

## Generalist Learning Contract

### **COMPETENCY 1 – Demonstrates Ethical and Professional Behavior**

**Behavior #1** - Makes 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

**Example Tasks:**

- Reads the NASW Code of Ethics; reads agency ethics policies; discusses with field instructor how the agency insures ethical services.
- Takes online Ethics Test for Field Education in Canvas.
- Discuss Ethical decision steps utilizing a case scenario/actual case during supervision.
- Discuss ethical frameworks that can be utilized when making ethical decisions with supervisor.

**Behavior #2** - Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication.

**Example Tasks:**

- Appearance and dress are professional/aligned with agency norms; student is punctual, establishes and keeps to expected schedule.
- Student understands and adopts agency's oral, written and electronic guidelines.
- Be aware of potential conflict of interest and boundary issues with social media, clients, staff and agency.
- Review agency policy on the use of social media and clients.

**Behavior #3** - Uses supervision and consultation to guide professional judgment and behavior

**Example Tasks:**

- Student prepares for and actively participates in supervision.
- Student discusses case planning and decision making with field instructor.
- Student submits well thought out Process/Journal Recordings weekly.
- Discuss potential conflict of interest and/or boundary issues that may arise during work with clients. (i.e. relationship with former clients or unanticipated encounters with clients)

### **COMPETENCY 2 - Engage Diversity and Difference in Practice**

**Behavior #1** - Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.

**Example Tasks:**

- Student reviews agency policies on diversity, non-discrimination, client access, language access, and discusses with field instructor.
- Student surveys and understands agency staff diversity, which services are provided in which languages, and client demographics.
- Student surveys and understands agency catchment area demographics, including culture and languages spoken.
- Student to understand ways that clients from different cultural backgrounds respond to stressful situations.
- Develop a cultural gram that students can use to identify cultural differences.

**Behavior #2** - Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

**Example Tasks:**

- Student works with a diverse client/service caseload and develops effective, respectful relationships with clients.
- Student participates in agency diversity activities, projects, committees and/or initiatives.
- Assess personal biases and/or perceptions about specific cultural groups that may influence professional practice.

**COMPETENCY 3 - Advance Human Rights and Social, Economic, and Environmental Justice**

**Behavior #1** - Applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

**Example Tasks:**

- Student's timely-submitted Process/Journal recordings demonstrate advocacy for human rights.
- Completes assessments that reflect understanding of how the system impacts on clients' circumstances and their ability to access service.
- Identify and discuss with field instructor observed oppression, discrimination, or presence of other environmental issues impacting clients' well-being, and develop possible strategies to reduce the impact of these issues on the clients (Ongoing task as evidenced by weekly supervision meetings and discussions).
- Discuss class material from HBSE and Practice classes with Field Instructor and reviews ways the material can be applied to advocating for social, economic, and environmental justice for the agency's clients and /or for the larger community (Ongoing task as evidenced by weekly supervision meetings and discussions).
- Become aware of current social, economic and environmental policies that directly impacting local community of clients served.

**Behavior #2** - Engages in practices that advance social, economic, and environmental justice.

**Example Tasks:**

- Informs clients of their rights and advocates as appropriate
- Identify (with client's input) the client's specific social, economic, or environmental needs (e.g., housing). (Ongoing task as evidenced by student's work with clients).
- Facilitate referrals and connect client with needed services (e.g., connect client with local housing agency). (Ongoing task as evidenced by student's work with clients).
- Attend community events that work towards the advancement of social, economic, and environmental justice and relate to your agency's mission (As events are identified and dates TBD/evidence will be verification of attendance at event).
- When appropriate educate clients on policy issues that may impact their care and well-being, and empower clients to assume advocacy roles within their community (e.g., client writing a letter to a local government representative about housing concerns). (Ongoing task as evidenced by student's work with clients).
- Attend a local town hall meeting

**COMPETENCY 4 - Engage In Practice-informed Research and Research-informed Practice**

**Behavior #1** - Applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

**Example Tasks:**

- Read relevant research material and summarize and analyze relevancy and impact on agency and client constituency in report for field instructor.

- Read min. of two journal articles regarding Evidence Based Practice (EBP) relevant to the agency's population, identified client problem areas, and/or agency's chosen treatment interventions. Discuss the articles and their results in supervision (by Nov. 15 as evidenced by sharing the research information with the field instructor as part of weekly supervision).
- Attend a conference or seminar regarding best practices related to the agency's mission (date TBD based on seminar identified/evidence will be verification of attendance at event).
- Seek to enhance clinical skills and understanding by staying up-to-date with research; ensuring practice skills reflect most current knowledge. For example, in the area of substance abuse and mental health frequenting the SAMHSA website often (Ongoing task as evidenced through weekly supervision meetings and discussion of up to date research information).
- Develop and summarize findings of a client satisfaction survey to present to supervisor/staff.

