**LEARNING CONTRACT**

Use this as guideline only; type your assignment 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).

1. 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.
2. Describe any fears the student may have about working at this field site. Include fears about challenges and possible mistakes.
3. 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?
4. Student’s assessment of the strengths and challenges that they bring to the field practicum.
5. Personal and professional goals of the student.
6. Student’s professional learning expectations for this placement.
7. Student’s expectations of their supervisor.

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

Review the nine core competencies(pp. 5-6 of this syllabus) & professional practice behaviors as stated in the CSWE Educational Policy & Accreditation Standards. Identify and outline at least 4 learning goals with the 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 over the semester.

**In preparing to develop your learning contract it is first important to consider some facts about your field practicum site. Read the organization's mission statement and identify:**

* Population(s) served by the agency/system (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, objectives & actions steps (with target dates) reflective of a student with a field experience in child welfare (*remember, these are samples. You will need four goals on your learning contract).*

**GOAL #1: To grow in the knowledge and skills for engagement in policy practice**

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

**Action Plans** (**who** will do **what** by **when**):

**I will:**

* Read the Child Protective Services laws by 9/18/22.
* Differentiate the legal differences between child abuse and neglect by 9/21/22.
* Learn the specific assessment criteria associated with each “level of risk” by 9/28/22.
* Utilize one full supervision meeting to address questions specifically about the laws and what it means for social work by 9/28/22.
* Apply the risk levels assessment to a specific case by 10/10/22.
* Verbally present this case to my supervisor for feedback by 10/12/22.
* Research a specific policy impacting my work with clients in depth and consider how it may or may not contribute to disproportionality by 11/6/22.

**Incorporates Competencies: 1, 2, 3, 4, 5, 6.**

(1) Demonstrate Ethical and Professional Behavior

(2) Engage Diversity & Difference in Practice (*in 2022 EPAS: Advance Human Rights & Social, Racial, Economic, & Environmental Justice*)

(3) Advance Human Rights & Social, Economic & Environmental Justice (*in 2022 EPAS: Engage Anti-Racism, Diversity, Equity, & Inclusion (ADEI) in Practice*)

(4) Engage in Practice-Informed Research & Research-Informed Practice

(5) Engage in Policy Practice

(6) Engage with Individuals, Families, Groups, Organizations & Communities

**GOAL #2: To demonstrate ethical and professional behavior in social work practice at field placement.**

**Objective 1:** To develop the skills and confidence to handle the authority inherent in my SW role at placement.

**Action Plans** (**who** will do **what** by **when**):

**I will:**

* Clarify my role in the agency, and understand the function and responsibilities associated with it by 9/17/22.
* Research effective strategies for working with involuntary clients and intersections with marginalized identities by 9/21/22.
* Discuss with other workers the types of conflicts that generally arise within this SW role by 9/21/22.
* Review my own personal history of handling conflict situations and note my own tendencies by 9/28/22.
* Be aware of and reflect on any internal struggles that are at odds with professional ethics; and, discuss it with my supervisor and in seminar class by 10/15/22.
* Evaluate my growth in handling my power and authority in my role according to SW professional values through weekly agendas (by agenda due dates) and for the semester overall by 12/6/22.

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

(1) Demonstrate Ethical and Professional Behavior

(2) Engage Diversity & Difference in Practice (*in 2022 EPAS: Advance Human Rights & Social, Racial, Economic, & Environmental Justice*)

(3) Advance Human Rights & Social, Economic & Environmental Justice (*in 2022 EPAS: Engage Anti-Racism, Diversity, Equity, & Inclusion (ADEI) in Practice*)

(4) Engage in Practice-Informed Research & Research-Informed Practice

(6) Engage with Individuals, Families, Groups, Organizations & Communities

(9) Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

**GOAL #3**: To develop skills for professional social work engagement, assessment, and intervention with clients.

**Objective 1:** To complete an intake interview independently, develop an intervention plan, and document it according to agency policy.

**Action Plans** (**who** will do **what** by **when**):

**I will:**

* Complete required agency training on intake process by 8/30/22.
* Shadow my field instructor (or other SW) during 5 intake interviews by 9/25/22.
* Take note of my feelings and reactions during one interview, including my awareness of diversity, difference with clients, and social justice issues impacting the client(s) to discuss them my field instructor by 9/28/22.
* Review 6 intake reports previously written by different social workers to familiarize myself with the required information and variation of styles of professional writing by 10/4/22.
* Re-read Chapter # \_\_\_\_ in \_\_\_\_\_\_\_ text(s) about interviewing clients by 10/11/22.
* Take a lead role in interviewing a client in the presence of my field instructor by 10/18/22.
* Write up a (mock) intake assessment and intervention plan after the intake and show it to my field instructor for feedback by 10/28/22.

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

(1) Demonstrate Ethical and Professional Behavior

(2) Engage Diversity & Difference in Practice (*in 2022 EPAS: Advance Human Rights & Social, Racial, Economic, & Environmental Justice*)

(3) Advance Human Rights & Social, Economic & Environmental Justice (*in 2022 EPAS: Engage Anti-Racism, Diversity, Equity, & Inclusion (ADEI) in Practice*)

(6) Engage with Individuals, Families, Groups, Organizations & Communities

(7) Assess Individuals, Families, Groups, Organizations & Communities

(8) Intervene with Individuals, Families, Groups, Organizations & Communities

**PART III: AGENCY ASSIGNMENTS**

1) Days and Hours of Field Practicum:

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2) The Number and Type of Client Assignments (Individuals, Families, Groups, Communities, Organizations)

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3) Non-Client Assignments (e.g. reading, administrative activities, development of a service directory, policy and research oriented activity)

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Student’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

Field Instructor’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

(Rev. 8/2022)