



**SWRK 6900 & 6901 Learning Agreement/Contract**

**Student Name:**

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**Supervisor Name:**

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**Agency:**

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**Date:**

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**Instructions:**

The following is a list of the HPU School of Social Work nine 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. **Please use the "Date" field to identify the estimated date by which the student will complete the activity/tasks correlating with the practice behavior.**



EPAS 2015 Core Competencies & Core Practice Behaviors	Date	Evaluation
<b>CC 1: Student demonstrates ethical and professional behavior.</b>		
<p><b>PB 1.1:</b>                      Student 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.</p>		
<p><b>PB 1.2:</b>                      Student uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</p>		
<p><b>PB 1.3:</b>                      Student demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication.</p>		
<p><b>PB 1.4:</b>                      Student uses technology ethically and appropriately to facilitate practice outcomes.</p>		



<p>PB 1.5: Student uses supervision and consultation to guide professional judgment and behavior.</p>			
<p><b>CC 2: Student engages diversity and difference in practice.</b></p>		<p><i>Date</i></p>	<p><i>Evaluation</i></p>
<p><b>PB 2.1:</b> Student applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</p>			
<p><b>PB 2.2:</b> Student presents themselves as learners and engages clients and constituencies as experts of their own experiences.</p>			
<p><b>PB 2.3:</b> Student applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>			



<b>CC 3: Student advances human rights and social, economic, environmental justice.</b>		<i>Date</i>	<i>Evaluation</i>
<b>PB 3.1:</b> Student applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.			
<b>PB 3.2:</b> Student engages in practices that advance social, economic, and environmental justice.			
<b>CC 4: Student engages in practice-informed research and research-informed practice.</b>		<i>Date</i>	<i>Evaluation</i>
<b>PB 4.1:</b> Student uses practice experience and theory to inform scientific inquiry and research.			
<b>PB 4.2:</b> Student applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.			



<p><b>PB 4.3:</b> Students <b>recognize, describe and communicate</b> their understanding of the importance of how difference shape and affect the life experiences of clients in different contexts.</p>			
<p><b>CC 5: Student engages in policy practice.</b></p>		<p><i>Date</i></p>	<p><i>Evaluation</i></p>
<p><b>PB 5.1:</b> Student identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</p>			
<p><b>PB 5.2:</b> Student assesses how social welfare and economic policies impact the delivery of and access to social services.</p>			
<p><b>PB 5.3:</b> Student applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p>			



<b>CC 6: Student engages with individuals, families, groups, organizations, and communities.</b>		<i>Date</i>	<i>Evaluation</i>
<b>PB 6.1:</b> Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.			
<b>PB 6.2:</b> Student uses empathy, reflection, and interpersonal skills to engage effectively with diverse clients and constituencies.			
<b>CC 7: Student assesses individuals, families, groups, organizations, and communities.</b>		<i>Date</i>	<i>Evaluation</i>
<b>PB 7.1:</b> Student collects and organizes data, and applies critical thinking to interpret information from clients and constituencies.			
<b>PB 7.2:</b> Student applies 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.			



<p><b>PB 7.3:</b> Student develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</p>			
<p><b>PB 7.4:</b> Student selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</p>			
<p><b>CC 8: Student intervenes with individuals, families, groups, organizations, and communities.</b></p>			
<p><b>PB 8.1:</b> Student critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies.</p>			
<p><b>PB 8.2:</b> Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</p>			



<p><b>PB 8.3:</b> Student uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</p>			
<p><b>PB 8.4:</b> Student negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies.</p>			
<p><b>PB 8.5:</b> Student facilitates effective transitions and endings that advance mutually agreed-on goals.</p>			
<p><b>CC 9: Student evaluates practice with individuals, families, groups, organizations, and communities.</b></p>		<p><i>Date</i></p>	<p><i>Evaluation</i></p>
<p><b>PB 9.1:</b> Student selects and uses appropriate methods for evaluation of outcomes.</p>			





<p><b>PB 9.2:</b> Students applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</p>			
<p><b>PB 9.3:</b> Student critically analyzes, monitors, and evaluates intervention and program processes and outcomes.</p>			
<p><b>PB 9.4:</b> Student applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>			



**SIGNATURES**

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**Field Instructor/Supervisor**

**Date**

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**Student**

**Date**

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**Practicum Seminar Instructor**

**Date**