**Behavior #2** - Uses and translates research evidence to inform and improve practice, policy, and service delivery.

**Example Tasks:**

- Student applies the results in at least one peer reviewed journal article to work at an agency and discusses with Field Instructor.
- Read relevant research and apply to population/setting in report for field instructor with recommendations for advocacy to ensure agency adherence to best practices.
- After reviewing the two research articles with supervisor, assess how (or if) the research results can be applied to the agency to improve practice or service ability (by Nov. 15 as evidenced by discussing potential application of findings to agency with supervisor).
- Present to agency staff the research findings from the conference you attended and lead discussion on it and how the research can be implemented at the agency (date TBD based on seminar identified and evidence will be scheduling and following through with staff presentation).
- Share up to date research information with staff at weekly staff meeting (Ongoing task as evidenced by student participation in staff meetings).
- Guidelines for service delivery will provided from the results of the client satisfaction survey.

**COMPETENCY 5 - Engage in Policy Practice**

**Behavior #1** - Identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.

**Example Tasks:**

- Student reads agency policies and discusses with Field Instructor how policy impacts well-being, service delivery and access to social services.
- Stays informed via reliable media about social and political developments that impact on agency and its constituency and demonstrates this in supervisory discussions.
- Familiarize self with local, state, and federal legislation that impacts the agency and service delivery to clients (by Oct. 15 as evidenced by ability to share this information with Field Instructor).
- Familiarize self with agency's involvement in policies that impact their clients (by Oct. 15 as evidenced by ability to share this information with Field Instructor)
- Attend agency meetings that review policies (policies constructed and implemented within the agency and/or outside of the agency) (Ongoing task as evidenced by attendance at the meetings).
- Read NASW-NJ monthly Focus newsletter online to stay informed of local/state/national policy issues (Monthly ongoing task as evidenced by verbal review of the information with Field Instructor each month).
- Read NASW News (national website) to stay informed of national policy issues (Monthly ongoing task as evidenced by verbal review of the information with Field Instructor each month).
- Understanding the social benefits that may impact client eligibility to receive services.

**Behavior #2** - Assesses how social welfare and economic policies impact the delivery of and access to social services.

**Example Tasks:**

- Student thinks critically about the impact the political economy has on the agency's work and discusses with the Field Instructor.
- Critically analyzes policy in terms of how it helps or hinders clients' access to services and demonstrates this in supervisory discussion.
- Meet with supervisor and/or colleagues regarding relevant social welfare and economic policies. Discuss the impact the policies may have had on their clients (by Nov. 1 as evidenced by student coordinating and participating in this meeting).
- Communicate (with Field Instructor's consent) to the agency stakeholders the implication of policies and policy change in the lives of the agency's clients (after Nov. 1 discussion with Field Instructor and approval of Field Instructor to do so).
- Attend a community meeting which is reviewing a policy (proposed or existing) that may impact on your agency's clients (As meetings are identified- dates TBD/evidence will be verification of attendance at meetings).
- Attend a grassroots event that is advocating for or against a policy (proposed or existing) that may impact on your agency's clients (As events are identified- dates TBD/evidence will be verification of attendance at events).
- Understand different funding sources of the agency and how they impact agencies ability to provide services. (i.e. specific restrictions, eligibility requirements)
- What are the current policies that could potentially impact the client's ability to receive services.

**COMPETENCY 6 - Engage with Individuals, Families, Groups, Organizations, and Communities**

**Behavior #1** - Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

**Example Tasks:**

- Through use of open ended questions elicits clients' perspective on their life circumstances.
- Participate in initial client assessments using knowledge of human behavior and the social environment to guide the process (Ongoing task as evidenced by written assessment summary that incorporates the context of the client's environment).
- Seek consultation and consistently critique knowledge base as it relates to understanding person and environment (Ongoing task as evidenced by weekly supervision discussions).
- Utilize information from HBSE class and Practice class to provide a framework and guide engagement with clients (Ongoing task as evidenced by discussing class material with field instructor and discussing ways to apply the class material to the internship tasks).
- Apply motivational techniques during the interview process to establish a therapeutic relationship.

**Behavior #2** - Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

**Example Tasks:**

- Student demonstrates use of empathy and reflection with clients in timely-submitted Process Recordings and in discussions with Field Instructor.
- Responds to client with compassion and without personal bias and judgement.
- Identify areas of comfort/ discomfort when working with clients using personal reflection when writing process recordings (Ongoing task as evidenced by effective use of process recordings for personal reflection).

- Use empathy and work on interpersonal skills (e.g., reflective listening) with clients and colleagues (Ongoing task as evidenced by reviewing skills in weekly supervision discussions and in self-reflection in the process recordings).
- Work collaboratively with clients to identify areas for change utilizing the strength perspective model.

## **COMPETENCY 7 - Assess Individuals, Families, Groups, Organizations, and Communities**

**Behavior #1** - Collects and organizes data, and applies critical thinking to interpret information from clients and constituencies.

