## Learning Contract

**(Use as guideline only, type on separate sheets of paper.) (Use APA format)**

**PART 1:** PERSONAL ATTRIBUTES OF THE STUDENT (written in narrative/paragraph format)

1. Student’s prior educational, employment, and life experience relevant to practicum learning. (For juniors and fall semester of senior year)
2. Relevant diversity attributes of student, field instructor, clients, agency, program and services: This includes cultural, ethnic, gender identity, class, age, race, sexual orientation and disability characteristics of the practicum participants, and the implications of similarities and differences for the supervisory relationship, student learning objectives and work with clients.
3. Describe any fears the student may have about working at this field site – include fears about challenges and possible mistakes.
4. Student’s preferred learning patterns and activities: The learning style of the student should be identified and its implications for practicum teaching and learning should be discussed. What are the student’s strengths and limitations suggested by the student’s learning style? How is the learning style of the student and field instructor different/similar? How might this impact the supervisory relationship?
5. Student’s assessment of the **strengths** and **challenges** that they bring to the field practicum.
6. Personal and professional goals of the student.
7. Student’s professional learning expectations for this placement.
8. Student’s expectations of their supervisor.

**PART II:** LEARNING GOALS (written in outline format)

LEARNING GOALS – **Review the nine core competencies** (on page 2 of this syllabus) **and professional practice behaviors as stated in the Educational Policy and Accreditation Standards.** Identify and outline at least four learning goals with then necessary action steps to attain the goal. Specify the target date by which each action step will be completed or (if ongoing) the date in which the action steps will be substantially underway. The actions steps should be progressive (i.e. in the order in which they need to be completed for the goal to be met). This learning contract will be the tool with which you assess and evaluate your learning needs and progress through the semester.

**In preparing to develop your learning contract it is first important to consider some facts about your field practicum site:**

**# 1 - Read the organization's mission statement and identify:**

* **Population(s) served by the agency or system (e.g., children, homeless, seniors, people in immediate crisis, etc.)**
* **Services provided by the agency (i.e., emergency cash assistance, treatment, crisis intervention, education, community organization, etc.)**
* **What are the values/philosophy of agency as reflected in the mission statement and services delivered?**
* **What knowledge, skills and values will you need to acquire in order to be effective in carrying out the responsibilities of your SW role?**

**The following are some sample goals and actions steps (with target dates) reflective of a student with a field experience in child welfare.**

**Goal #1:** To understand how policies guide and affect practice decisions

**I will:**

* Read Child Protective Services laws. (9/18)
* Understand the legal differences between child abuse and neglect. (9/21)
* Learn the different assessment criteria associated with each “level of risk” (9/28)
* Utilize one full supervision meeting to address questions specifically about the laws and what it means for social work. (9/28)
* Apply the risk levels assessment to a specific case. (10/10)
* Verbally present this case to my supervisor for feedback. (10/12).
* Highlight and research a specific policy example that impacts work with clients and examine it in depth including how it may or may not contribute to disproportionality. Will be evidenced in Policy brief assignment. (12/6)

**Incorporates Competency: 1, 2, 4, 5, 6, 7 and 9.**

**Goal #2:** To develop the skills and confidence to handle the authority inherent in my SW role.

**I will:**

* Clarify my role within the agency and understand the function and responsibilities associated with it. (9/17)
* Research effective strategies for working with involuntary clients. (9/21)
* Discuss with other workers the types of conflicts that generally arise within this SW role. (9/21)
* Review my own personal history of handling conflict situations and note my own tendencies (9/28)
* Be aware of and reflect on any internal struggles that are at odds with professional ethics and discuss it with supervisor, and in seminar. (10/15)
* Consciously challenge myself to act in accordance with SW professional values within my role and responsibility and reflect this process in my weekly agendas (12/6)

**Incorporates competency: 1, 3, 4, 6 and 9.**

**Goal #3**: Independently complete an intake interview and develop an intervention plan and document it according to agency policy.

**I will:**

* Complete required agency training on intake process. (8/30)
* Shadow my field instructor (or other SW) during 5 intake interviews. (9/25)
* Take note of my feelings and reactions during a particular interview and discuss them with my field instructor (9/28)
* Review 6 intake reports previously written by different social workers to familiarize myself with the required information and variation of styles of professional writing. (10/5)
* Re-read Ch in text(s) about interviewing clients (10/5)
* I will take a lead role in interviewing a client in the presence of my field instructor. (10/18)
* I will write up a (mock) intake assessment and intervention plan after the intake and show it to my field instructor for feedback. (10/28)

**Incorporates competency: 1, 2, 3, 4, 6, 7, 8 and 9.**

B. AGENCY ASSIGNMENTS

1. Days and Hours of Field Practicum:
2. The Number and Type of Client Assignments (Individuals, Families, Groups, Communities, Organizations)
3. Non-Client Assignments (e.g. reading, administrative activities, development of a service directory, policy and research oriented activity)

Student’s Signature: Date:

Field Instructor’s Signature: Date:

(Rev. 1/18)