**WEST CHESTER UNIVERSITY**

**Department of Graduate Social Work**

**SWG 599: Specialized Practicum II**

**Learning Agreement:** *Instructions - SPRING SEMESTER UPDATES*

1. *Format*
   * Find the agreement that you submitted this fall and work from that Word document, renaming it for this course.
2. *Self-Reflection*

* Describe what you think may be different and what you hope to accomplish during your practicum experience for this coming semester.
* Reflect on how you have experienced the following during your practicum experience thus far:
  + Ethical conflicts
  + Experiences of countertransference
  + The extent to which structures and values may oppress, marginalize, alienate or create or enhance privilege and power
  + Supervision, including how you could utilize supervision time to discuss the above experiences/thoughts with your practicum supervisor/task supervisor
* Reflecting on your fall experiences, discuss how your own privilege and/or power may/will intersect with your advanced social work practice decision-making this semester.
* Lastly, identify three steps to advancing, engaging, and/or promoting human rights/social justice/economic justice at your practicum placement.

1. *Learning Goals*
   * Review each of your learning goals and determine whether or not you met these goals; whether the objectives were achieved and whether your evaluation mechanism was effective
     + If you met the learning goals and objectives that you set out in one or more of the areas, develop new goals and objectives for this semester.
     + If you did not fully meet your goals, decide if they are still achievable and either keep or revise them.
     + Review your evaluation mechanism – is there a better way to evalute your learning based on what you know now?
   * Meet with your MSW Practicum Instructor to review your proposed updates to your learning goals
2. *Supervision*
   * Based on how things went this fall, update your supervision plan to reflect specific details about how and when supervision occurs, remembering that students are expected to have one hour per week of uninterrupted supervision.

1. *Signatures*
   * Like youdid in the fall, have your MSW Practicum Instructor and your Task Instructor, where applicable, sign your revised learning agreement and then submit to your Faculty Practicum Liaison.

**WCU MSW Program Specialized Competencies and Behaviors**

***Specialized Competency 1: Demonstrate Ethical and Professional Behavior***

Social workers are expected to recognize ethical and professional tensions apparent in practice, policy, and research scenarios by synthesizing the social work values presented in the NASW Code of Ethics. In the service of social justice through the realization of human rights for individuals, families, and communities, social workers will discern competing factors contained in ethical dilemmas and flexibly apply ethical frameworks for problem solving in such cases. Social workers will display and model consistent professional behavior in appearance, and in oral, written, and electronic communication. Social workers will be clear about their role and function while respecting and understanding the collaborative role of other professionals. Finally, social workers will model reflection and self-regulation of their personal values and maintain professionalism always.

*Expected Specialized Practice Behaviors*

1. Student identifies and resolves ethical dilemmas in practice with individuals, families and communities in ways that promote social justice and the realization of human rights.
2. Student conducts themselves professionally and ethically in communication and demeanor.
3. Student develops and maintains a professional social work role in interactions and collaborations with interprofessional team members and other practitioners.
4. Student uses supervision and consultation to ensure accountability and responsiveness to the dynamic, changing contexts of social work practice and policy environments.

***Specialized Competency 2: Engage Diversity and Difference in Practice***

Social workers will demonstrate a nuanced understanding of dimensions of multicultural diversity and intersectionality when speaking about, writing about, and engaging with individuals, families, and communities. Social workers will extend their knowledge of the forms and mechanisms of oppression and discrimination by presenting as learners and engaging clients and constituencies as experts of their own experience. Social workers will adopt a recovery, resiliency, and capacity building framework when collaborating with individuals, families, and communities to promote wellbeing from a social justice perspective grounded in the realization of human rights.

*Expected Specialized Practice Behaviors*

1. Student extends their knowledge of the forms and mechanisms of oppression and discrimination by presenting as learners and engaging clients and constituencies as experts of their own experiences.
2. Student engages in anti-oppressive practice by identifying and suggesting ways to eliminate organizational or program activities that explicitly or implicitly reflect institutional racism, sexism, gender bias, disability bias, and/or other forms of bias/discrimination.
3. Student actively engages in multiculturally inclusive practice, assessment, intervention and evaluation strategies.

***Specialized Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice***

Human rights-based practice is a social work imperative. In pursuit of social justice and the realization of human rights, social workers will consider historical context and a trauma-informed perspective while critically assessing and mediating the ongoing effects of structural barriers on individuals, families, and communities. By practicing cultural humility and consistently applying a human rights lens to micro, mezzo, and macro efforts in interprofessional settings, social workers collaborate with and empower others to advocate for social, economic, and environmental justice on behalf of individuals, families, and communities.

*Expected Specialized Practice Behaviors*

1. Student uses cultural humility to learn from and educate individuals, families, and communities about the ongoing effects of structural barriers.
2. Student evaluates and critically analyzes organizational or legislative policies, funding mechanisms, and/or programs using a focus on human rights and social justice.
3. Student seeks out opportunities to observe and/or engage with major stakeholders or advocacy groups relevant to the promotion of human rights and social justice for the populations served by the agency.

***Specialized Competency 4: Engage in Practice-Informed Research and Research-Informed Practice***

Social workers understand qualitative and quantitative research methods for evaluating practice and improving services to individuals, families, and communities. Social workers seek out and prioritize stakeholder input and theory to inform research design and scientific inquiry. Social workers recognize the role of research and evaluation in advancing the knowledge base of clients, practitioners, organizations, and policymakers. Social workers consistently interpret and use culturally relevant research evidence to inform and improve practice, policy, and service delivery that advances the realization of human rights and social justice.

