



Social Work Program  
SWRK 7900/7901 Learning Agreement/Contract

Student information	Placement information
<div style="display: flex; justify-content: space-between; border-bottom: 1px solid black; margin-bottom: 10px;"> <span style="width: 45%;"><i>Student Name</i></span> <span style="width: 45%;"><i>University ID #</i></span> </div> <div style="border-bottom: 1px solid black; margin-bottom: 10px;"><i>Local Address</i></div> <div style="border-bottom: 1px solid black; margin-bottom: 10px;"><i>Phone</i></div> <div style="border-bottom: 1px solid black; margin-bottom: 10px;"><i>Email</i></div>	<div style="border-bottom: 1px solid black; margin-bottom: 10px;"><i>Agency</i></div> <div style="border-bottom: 1px solid black; margin-bottom: 10px;"><i>Field Instructor</i></div> <div style="border-bottom: 1px solid black; margin-bottom: 10px;"><i>Title</i></div> <div style="border-bottom: 1px solid black; margin-bottom: 10px;"><i>Agency Phone</i></div> <div style="border-bottom: 1px solid black;"><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 Department has identified six core theories that underlie curriculum content in the MSW program and that should guide student in their field placement experiences. For further reading on these theories please see the current MSW student handbook. The theories are as follows:

Generalist Year (6900/6901) – Empowerment, Strengths Based, and Ecosystems

Specialist Year (7900/7901) – Critical Theory, Decolonization, and Intersectionality

### **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



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

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"> <li>• Practice ethical decision making to resolve complex ethical dilemmas using consultation and supervision as needed;</li> <li>• Differentiate and manage boundaries and multiple roles at multiple system levels;</li> <li>• Demonstrate professional leadership in behavior, appearance, and communication that is culturally appropriate in efforts to create change, evaluate and enhance the well-being and sustainability of systems of all sizes; and</li> <li>• Demonstrate independence and accountability as appropriate for an advanced generalist social worker.</li> </ul>		
Suggested Activities: Students MUST chose at least one activity from this list	Date	Evaluation Score
Read the declaration of human rights and make notes about how your agency observes and implements these rights. Discuss this with your supervisor.		
Work with your supervisor to identify areas of clinical practice in which you are not yet a competent practitioner. Create a supervision plan to help you build competence in these areas of practice.		
Provide peer supervision or consultation on an ethical dilemma that a peer is experiencing		
Identify a client situation where there is transference/countertransference and discuss this in supervision		



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Read about anti-racist social work practice. Identify ways in which you personally have been complicit in systemic racism and create an action plan with your supervisor for addressing these personal biases.		
Participate in at least two continuing education trainings, conferences, workshops, or webinars to increase personal knowledge about ethics.		
Spend one hour per week studying for the licensing exam, paying particular attention to the licensing board requirements in the state you wish to practice.		
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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<b>Competency Two: Advance Human Rights and Social, Racial, Economic, and Environmental Justice</b>		
<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"> <li>• advocate for human rights at the individual, family, group, organizational, and community system levels; and</li> <li>• engage in practices that advance human rights to promote social, racial, economic, and environmental justice.</li> </ul>		
Suggested Activities: Students MUST chose at least one activity from this list	Date	Evaluation Score
Organize or attend an environmental justice event (e.g. beach cleanup, fishpond restoration, pipeline protest, etc.)		
Organize and implement an advocacy event such as a protest, march, symposium, letter writing campaign, training, etc.		
Read proposed state legislation ( <a href="https://www.capitol.hawaii.gov/">https://www.capitol.hawaii.gov/</a> ) and provide testimony		



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Identify social and economic barriers to optimal wellbeing of agency client populations. Conduct a SWOT analysis on how the agency is currently supporting client wellbeing. Present your findings in supervision and discuss with your supervisor how the agency could improve services.		
Follow a social justice or advocacy organization (e.g. NAMI, NAACP, NASW, etc.) on social media and discuss with your supervisor how agency staff and/or clients may get involved and organize agency/client involvement in the selected event.		
Read proposed federal legislation and write to your congressman about changes that you would like to see		
Organize a fundraising campaign for an international organization that supports human rights.		
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<b>Competency Three: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice</b>
<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"> <li>demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and</li> </ul>



