



Social Work Program
SWRK 4900/4910 Learning Agreement/Contract

Student information	Placement information
<hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> <div style="display: flex; justify-content: space-between;"> <i>Student Name</i> <i>University ID #</i> </div> <hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> <div style="padding-left: 20px;"><i>Local Address</i></div> <hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> <div style="padding-left: 20px;"><i>Phone</i></div> <hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> <div style="padding-left: 20px;"><i>Email</i></div>	<hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> <div style="padding-left: 20px;"><i>Agency</i></div> <hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> <div style="padding-left: 20px;"><i>Field Instructor</i></div> <hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> <div style="padding-left: 20px;"><i>Title</i></div> <hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> <div style="padding-left: 20px;"><i>Agency Phone</i></div> <hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> <div style="padding-left: 20px;"><i>Field Instructor's Email</i></div>

Purpose

The purpose of this document is to provide a blueprint of the student’s educational experience with assigned tasks to develop skills and demonstrate competency in each of the Social Work Practicum competencies set forth by CSWE and the HPU Social Work Department. It should be a dynamic learning tool that allows for flexibility based on the experiences and abilities the student brings to the placement and the opportunities offered in a particular agency setting.

Instructions for Developing Learning Agreement

When meeting with the field instructor to develop the agreement, students should come prepared to discuss the strengths they bring to the field, the areas in which they would like to experience continued growth and the types of learning opportunities in which they would like to be involved.



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The learning agreement includes a list of the HPU School of Social Work ten core competencies. Each of the competencies includes practice behaviors the students should have an opportunity to perform during the practicum. Field instructors/supervisors and students will develop a list of activities and tasks the student should complete during the semester. The learning agreements includes some suggestions for activities that students can complete during their practicum experience. Students and field instructors/supervisors are also encouraged to create their own unique activities that best reflect the services provided at the field agency. **Please use the “Date” field to identify the estimated date by which the student will complete the activity/tasks.**

Return this document to the Field Education Director by the due date listed in the current Social Work Practicum Calendar for his/her review, revisions (if necessary), and approval.

Theoretical Framework

The HPU Social Work Program has chosen ecosystems theory for our conceptual framework. Ecosystems theory complements generalist practice because it sees the person in a rich context (“deep ecology,”) and looks at practice at all three areas, micro, mezzo, and macro. For further reading on the ecosystems theory please see the current BSW student handbook.

Instructions for Evaluating Student Progress and Performance

The evaluation is designed to assist the student, and the field supervisor in the assessment of the student’s progress in tasks set forth by this document. Comparing the student you are evaluating to others at the same level of professional development, please rate the student’s performance on each of their learning agreement activities according to the following scale:

- **[3] Fully Competent:** Student performed above the minimum level of competency
- **[2] Satisfactory/Sufficient Progress:** Student performed at the minimum competency expectations
- **[1] Unsatisfactory/Insufficient Progress:** Student shows little or no awareness or movement toward achieving minimum competency expectations
- **[0] Did Not Complete:** The student was unable to complete this objective
- **[N/A] Not Observed:** No opportunity to evaluate this learning objective because the student did not complete it

Performance Evaluation Scale. Please list the number that best reflects the student’s skill level next to their learning activity/objective				
3	2	1	0	N/A



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Fully Competent	Satisfactory/Sufficient Progress	Unsatisfactory/Insufficient Progress	Did Not Complete	Not Observed
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Competency One: Demonstrate Ethical and Professional Behavior		
<p>Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:</p> <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, ethical conduct of research, and additional codes of ethics as appropriate to context; • use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; • demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; • use technology ethically and appropriately to facilitate practice outcomes; and • use supervision and consultation to guide professional judgment and behavior. 		
Suggested Activities: Students MUST chose at least one activity from this list	Date	Evaluation Score
Read agency policies and handbook, complete all required employee code of conduct trainings/on boarding, adhere to agency expectations regarding dress, hours, punctuality, and client confidentiality		
Review NASW Code of Ethics and any Hawaii state laws or ethical codes that pertain the work with this agency or agency clients. Know when you are required to be a mandated reporter and how to complete such reports.		
Maintain appropriate documentation and technology use within the agency, such as case notes, billing documentation, email correspondence, and observe agency’s social media policies.		



