

## SAMPLE LEARNING CONTRACT

<b>Student Name:</b>	<b>Academic Year:</b>
<b>Placement Agency Name:</b>	
<b>Agency Field Instructor:</b>	<b>Phone:</b>
<b>Field Liaison:</b>	<b>Phone:</b>
<b>Weekly Schedule for Practicum Hours:</b>	

**Total Hours:** This practicum involves a total of \_\_\_\_\_ hours to be completed between \_\_\_\_\_ and \_\_\_\_\_ (specify dates). Practicum hours must be scheduled relatively evenly each week throughout the academic term. No time should be scheduled during university holidays or semester breaks unless approved in advance by the Field Liaison and/or Director of Field Education. BSW students may complete a maximum of 16 hours per week. If circumstances require a student to increase the maximum number of hours allowed per week written permission must be obtained from both the Agency Field Instructor and Faculty Field Liaison.

**Supervisory Meetings:** A weekly supervisory meeting between the student and the agency field instructor will be scheduled on \_\_\_\_\_ (day) at \_\_\_\_\_ (specify time).

**Terms and Conditions:**

1. The Learning Contract must be completed by the assigned due date in the course syllabus- no exceptions.
2. This Learning Contract may be revised with the consent of all parties. Revisions must be in writing and signed by the Agency Field Instructor, Field Liaison, and student. The Learning Contract should be periodically reviewed during the practicum to determine whether revisions are necessary.
3. The parties agree to adhere to the established policies and procedures of the BSW Field Education Program. These are described in the BSW Field Education Handbook. The Director of Field Education may be contacted for updates and to address any questions that arise pertaining to policies and procedures related to the MSW practicum.

The following competencies have been established by the Council on Social Work Education and will serve as learning objectives. Please list three to five **learning activities** under each competency that will facilitate the student's professional development in each of these areas.

*2.1.1 Students identify as a professional social worker and conduct oneself accordingly.*

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

- Utilize effective supervision to improve professional and personal growth
- Demonstrate the effective use of consultation and supervision to guide ethical decision making in one's own practice
- Work satisfactorily within the structure of the agency
- Exhibit professional social work practice habits
- Understand the agency's relationship to their community delivery system
- See necessary organizational change within the agency
- Incorporate the planned change model to specific agency tasks
- Communicates and Empathizes effectively with clients
- Communicates effectively with colleagues and supervisors

<b>Learning Activity/Task To Be Assigned</b>	<b>Expected Completion Date</b>	<b>Method of Evaluation</b>
<b>Review agency organization chart and agency policies and procedures manual</b>	<b>9/30/13</b>	<b>Describe agency structure, services &amp; policies in supervision</b>
<b>Attend weekly supervision and prepare agenda</b>	<b>On-going</b>	<b>Review supervision agenda weekly</b>
<b>Arrive at placement site no later than 8:30am, dressed business casual</b>	<b>On-going</b>	<b>Provide Supervisor weekly time log</b>
<b>Attend and appropriate participate in weekly staff meeting</b>	<b>On-going</b>	<b>Review staff meeting highlights in weekly supervision</b>
<b>Complete agency documentation with accuracy and in a timely</b>	<b>On-going</b>	<b>Review documentation at least monthly in supervision</b>

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*2.1.2 Students apply social work ethical principles to guide professional practice.*

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

- Shows knowledge of social work principles, values, and ethics to guide behavior
- Demonstrates the effective use and integration of social work values and ethics to guide behavior
- Understands how personal principles, values, and ethics influence policy
- Analyze one's own practice in relation to social work standards

<b>Learning Activity/Task To Be Assigned</b>	<b>Expected Completion Date</b>	<b>Method of Evaluation</b>
<b>Read and Review SWRK Code of Ethics</b>	<b>10/15/13</b>	<b>Review with supervisor, seek clarification on any principles that are unclear</b>
<b>Research HIPPA laws that apply to agency</b>	<b>10/31/13</b>	<b>Be able to explain HIPPA to Supervisor</b>
<b>Participate in three individual meetings with clients and journal about personal values they were aware of experiencing</b>	<b>11/15/13</b>	<b>Share journal with supervisor and differentiate personal values from professional values</b>

*2.1.3 Students apply critical thinking to inform and communicate professional judgments.*

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

- Demonstrate an understanding of planned change process
- Apply critical thinking skills within the context of practice
- Apply planned change process skills within the context of practice

- Capable of developing strategies for assessing personal and professional growth
- Develop goals and objectives for assessing personal and professional growth
- Evaluate the process and effectiveness of one's own practice