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<ul style="list-style-type: none"> <li>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.</li> </ul>		
Suggested Activities: Students MUST chose at least one activity from this list	Date	Evaluation Score
Use the theory of intersectionality to conceptualize yourself and your own intersectional identity. Identify strengths and biases that you bring to clinical practice as a result of this identity. Identify ways in which these pre-existing strengths and biases may impact clients. Discuss in supervision.		
Identify marginalized client populations served by your agency (e.g. LGBTQIA+, Micronesians, Native Hawaiians, etc.). Read about the history of these populations in the US and discuss any current laws that may disproportionately impact this population with your supervisor		
Identify ways in which your agency participates in or is complicit in systemic racism, discuss this with your supervisor, and develop a plan of action for helping to correct this issue within the agency.		
Use a non-western developmental model (for example the Multidimensional Model of Racial Identity) to conceptualize a client or client problem. Share and discuss in supervision		
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 intersectionality and the dimensions of diversity for the client. Discuss in supervision. Go through the intake process as a client. Reflect on how this process felt and how Diversity, Equity, and Inclusion was handled. Critique the intake process, paperwork, and assessment documentation on how it implements a strength-based approach to conceptualizing clients. Present your findings and any suggestions for improvements to your supervisor.		
Identify ways in which your agency participates in or is complicit in systemic racism, discuss this with your supervisor, and develop a plan of action for helping to correct this issue within the agency.		
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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<b>Competency Four: Engage in Practice-Informed Research and Research-Informed Practice</b>		
<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"> <li>• Use culturally competent practice experiences and theory to inform scientific inquiry;</li> <li>• Design and conduct culturally appropriate research to inform practice with systems of all sizes; and</li> <li>• Efficiently locate, identify, critically review, and apply culturally-relevant research evidence findings to inform and improve practice, policy, and service delivery.</li> </ul>		
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		
Analyze data/complete a program evaluation		
If appropriate provide or refer a client for a non-western intervention (for example, ecotherapy, lomilomi massage, acupuncture, etc.) and track client's progress		
Create an AB, ABA, or ABC single-subject intervention design for a client and measure clients progress/outcomes		
Organize a training for agency staff and/or classmates on traditional healing practices and how these practices can be incorporated into client treatment planning.		
Identify the current/most popular interventions at the agency and use peer-reviewed literature and meta-analysis to determine the efficacy of these interventions. Discuss your findings in supervision		



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<b>Competency Five: Engage in Policy Practice</b>		
<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"> <li>Evaluate social policies with regard to the role of policy in service delivery, the role of practice in policy development, and the impact of social policy on the well-being of vulnerable populations.</li> <li>Apply policy analysis to formulate culturally appropriate strategies that advance social well-being by focusing on developing and changing social policies that impact social services and the delivery of those services to vulnerable populations.</li> </ul>		
Suggested Activities: Students MUST chose at least one activity from this list	Date	Evaluation Score
Campaign for a local elected official		
Participate as a member at large or student representative on the NASW Political Action for Candidate Endorsement Committee (PACE).		
Complete a policy analysis on a state law and present your findings to stakeholders		
Identify state laws that add to or are complicit in systemic racism or colonization. Provide testimony against these laws		
Write and propose a piece of state legislation, work with a legislator to sponsor your bill		
Use critical theory to organize agency clients and/or agency staff to do self-advocacy (e.g. letter writing, protesting, providing testimony, social media campaigns, etc.)		
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<b>Competency Six: Engage with Individuals, Families, Groups, Organizations, and Communities</b>
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



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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:

- Demonstrate engagement with clients and constituencies utilizing culturally competent theoretical frameworks; and
- Demonstrate empathy skills based upon clients' and constituencies' diverse contexts and situations.