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Identity areas of tension between personal and professional values, actively seek to understand the impact of personal experience on professional judgement and behavior and discuss this in supervision.		
Identify a situation in which you and/or the client are experiencing transference/countertransference and address this in supervision.		
Discuss personal and professional boundaries and the importance of maintaining these boundaries with your supervisor. Identify any areas of conflict around boundaries and develop a plan to address it.		
Participate in at least two continuing education trainings, conferences, workshops, or webinars to increase personal knowledge about ethics.		
Unique Activities: Students MUST create at least two unique learning objectives that are specific to their agency/practicum site.	Date	Evaluation Score
Narrative Comments/Feedback from Field Instructor:		



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Fully Competent	Satisfactory/Sufficient Progress	Unsatisfactory/Insufficient Progress	Did Not Complete	Not Observed

Competency Two: Advance Human Rights and Social, Racial, Economic, and Environmental Justice		
<p>Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected. Social workers:</p> <ul style="list-style-type: none"> • advocate for human rights at the individual, family, group, organizational, and community system levels; and • engage in practices that advance human rights to promote social, racial, economic, and environmental justice. 		
Suggested Activities: Students MUST chose at least one activity from this list	Date	Evaluation Score
Attend an advocacy event (e.g., NASW Advocacy day, UN related advocacy day, walk/run in 5K on an advocacy issues, dinners) and process event with supervisor.		
Organize or help organize and advocacy event or an event to raise awareness about agency services		
Read proposed state legislation (https://www.capitol.hawaii.gov/) and provide testimony		
Use empowerment perspective to organize agency clients and/or agency staff to do self-advocacy (e.g. letter writing, protesting, providing testimony, social media campaigns, etc.)		
Identify social and economic barriers to optimal wellbeing of agency client populations and discuss possible strategies toward advocating for justice during supervision.		
Interview someone who works in the field of advocacy (e.g., NAMI, NAACP, domestic violence shelter) and Identify program goals and barriers in service provision.		



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Organize or attend an environmental justice event (e.g. beach cleanup, fishpond restoration, pipeline protest, etc.)		
Watch two or more Tedtalks and read two or more journal articles or books about human rights, social justice or environmental justice and discuss in supervision how these principles could be applied to your practicum site.		
Unique Activities: Students MUST create at least two unique learning objectives that are specific to their agency/practicum site.	Date	Evaluation Score
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Competency Three: Engage Anti-Racism, Diversity, Equity, and Inclusion (A DEI) in Practice		
<p>Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression</p> <p>Social workers:</p> <ul style="list-style-type: none"> • demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and • 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. 		
Suggested Activities: Students MUST chose at least one activity from this list	Date	Evaluation Score
Use the ADDRESSING framework to create a case conceptualization of a client and to understand how your differences from the client may impact the helping relationship. Discuss your conclusions in supervision.		



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Research via books, videos, empirical journal articles and/or other materials the population(s) served by the placement setting and develop a resource file or an annotated bibliography for agency use.		
Create a training or presentation for agency staff about microaggressions and discuss how any observed microaggressions are handled by the agency. Share what you have created with your supervisor.		
Go through the intake process as a client. Reflect on how this process felt and how Diversity, Equity, and Inclusion was handled. Discuss your experience and reflections in supervision.		
Discuss in supervision how the supervisor and other professionals address personal biases in practice. Discuss ways you might address personal biases in your own practice.		
Complete a psycho-social assessment for a client using the ecosystems model and identify systemic injustices that might impact the client. Pay attention to the dimensions of diversity for the client.		
Research the history and origins of the practicum agency. Critically examine how White supremacy, systemic racism, and privilege may have shaped the development, funding, and target population of the agency. Discuss your analysis in supervision.		
Unique Activities: Students MUST create at least two unique learning objectives that are specific to their agency/practicum site.	Date	Evaluation Score
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Competency Four: Engage in Practice-Informed Research and Research-Informed Practice		
<p>Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:</p> <ul style="list-style-type: none"> • use practice experience and theory to inform scientific inquiry and research; • apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and • use and translate research evidence to inform and improve practice, policy, and service delivery. 		
Suggested Activities: Students MUST chose at least one activity from this list	Date	Evaluation Score
Identify a client presenting problem/issue and use research to select the best evidence based intervention for the client's specific presenting problem		
Participate in forming questions and data collection strategies for a program evaluation		
Analyze data obtained through intervention/program evaluation methods and use findings to suggest ways to improve practice, policy and/or service delivery.		