<b>Learning Activity/Task To Be Assigned</b>	<b>Expected Completion Date</b>	<b>Method of Evaluation</b>
<b>Identify practice models promoted by agency</b>	<b>11/15/13</b>	<b>Discuss agency practice models with supervisor and review other models introduced in swrk curriculum</b>
<b>Observe 3 agency staff completing client assessments</b>	<b>11/15/13</b>	<b>Discuss skills observed with supervisor</b>
<b>Complete at least one psychosocial assessment on individual client</b>	<b>12/15/13</b>	<b>Present oral case presentation to supervisor reviewing data gathered in psychosocial assessment. Discuss what student might do differently with next assessment</b>

#### *2.1.4 Students engage diversity and difference in practice.*

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

- Demonstrate knowledge and respect of differences in relation to age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation in social work generalist practice
- Accept human difference in social work generalist practice
- Practice without discrimination in relation to diversity in social work generalist practice
- Develop a positive worker/client relationship with diverse populations

<b>Learning Activity/Task To Be Assigned</b>	<b>Expected Completion Date</b>	<b>Method of Evaluation</b>
<b>Research three articles relevant to diversity that affects client populations served by the agency</b>	<b>11/30/13</b>	<b>Review articles with supervisor</b>

<b>Attend diversity awareness training offered by agency</b>	<b>12/1/13</b>	<b>Review training with supervisor</b>
<b>Student will record personal reactions, cultural practices observed while shadowing agency staff working with client population</b>	<b>12/1/13</b>	<b>Discuss observations with supervisor</b>

*2.1.5 Students advance human rights and social and economic justice.*

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

- Demonstrate understanding of significant social issues
- Understand the structural factors that create adversity for specific groups in society
- Advocate for the needs concerns of diverse populations
- Advocate on behalf of clients who have been oppressed and discriminated against
- Show an understanding of the consequences of oppression and discrimination on attainment of social justice

<b>Learning Activity/Task To Be Assigned</b>	<b>Expected Completion Date</b>	<b>Method of Evaluation</b>
<b>Identify issues of oppression and discrimination observed with at least three client systems</b>	<b>12/1/13</b>	<b>Discuss the impact of oppression on client systems with supervisor</b>
<b>Identify cultural/social/economic needs of at least three clients systems when making referrals and match resources accordingly</b>	<b>12/15/13</b>	<b>Discuss referrals made and issues considered with supervisor</b>
<b>Attend at least one political event that will effect the agency's services or population served</b>	<b>12/15/13</b>	<b>Discuss observations with supervisor and present outcome of event to staff</b>

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*2.1.6 Students engage in research-informed practice and practice- informed research.*

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

- Develop research for evaluating social work generalist practice
- Critically analyze empirically based research findings and apply them to generalist social work practice
- Utilize program evaluation techniques to assess program effectiveness

<b>Learning Activity/Task To Be Assigned</b>	<b>Expected Completion Date</b>	<b>Method of Evaluation</b>
<b>Research and read three to five articles related to population served</b>	<b>12/1/13</b>	<b>Prepare one page bullet point summary of research and how it can inform practice with relevant population, review with supervisor</b>
<b>Interview three agency staff and discuss best practices</b>	<b>12/15/13</b>	<b>Review best practices with supervisor</b>
<b>Identify research activities utilized by agency for program evaluation</b>	<b>12/15/13</b>	<b>Discuss with supervisor</b>

*2.1.7 Students apply knowledge of human behavior and the social environment.*

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

- Understand social work theories and their application to professional social work practice (Bio-Psycho-Social, Cultural and Spiritual development)
- Critique and apply social work theory to guide the process of assessment, intervention, and evaluation

<b>Learning Activity/Task To Be</b>	<b>Expected</b>	<b>Method of Evaluation</b>
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<b>Assigned</b>	<b>Completion Date</b>	
<b>Research three practice theories</b>	<b>12/15/13</b>	<b>Present summary of all three theories and discuss with supervisor how student will use information to inform practice</b>
<b>Utilize ecomap or genogram with at least three client systems to assess client context</b>	<b>12/15/13</b>	<b>Share ecomap or genogram with supervisor and provide overview of how student used it to inform assessment of client systems</b>
<b>Observe three to five assessments/intakes completed by other agency staff</b>	<b>11/30/13</b>	<b>Share observations with supervisor</b>
<b>Identify effective communication skills to use with diverse populations served by agency</b>	<b>10/15/13</b>	<b>Discuss skills identified with supervisor</b>