### **Example Tasks:**

- Student uses agency assessment tools effectively to collect and organize client / constituent information.
- Incorporates information from a wide range of relevant courses to inform assessment.
- Shadows colleagues conducting client assessments and observes assessment process (Ongoing task as evidenced by student's work with clients).
- Conducts client assessments (Ongoing task as evidenced by student's work with clients).
- Collects collaborative information from client's support system (e.g., family members, friends, etc.) and external contacts (e.g., agency contacts, schools, workplaces, etc.) when possible. (Ongoing task as evidenced by student's work with clients).
- Conduct assessment based on clients' needs and staff feedback to determine potential benefits of developing new group intervention (by end of first semester evidenced by discussion of assessment with Field Instructor)
- Conduct assessment of existing agency services (focus on the services of one particular program) by obtaining client and staff feedback (by end of first semester evidenced by discussion of assessment with Field Instructor).
- Collect demographic data of the community in which the agency operates (by Sept. 15 as evidenced by reviewing data with Field Instructor at weekly supervision).
- Utilize assessment tools to provide feedback to clients to help identify areas of change.

**Behavior #2** - Develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

### **Example Tasks:**

- Student works with clients to develop appropriate and achievable treatment plan goals and objectives.
- Elicits input from clients/stakeholders when developing assessment.
- Develops goals and objectives with the input of the client (Ongoing task as evidenced by student's work with clients and process recordings).
- Identifies client's internal strengths, needs, and challenges (Ongoing task as evidenced by student's work with clients and process recordings).
- Identifies client's external/environmental strengths, needs, and challenges (Ongoing task as evidenced by student's work with clients and process recordings).
- Identifies agency support group's strengths, needs, challenges, goals, and objectives (Ongoing task as evidenced by student's work with the support group and process recordings).
- Identifies agency's strengths, needs, challenges, goals, and objectives by researching the agency's history, agency's mission, agency's community relations, agency's funding, etc. (Ongoing task as evidenced through weekly supervisory meetings with Field Instructor).
- Identifies community's strengths, needs, challenges, goals, and objectives through the work with all of the agency's clients, collection of demographic data of the community, reading local community news, and attending local meetings (Ongoing task as evidenced by discussion of these issues in weekly supervisory meetings with Field Instructor).
- Meet with clients during scheduled meetings to review progress toward goals and objectives.
- Make updates as needed to individualized goals.

## **COMPETENCY 8 - Intervene with Individuals, Families, Groups, Organizations, and Communities**

**Behavior #1** - Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

### **Example Tasks:**

- Student's timely-submitted Process/Journal Recordings demonstrate application of theoretical frameworks in interventions with clients/constituencies.
- Tailors intervention to needs and concerns of client.
- Utilize information from MSW classes, along with guidance from the agency's staff, to identify appropriate interventions that can be used with assigned clients (individuals and/or groups). (Ongoing task as evidenced by discussing class material with field instructor and discussing ways to apply the class material to the internship tasks).
- Utilize strength based perspective to empower the individual to develop strategies toward change.

**Behavior #2** – Negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies

### **Example Task:**

- Develops interventions that demonstrate understanding of the diverse needs among various populations without assumptions, bias or judgements.
- Negotiates, mediates, and advocates on behalf of diverse clients. For example, getting needed translator for client who will be going to court and does not speak English (Ongoing task as evidenced by student's work with clients).
- Negotiates, mediates, and advocates on behalf of the community in which the agency is located. For example, if the majority of residents do not have access to computers and all local school information is disseminated via email, advocating for a change in this system so that all residents are aware of school happenings (Ongoing task as evidenced by involvement in community grassroots work).
- Will collaborate with clients and work to help them expand resource networks in the community.

## **COMPETENCY 9 - Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

**Behavior #1** - Selects and uses appropriate methods for evaluation of outcomes

### **Example Tasks:**

- Explores range of evaluative methods to seek one that is appropriate to agency/population.
- Select method of evaluation to determine if the client is reaching the goals and objectives set at the time of assessment by looking into best practices and related research (by Oct. 1 as evidenced by reviewing evaluation method identified with field instructor and discussing how it will be used with clients).
- Use the method of evaluation chosen and review outcomes of client's progress (Ongoing task with client as evidenced by process recordings and case file notes)
- Select method of evaluation to determine if an identified program at the agency is successful. The student will review program evaluation method options with the field instructor. After review, the student and field instructor will select which method, if any, can be used to evaluate the agency program. (By Nov. 15 as evidenced by discussion of evaluation methods within weekly field supervision meetings).
- Develop brief survey of client satisfaction with agency services based on EBP for conducting client surveys (by Nov. 15 as evidenced by completed draft of survey instrument).
- Review evaluation outcomes with field instructor and agency staff (Date TBD/evidenced by student presenting outcomes to staff).
- Meet with clients to evaluate progress, identifying areas of strengths utilized to achieve change or identify barriers that have impeded on progress.

**Behavior #2** - Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes

**Example Tasks:**

- Student's timely-submitted Process/Journal Recordings demonstrate application of multidisciplinary theoretical frameworks in the evaluation of outcomes.
- Develops evaluation questions that do not have underlying assumption, bias or judgement.
- In reviewing survey outcomes, the student incorporates relevant environmental factors in the analysis (Date TBD/ evidenced by student discussing relevant environmental factors).
- Utilizing client systems to identify where the client has made progress toward change or identify barriers that have impeded on progress.