSW practitioner, *not* an experienced practitioner.

Students and field instructors may add tasks to any of the Practice Behaviors (PBs) in order to individualize the learning process based on student needs and interests, as well as the unique opportunities of each agency. They can use the attached Appendix to help formulate additional tasks. The student and field instructor will need to add methods of measuring each practice behavior. Examples of methods to measure practice behaviors are also listed in the Appendix. Please remember that this learning contract is intended to provide students and field instructors with clear expectations about the types of learning experiences the student will have, as well as the criteria by which the field instructor will evaluate the student’s achievements in the field practicum.

This learning contract is for the student’s entire 600 hours of the field placement.

Competency 1: Demonstrate Ethical and Professional Behavior	
Practice Behaviors: <ul style="list-style-type: none"> ● Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and additional codes of ethics as appropriate to the context of clinical practice; ● Use reflection and self-regulation to manage personal values and maintain professionalism in clinical practice; ● Demonstrate professional demeanor in behavior, appearance, and communication (including oral, written, and electronic communication); ● Use technology ethically and appropriately to facilitate clinical practice; and ● Utilize clinical supervision and consultation to examine and guide professional judgment and behavior. 	Measured By:

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

<p>Practice Behaviors:</p> <ul style="list-style-type: none"> • Demonstrate self-awareness of their own race, ethnicity, national origin, color, sex, sexual orientation, gender identity of expression, age, marital status, socioeconomic status, political belief, religion, immigration status, or mental or physical disability, and how these factors may impact their practice. • Use cultural awareness and responsiveness to learn about and respond to their client’s race, ethnicity, national origin, color, sex, sexual orientation, gender identity of expression, age, marital status, socioeconomic status, political belief, religion, immigration status, or mental or physical disability in an appropriate manner. • Use clinical supervision to address personal and cultural biases and increase self-awareness. • Apply the various models of clinical practice in ways that are culturally relevant to diverse and oppressed groups. • Acknowledge the impact of client’s diversity (e.g., race, ethnicity, national origin, color, sex, sexual orientation, gender identity of expression, age, marital status, socioeconomic status, political belief, religion, immigration status, or mental or physical disability) on clients’ health, mental health, well-being. 	<p>Measured By:</p>
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Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	
<p>Practice Behaviors:</p> <ul style="list-style-type: none"> • Conduct clinical assessments utilizing lenses of social and economic justice, including aspects of identity and social location that may marginalize clients or contribute to their inequitable distribution of social and economic resources. • Assess risk and protection for natural disasters, including local risks. • Consider human rights, social justice, and environmental factors when designing and implementing clinical interventions with clients. 	<p>Measured By:</p>

Competency 4: Engage In Practice-informed Research and Research-informed Practice	
<p>Practice Behaviors:</p> <ul style="list-style-type: none"> • Stay abreast of the current clinical theory, intervention research, and evidence-based practice in social work and related helping professions. 	<p>Measured By:</p>

<ul style="list-style-type: none"> • Critically appraise relevant theory, research, social work ethics, client preferences, practice wisdom, and cultural factors to select, implement, and evaluate appropriate assessment, intervention, and evaluation tools for use with their clients. • Use their practice experience and knowledge of the research literature and case theory to critically analyze the strengths and limitations of various clinical interventions for diverse populations and clients. • Effectively communicate practice evaluation findings to clients, professional colleagues, social work programs, and policy makers. 	
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Competency 5: Engage in Policy Practice	
<p>Practice Behaviors:</p> <ul style="list-style-type: none"> • Recognize policies and laws that can impact a client’s health, mental health, and well-being, and how laws can expand or contract opportunities and equality. • Assess policies at the organizational, state, and federal levels to examine their impact on client health, mental health, and wellbeing. • Advocate for policy reform when needed, informed by their person-in-environment expertise. 	<p>Measured By:</p>

Competency 6: Engage with Individuals, Families, and Groups	
<p>Practice Behaviors:</p> <ul style="list-style-type: none"> • Develop positive therapeutic relationships with individuals, families, and groups using evidence-based techniques such as demonstrating respect, demonstrating unconditional positive regard, demonstrating genuineness, fostering hope, building on strengths, conscious use of self, and connecting with the clients’ motivation for change. 	<p>Measured By:</p>

<ul style="list-style-type: none"> • Understand, assess, and respond to potential facilitators and barriers to engagement, including cross-cultural differences, poverty, stress, developmental issues, transference and countertransference, involuntary clients, mental illness, and lack of mental capacity. • Assess the client’s stage of change and ensure that services offered are consistent with the client’s current level of motivation. • Engage clients in constructive conversations about confidentiality, informed consent, agency services, and options to build trust and collaboration with clients. • Collaborate effectively with other professionals, when appropriate, to facilitate the engagement process. • Understand and attend to special challenges and opportunities when engaging clients through the use of technology. 	
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Competency 7: Assess Individuals, Families, and Groups:	
<p>Practice Behaviors:</p> <ul style="list-style-type: none"> • Select, modify, adapt, and evaluate clinical assessment tools and approaches based on the needs and characteristics of clients and current empirical evidence. • Incorporate the person-in-environment perspective in their assessments by analyzing the impacts of poverty, crime, social injustice, institutional racism, sexism, religious and/or ideological bias, homophobia, transphobia, and other environmental factors affecting their clients • Use holistic biopsychosocial-spiritual assessments to inform their service/treatment plans with clients from across the lifespan • Provide accurate differential diagnostic clinical impressions of mental health for clients • Identify and articulate clients’ strengths, vulnerabilities, needs, and wishes. • Reflect on their own issues of power and privilege and how they impact the therapeutic relationship during the assessment process. 	<p>Measured By:</p>

Competency 8: Intervene with Individuals, Families, and Groups

<p>Practice Behaviors:</p> <ul style="list-style-type: none"> • Select and apply interventions based on a critical understanding of relevant theory, research, practice wisdom, client preferences, client culture, and social work ethics. • Tailor interventions to the goals strengths, needs, culture, preferences, and social environment of the client, including concerns related to discrimination, social inequality, and oppression. • Select and demonstrate clinical social work strategies, skills, and techniques consistent with the models of social work that they are using (including cognitive-behavioral therapy, narrative therapy, family therapy, existential therapy, group therapy, psychodrama, humanistic therapy, gestalt therapy, and the transtheoretical model of change). 	<p>Measured By:</p>
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Competency 9: Evaluate Practice with Individuals, Families, and Groups	
<p>Practice Behaviors:</p> <ul style="list-style-type: none"> • Select and use appropriate instruments and methods for evaluation of clinical interventions; • Apply knowledge of human behavior and the social environment, person-in-environment, quantitative and qualitative methods, and other multidisciplinary theoretical frameworks in the evaluation of client outcomes; • Critically analyze, monitor, and evaluate interventions, clinical processes, outcomes, and client satisfaction using single system design; • Apply the ethical standards of informed consent, confidentiality, social justice, competence, safety, and integrity in evaluating their own practice; • Attend to concerns related to race, ethnicity, national origin, color, sex, sexual orientation, gender identity of expression, age, marital status, socioeconomic status, political belief, religion, immigration status, or mental or physical disability, and other aspects of human diversity when designing and implementing research or evaluation projects. 	<p>Measured By:</p>