*2.1.8 Students engage in policy practice to advance social and economic well-being and to deliver effective social work services.*

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

- Recognize the impact of social policy on agencies, workers and populations at risk
- Understand the ways policy impacts social work generalist practice
- Develop and implement effective advocacy strategies and tactics in social work generalist practice

<b>Learning Activity/Task To Be Assigned</b>	<b>Expected Completion Date</b>	<b>Method of Evaluation</b>
<b>Attend agency advisory board meeting and record policies discussed</b>	<b>11/1/13</b>	<b>Share observation of meeting and policies discussed with supervisor</b>
<b>Read agency policy manual and develop understanding of policies impact on agency service delivery</b>	<b>11/15/13</b>	<b>Identify policies most relevant to agency service delivery and discuss with supervisor</b>
<b>Attend Legislative Lobby Days</b>	<b>4/15/13</b>	<b>Prepare summary of legislative bills lobbied for</b>

		<b>and share with supervisor and agency staff</b>
<b>Research any current legislation that will impact agency and prepare fact sheet regarding impact of legislation</b>	<b>3/15/13</b>	<b>Present summary and fact sheet to supervisor and staff</b>

*2.1.9 Students respond to contexts that shape practice.*

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

- Demonstrate understanding of how context (environmental, political, technological, etc.) continuously evolves and influences practice.
- Understand how practice can change based on societal trends to provide relevant & quality services

<b>Learning Activity/Task To Be Assigned</b>	<b>Expected Completion Date</b>	<b>Method of Evaluation</b>
<b>Use agency data to compile demographics of populations served</b>	<b>2/1/13</b>	<b>Share data collected with supervisor and staff</b>
<b>Interview five to ten clients who represent population underserved by agency to gather information about barriers to accessing services</b>	<b>3/15/13</b>	<b>Share data collected with supervisor and staff</b>



*2.1.10 Students engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities*

Please indicate if the skills were demonstrated with one or more of the following client groups:

Individuals\_\_\_\_\_

Families\_\_\_\_\_

Groups\_\_\_\_\_

Organizations\_\_\_\_\_

Communities\_\_\_\_\_

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

**Engagement**

9.1. Establishes effective working relationships with clients/client systems.

9.2. Able to develop and maintain trust, communicate empathy and respect.

9.3. Effectively prepares for work with clients.

9.4. Develops mutually agreed upon focus of work and desired outcomes with clients.

<b>Learning Activity/Task To Be Assigned</b>	<b>Expected Completion Date</b>	<b>Method of Evaluation</b>
<b>Shadow three staff members on home visit and observe engagement skills used</b>	<b>11/15/13</b>	<b>Share engagement skills observed with supervisor and role play using these skills</b>
<b>Demonstrate effective use of empathy and interviewing skills</b>	<b>11/1/13</b>	<b>Review client interactions with supervisor</b>

**Assessment – Using the strengths and ecological perspectives:**

9.5. Collects, organizes, and interprets client data.

9.6. Assesses client strengths and limitations.

9.7. Develops mutually agreed on intervention goals and objectives.

9.8. Selects appropriate intervention strategies.

<b>Learning Activity/Task To Be Assigned</b>	<b>Expected Completion Date</b>	<b>Method of Evaluation</b>
<b>Observe three to five agency staff</b>	<b>11/15/13</b>	<b>Debrief sessions</b>

<b>completing client assessments</b>		<b>observed with staff and with supervisor</b>
<b>Complete three to five psychosocial assessments of client systems</b>	<b>3/15/13</b>	<b>Review assessments with supervisor</b>

#### **Intervention**

9.9. Implements intervention strategies.

9.10. Helps clients resolve problems.

9.11. Negotiates, mediates, and advocates for clients.

9.12. Facilitates transitions and endings for clients.

<b>Learning Activity/Task To Be Assigned</b>	<b>Expected Completion Date</b>	<b>Method of Evaluation</b>
<b>Review five to ten client files, assessing for evidence of client goals and comparing with intervention plans</b>	<b>3/1/13</b>	<b>Review observations with supervisor</b>
<b>Research and read three articles on termination and transitions, identifying case transition and closure strategies</b>	<b>3/15/13</b>	<b>Review with supervisor</b>

**Signatures:** The parties acknowledge their understanding and consent to this Learning Contract with their signatures below.

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Student

Date

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Agency Field Instructor

Date

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Agency Task Supervisor

Date

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Field Liaison

Date