

**FIELD PRACTICUM III: MACRO PRACTICE  
EDUCATIONAL CONTRACT**

**Student:** \_\_\_\_\_

**Field Instructor:** \_\_\_\_\_

**Agency:** \_\_\_\_\_

**Field Liaison:** \_\_\_\_\_

**Semester/Year:** \_\_\_\_\_

**I. Agency and Field Instructor**

**A. Description of field setting**

**B. Description of specific unit/service of which field instructor is a part**

**C. Agency and field instructor views on field instruction**

**D. Preferred teaching methodologies**

**II. Student Self Assessment**

**A. Assessment of current strengths**

**1. Knowledge**

**2. Skills**

**3. Values**

**B. Assessment of limitations**

**1. Knowledge**

**2. Skills**

**3. Values**

**C. Career goals**

**D. Experiences desired during semester in field setting**

**III. Educational Plan: Competency Area, Practice Behavior, Practice Tasks, Specific Assignments**

**A. PROFESSIONAL IDENTITY: Identify as a professional social worker in administration and community settings.**

**Practice Tasks**

1. Identify the components of social work practice that enhance administration and community development.
2. Advocate for client access to social work services.
3. Integrate advocacy for social justice into administration and community development.

**Work Plan:**

**B. VALUES AND ETHICS: Apply social work values and ethical standards to the practice of leadership, administration, community development, and advocacy.**

**Practice Tasks**

1. Manage personal values in a way that allows professional values to guide practice.
2. Recognize an ethical dilemma when it occurs in practice.
3. Articulate with field instructor, how to remain effectively engaged in agency based practice when perceiving dissonance between professional values and agency policies and procedures.

**Work Plan:**

- C. CRITICAL THINKING: Apply critical thinking skills, logic, scientific inquiry and reasoned discernment to professional judgment in leadership, administration, community development, and advocacy.**

**Practice Tasks**

1. Identify multiple responses to system problems.
2. Evaluate the consequences of identified responses to system problems.
3. Use well reasoned conclusions and solutions, testing them against relevant criteria and standards.

**Work Plan:**

- D. DIVERSITY: Recognize and communicate the extent to which the dominant culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power in the context of leadership, administration, community development, and advocacy.**

**Practice Tasks**

1. Demonstrate an understanding of the ways in which systems are impacted by privilege and power.
2. Apply this understanding to the development of interventions that reduce marginalization.
3. Gain sufficient self-awareness to eliminate the influences of personal biases and values in working with diverse groups.

**Work Plan:**

- E. HUMAN RIGHTS AND SOCIAL JUSTICE: Apply knowledge of oppression and engage in practices that advance social, economic, and political justice in working with diverse populations and organizations.**

**Practice Tasks**

1. Demonstrate an understanding of the forms and mechanisms of oppression in administration and community development.
2. Assess agency and community practice for barriers to equality, opportunity, access, and treatment.

**Work Plan:**

- F. RESEARCH: Use research findings to inform leadership, administration, community development, and advocacy efforts.**

**Practice Tasks**

1. Identify research findings relevant to administration, advocacy, and community development efforts.
2. Use research findings to select effective system interventions.
3. Evaluate effectiveness of the selected system interventions..

**Work Plan:**

**G. HBSE/THEORY: Utilize multiple theories of leadership, administration, community development, and advocacy in the practice of social work.**

**Practice Tasks**

1. Articulate multiple theoretical frameworks used in administration and community development.
2. Evaluate the degree to which each framework is supported by research literature and outcome studies.
3. Select and apply the appropriate theoretical framework to guide system interventions.

**Work Plan:**

**H. SOCIAL POLICY: Analyze the implications of policy on human service organizations, community, governments and society.**

**Practice Tasks**

1. Demonstrate an ability to articulate the parameters of a specific policy on your role as an administrator or advocate.
2. Demonstrate an ability to articulate the impact of that policy on agency or community structures.
3. Analyze how the specific policy is derived from a broader social policy.

**Work Plan:**

**I. PROFESSIONAL CONTEXT: Recognize and respond to the evolving organizational, community, governmental, and societal contexts of social work practice.**

**Practice Tasks**

1. Demonstrate an awareness of how changing locales, populations, scientific and technological developments, organizational structures, and emerging societal trends impact social work practice.
2. Demonstrate an ability to be informed, resourceful, and proactive in responding to these changes.

**Work Plan:**

**J. PRACTICE: Demonstrate skills in planning, goal formulation, program development, implementation, monitoring, and evaluation.**

**Practice Tasks**

1. Demonstrate skills in effectively collecting, organizing, and interpreting data in preparation for action with organizations and communities.
2. Demonstrate the use of interpersonal skills to develop and sustain collaborations of multiple consistency groups working toward system change.
3. Demonstrate successful completion of the beginning, middle, and termination phases of social work intervention.

**Work Plan:**

**K. PROFESSIONAL BEHAVIOR: Exhibit personal responsibility for professional behavior and for effective use of supervision in administration, community, and advocacy settings.**

**Practice Tasks**

1. Be open to learning.
2. Communicate responsibly and sensitively and with respect toward colleagues, field instructors, administrators, staff, and clients.
3. Demonstrate a willingness and an ability to listen to others.
4. Work effectively with others, regardless of level of authority.
5. Show appearance and demeanor that are appropriate to the roles and settings encountered during the educational experiences.
6. Be punctual and consistent in keeping appointments with clients, colleagues, staff, and community contacts.
7. Be punctual and consistent with meeting deadlines and with documentation.
8. Advocate for him/herself in a constructive manner and first use established channels for conflict resolution.
9. Demonstrate personal responsibility and accountability for one's own time and actions in relation to his or her work.
10. Show a willingness to acknowledge constructive feedback or supervision.
11. Use feedback or supervision to enhance professional development.

**Work Plan:**

**IV. Administrative Details**

- A. Specify hours and days for field**
  
- B. Describe plan and times for supervision**
  
- C. Describe plan for making up holiday hours**
  
- D. Describe plan for making up sick leave**
  
- E. List any special arrangements required for this field placement (may include such items as required medical tests, background checks, travel reimbursements, and/or required attendance at specific meetings)**

**SIGNATURES AND DATES**

**Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Field Instructor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Faculty Liaison:** \_\_\_\_\_ **Date:** \_\_\_\_\_