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Create an AB, ABA, or ABC single-subject intervention design for a client and measure clients progress/outcomes		
Select a validated measure from research literature (e.g. BAI, BDI, PSS, OQ, etc.) and implement it to track clients treatment progress		
Attend a CEU workshop or certified training program (e.g. Matrix, SBIRT, CPR, CITI, etc.)		
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Competency Five: Engage in Policy Practice		
<p>Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:</p> <ul style="list-style-type: none"> • Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; • assess how social welfare and economic policies impact the delivery of and access to social services; • apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. 		
Suggested Activities: Students MUST chose at least one activity from this list	Date	Evaluation Score



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Analyze an agency policy using a policy analysis, and make a proposal for a planned change, advocacy, or policy effort in the agency or community.		
Participate as a member at large or student representative on the NASW Political Action for Candidate Endorsement Committee (PACE).		
Participate in a budget planning meeting and/or participate in writing a grant		
Attend the NASW day of advocacy and speak to elected state officials about the policy initiatives that the state NASW chapter is supporting		
Read proposed state legislation (https://www.capitol.hawaii.gov/) and provide testimony		
Use empowerment perspective to organize agency clients and/or agency staff to do self-advocacy (e.g. letter writing, protesting, providing testimony, social media campaigns, etc.)		
Unique Activities: Students MUST create at least two unique learning objectives that are specific to their agency/practicum site.	Date	Evaluation Score
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Competency Six: Engage with Individuals, Families, Groups, Organizations, and Communities		
<p>Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:</p> <ul style="list-style-type: none"> • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and • use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. 		
Suggested Activities: Students MUST chose at least one activity from this list	Date	Evaluation Score



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Complete an intake for _____ (insert number) of clients, demonstrating engagement skills of empathy, reflection of content and meaning, and establish rapport		
Maintain a caseload of _____ (insert number) of clients, demonstrating engagement skills of empathy, reflection of content and meaning, and establish rapport		
Discuss in supervision cultural characteristics of a client or client group and how those characteristics impact engagement.		
Engage in a community outreach event		
Unique Activities: Students MUST create at least two unique learning objectives that are specific to their agency/practicum site.	Date	Evaluation Score
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Fully Competent	Satisfactory/Sufficient Progress	Unsatisfactory/Insufficient Progress	Did Not Complete	Not Observed

Competency Seven: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;



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<ul style="list-style-type: none"> • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; • develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and • select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. 		
Suggested Activities: Students MUST chose at least one activity from this list	Date	Evaluation Score
Conduct client biopsychosocial assessments on (insert #) _____ clients to facilitate holistic assessments.		
Create theory based tools such as an eco-map / genogram / social identity wheel from case file or client interview and use to facilitate an analysis of assessment information obtained from clients.		
Develop individualized treatment plans based on the assessment, research knowledge and values and preferences of clients and constituencies.		
Implement evidence based assessment tools (e.g. BAI, BDI, OQ, etc.) to capture a client’s baseline symptoms		
Research assessment tools that would be beneficial for agency use and create a resource catalog.		
Assess client’s case management needs and compile a resource/referral list for the client based on these needs		
Conduct a community needs assessment		
Unique Activities: Students MUST create at least two unique learning objectives that are specific to their agency/practicum site.	Date	Evaluation Score



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3	2	1	0	N/A
Fully Competent	Satisfactory/Sufficient Progress	Unsatisfactory/Insufficient Progress	Did Not Complete	Not Observed

Competency Eight: Intervene Individuals, Families, Groups, Organizations, and Communities		
<p>Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:</p> <ul style="list-style-type: none"> • critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; • use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; • negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and • facilitate effective transitions and endings that advance mutually agreed-on goals. 		
Suggested Activities: Students MUST chose at least one activity from this list	Date	Evaluation Score
Facilitate or Co-facilitate individual, group, or family interventions, seek feedback from co-facilitator and/or supervisor.		