Suggested Activities: Students MUST chose at least one activity from this list	Date	Evaluation Score
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.		
Organize a community outreach event		
Find a community or population who is currently not served well by your organization/agency and talk to some of these individuals about why they don't use the services/program. Present your findings to your supervisor.		
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

<b>Competency Seven: Assess Individuals, Families, Groups, Organizations, and Communities</b>
<p>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:</p> <ul style="list-style-type: none"> <li>• Formulate comprehensive assessments of the client system appropriate to the cultural context;</li> <li>• Integrate clients/constituencies' specific context and situations with knowledge of human behavior and person in environment to analyze assessment data;</li> </ul>



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<ul style="list-style-type: none"> <li>• Develop culturally appropriate goals and competencies that incorporate clients’/constituencies’ strengths and challenges at an eco-systemic level; and</li> <li>• Selects culturally appropriate intervention strategies based on continuous multidimensional assessment.</li> </ul>		
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.		
Research non-western assessment tools (for example measures of cultural connectedness, community connectedness, spirituality, etc.) and talk to your supervisor about how these tools can be incorporated into the current client treatment planning process		
Participate in interdisciplinary team meetings		
Read a formal psychological assessment completed by a psychologist. Discuss the findings with your supervisor and incorporate the findings into the client’s treatment plan.		
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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<b>Competency Eight: Intervene Individuals, Families, Groups, Organizations, and Communities</b>		
<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"> <li>• Demonstrate the differential application of evidence-based, theoretically grounded, and culturally responsive methods of intervention;</li> <li>• Engage in multidisciplinary collaborative practice, utilizing supervision and inter-professional consultation to facilitate improved practice outcomes;</li> <li>• Differentially select and implement a range of advanced practice skills in a multidimensional, culturally competent manner.</li> <li>• Facilitate transitions and endings with a client system(s) at a multidimensional, culturally competent manner that advances mutually agreed-on goals.</li> </ul>		
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.		
Chose a theoretical orientation and find a therapeutic intervention that matches your identified orientation. Implement this intervention.		



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Research a non-western intervention and speak to a practitioner or traditional healer who implements this intervention. Discuss the appropriateness of implementing this intervention or referring clients to this intervention with your supervisor.		
Participate in the planning and implementation of a new program within the agency.		
Write a grant with a clear plan for measurable grant deliverables		
Identify successful practices for ending/terminating therapy, implement these practices with a client who is ready to end therapy, discuss the outcome with your supervisor.		
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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"> <li>Evaluate interventions with client systems using approaches that are evidence-based, theoretically grounded, and culturally responsive; and</li> <li>Demonstrate use of evaluation to inform and improve practice.</li> </ul>		
Suggested Activities: Students MUST chose at least one activity from this list	Date	Evaluation Score
Interview agency staff about quality improvement measures that the agency could implement, present your findings to stakeholders		
Identify or construct a measurement tool to capture baseline data for an identified client problem --i.e. data that can provide critical information about the frequency, severity, and patterned variations relating to a problem or concern.		
Create and implement a client feedback survey in order to evaluate program's strengths and areas of growth.		
Disseminate program evaluation or community needs assessment findings to the community in a town hall or other open forum.		



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**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

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

Identify at least 2 ways in which your agency interweaves both Western and Indigenous ways of knowing, being, and doing, discuss this with your supervisor.



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Develop a plan to assist the agency in creating pathways to interweave both Western and Indigenous worldviews and practices.		
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.)		
Participate in and/or observe Indigenous traditions and practices, including protocols, ceremony, guesthood, and spirituality as central to decolonized professional practice and discuss with supervisor and/or during field integration seminar.		
Organize a training or interprofessional learning experience for agency staff where traditional healers (examples may include curanderas, shamans, santeros, houngans, mambos, la'au lapa'au practitioner) educate staff on the services they provide to clients. Facilitate a discussion on how these services could complement services offered by your agency.		
Reflect on knowledge and understanding of your own culture, associated beliefs, values and practices that inform your ongoing commitment toward Indigenizing and decolonizing social work during supervision and/or during field integration seminar		
Using the theory of decolonization, examine ways in which your agency is complicit or participates in colonizing practices. Discuss these with your supervisor		
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SIGNATURES

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Field Instructor/Supervisor

Date

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Student

Date

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Practicum Seminar (7900/7901) Instructor

Date