*Expected Specialized Practice Behaviors*

1. Student translates research evidence to inform and improve practice, policy, and service delivery with individuals, families, and communities.
2. Student seeks and prioritizes stakeholder input to inform practice and research.
3. Student collects, organizes, analyzes, interprets, and/or disseminates data informing practice decisions or evaluating program processes or outcomes.

***Specialized Competency 5: Engage in Policy Practice***

Social workers represent, mobilize, and empower disenfranchised populations of individuals, families, and communities to have a voice and advocate in support or opposition to local, state, national, and international policies. They promote the realization of human rights and social justice through engagement in individual and/or collective advocacy efforts. Social workers lead in developing and sustaining interprofessional collaborations to address complex and contemporary issues facing individuals, families, and communities. They synthesize ecological influences impacting social welfare policy relevant to the community, thus, creating a platform for policy change at micro, mezzo, and macro levels. They promote social transformation by fostering individual and collective problem solving, and by critically identifying and applying community organization methods in practice.

*Expected Specialized Practice Behaviors*

1. Student analyzes and advocates for policies and procedures that empower and enhance dignity for individuals, families, and communities consistent with the United Nations Universal Declaration of Human Rights.
2. Student seeks out opportunities to engage in collective problem-solving with interprofessional stakeholders and communities to address complex issues.
3. Student represents, mobilizes, and empowers disenfranchised populations of individuals, families, and communities to have a voice and advocate in support or opposition to local, state, national, and/or international policies.

***Specialized Competency 6: Engage with Individuals, Families, and Communities***

Social workers cultivate collaborative helping alliances across client systems drawing on theory and evidence to inform engagement. Utilizing an ecological perspective, social workers will build on generalist skills of empathy and reflection to engage multiculturally diverse individuals, families, and communities by employing knowledge of relationship dynamics and power differentials. Social workers will engage effectively with interprofessional groups, teams, and organizations to promote human rights and social justice in an ever-changing social and political context.

*Expected Specialized Practice Behaviors*

1. Student works collaboratively with multiculturally diverse individuals, families, and communities and interprofessional teams to establish goals and outcomes.
2. Student seeks out opportunities to engage in dialogues with stakeholders and other relevant members of the varied communities to promote inclusive practices that empower and respond to the needs of individuals, families, and communities.
3. Student applies an intersectional analysis of dynamics of power and privilege to engagement with vulnerable individuals, families, and communities.

***Specialized Competency 7: Assess Individuals, Families, and Communities***

Social workers will augment their assessment skill repertoire with additional culturally relevant evidence-based practices consonant with social work values, including those that are ecological, trauma-informed, and use a recovery approach. These specialized assessment methods incorporate interprofessional collaboration to address complex situations faced by multiculturally diverse clients who, often times, have had their human rights violated.

*Expected Specialized Practice Behaviors*

1. Student uses an ecological, trauma-informed, and recovery-focused perspective to inform the conceptualization of the needs and strengths of individuals, families, and communities.
2. Student assesses readiness for change from an ecological and multiculturally diverse perspective in practice with individuals, families, or communities and plans intervention strategies accordingly.
3. Student collects, organizes, and interprets data relevant to individual, family, or community systems to develop mutually agreed upon intervention plans and goals.

***Specialized Competency 8: Intervene with Individuals, Families, and Communities***

Effective interventions with clients and constituencies requires a sensitivity to readiness for change and a depth of knowledge about the range of best practice and evidence-informed interventions applicable for individuals, families, and communities. Social workers understand theories of trauma and recovery relative to individual, family, and community functioning, and critically evaluate and apply this knowledge to effectively intervene with client systems. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions to achieve goals in micro, mezzo, and macro practice. Above all, social workers value the importance of collaboration in interventions, recognizing that beneficial outcomes may require multi-level and interprofessional collaboration along with client feedback to advance social justice and realize human rights.

*Expected Specialized Practice Behaviors*

1. Student implements client-centered interventions that enhance resiliency, support recovery, and build capacity with individuals, families, and communities.
2. Student adapts interventions to account for the unique ecosystemic context of individuals, families, and communities.
3. Student takes a proactive approach to intervention strategies, working collaboratively to build client or community capacity to develop, implement, and sustain their own solutions to problems.

***Specialized Competency 9: Evaluate Practice with Individuals, Families, and Communities***

With evaluation being a critical aspect in the delivery of social services, social workers will competently evaluate their evidence-based social work practice and promote professional accountability. This, in turn, advances practice, policy, and service delivery effectiveness. Social worker’s participation on interprofessional teams will utilize multidisciplinary theoretical frameworks to create and implement evaluation plans to monitor processes and assess outcomes for individuals, families, and communities. Social workers also recognize the importance of dissemination of practice evaluations through professional venues to advance the realization of human rights and social justice.

*Expected Specialized Practice Behaviors*

1. Student uses supervision to evaluate own practice effectiveness and the effectiveness of intervention strategies used in practice.
2. Student applies culturally relevant theories of human behavior and stakeholder input to guide evaluation of practice with individuals, families, and communities.
3. Student analyzes, monitors, and evaluates interventions and program processes and outcomes.