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Identify a client presenting problem/issue and use research to select the best evidence based intervention for the client's specific presenting problem then implement the intervention.		
Research referral sources within the community, discuss their role in meeting community needs and develop resource cards/referral handout.		
Identify potential grants to fund service or programs and participate in the development of the grant.		
Unique Activities: Students MUST create at least two unique learning objectives that are specific to their agency/practicum site.	Date	Evaluation Score
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Fully Competent	Satisfactory/Sufficient Progress	Unsatisfactory/Insufficient Progress	Did Not Complete	Not Observed

Competency Nine: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities		
<p>Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:</p> <ul style="list-style-type: none"> • select and use appropriate methods for evaluation of outcomes; • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; • critically analyze, monitor, and evaluate intervention and program processes and outcomes; and • apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. 		
Suggested Activities: Students MUST chose at least one activity from this list	Date	Evaluation Score
Review and utilize the existing evaluation tools and data collection strategies used in the field agency and apply to client interventions.		
Collect data for special agency projects/program evaluation, participate in data analysis and make suggestions.		
Engage in ongoing assessment and evaluation of client progress towards identified goals and adjust practice when appropriate.		



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Interview either a practitioner, clinical supervisor, or program manager/administrator regarding how the practitioner evaluates her/his practice OR how the organization evaluates its program(s).		
Unique Activities: Students MUST create at least two unique learning objectives that are specific to their agency/practicum site.	Date	Evaluation Score
Narrative Comments/Feedback from Field Instructor:		

Competency Ten: Engage, honor, and respect Indigenous cultures and ways of doing toward decolonized professional practice

Social workers understand the impact of settler colonialism and the inhabitation and occupation of Indigenous lands and the effects of historical and cultural trauma on the lives and experiences of Indigenous Peoples. Social workers invite and seek opportunities to have their perspective challenged towards personal and professional growth and understanding. Social workers respect and strive to interweave traditional ways of knowing, doing, and being to decolonize dominant cultural hegemony. Social workers are informed about institutional barriers and cultural intolerance; strive to eliminate all forms of injustice; and ensure the inalienable rights of Indigenous Peoples to self-determine and cultivate pathways of healing as affirmed in the 2007 United Nations Declaration on the Rights of Indigenous Peoples.

Social workers:

- understand social, economic, and environmental injustices are tied to colonialism and colonization;
- recognize and acknowledge resilience and resistance strategies of Indigenous Peoples by supporting cultural strengths, practices, and worldviews as important pathways to healing the spirit and empowering communities
- recognize and support the significance of ancestral lands, sovereignty, culturally resonant practices, and place-based teachings;
- honor Indigenous cultures and respect the practices of other local cultural groups, including protocols, ceremony, guesthood, and spirituality as central to decolonized professional practice;
- understand their own culture, associated beliefs, values and practices that inform, bias, and influence ongoing commitment toward Indigenizing and decolonizing social work practice.

Suggested Activities: Students MUST chose at least one activity from this list

Date

Evaluation
Score

Research the indigenous groups endemic to the land your practicum agency sits on. Who are the indigenous groups of this area? Where are they now? Use this information to draft a land acknowledgement statement that you give to your supervisor.

Participate in an advocacy event such as a protest, march, symposium, letter writing campaign, training, etc. that is related to an Indigenous population.



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Interview your supervisor and/or agency staff on how they have supported Indigenous cultural strengths, practices, worldviews as ways of healing through their clinical practice. Critically reflect on how you may be able to use some of these same strategies in your own practice during supervision.		
Interview someone who works in the field of advocacy (e.g. Native Hawaiian Legal Corporation, We Are Oceania (WAO), Office of Hawaiian Affairs (OHA), domestic violence center, family advocacy center and identify culturally-based interventions to overcome challenges associated with structural oppression.		
Participate in at least 1 Culturally Immersive Reciprocal Community Engaged Learning and Service (CIRCELS) and create a social media post reflecting on your experience. (Please remember to get photo permission if you will be using photos of other people in your post.)		
Reflect on knowledge and understanding of your own culture, associated beliefs, values and practices that inform their ongoing commitment toward Indigenizing and decolonizing social work during supervision and/or during field integration seminar.		
Read the 2007 United Nations Declaration on the Rights of Indigenous Peoples and discuss it in supervision.		
Unique Activities: Students MUST create at least two unique learning objectives that are specific to their agency/practicum site.	Date	Evaluation Score



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Narrative Comments/Feedback from Field Instructor:		

SIGNATURES

Field Instructor/Supervisor

Date

Student

Date

Practicum Seminar (4900/4901) Instructor

Date