RHODE ISLAND COLLEGE

SCHOOL OF SOCIAL WORK

LEARNING CONTRACT: **FIRST YEAR GENERALIST**

This is your personal plan that will structure this year’s field placement. It guides you and the agency and helps assure that your learning needs are addressed. You and your field instructor should use it weekly as you assess your progress.

Student’s name:

Phone(s):

Rhode Island College e-mail address:

Student’s status (check one): full time \_\_\_ part-time \_\_\_\_

Field placement agency’s name:

Phone:

Address:

Primary MSW field instructor’s name and degree:

Phone(s):

E-mail(s):

Secondary field instructor’s name and degree: [if applicable]

Phone(s):

E-mail(s):

Is this placement in the student’s employing agency? \_\_\_yes \_\_\_no

If yes, please attach the approved written plan describing how the field placement and the job are separated (e.g., the hours for each, where the student sits for each, who supervises each).

Every first year MSW student must spend 240 hours per semester in the placement.

Date on which the placement begins:

Date on which the placement ends:

Days and hours each week for the student to be in placement:

Every student must receive two hours per week of field instruction supervision. One hour must be uninterrupted one-on-one with the primary MSW field instructor. The second hour may be either group or individual with either the primary or secondary field instructor. Please specify the days of the week, times and with whom field instruction supervision occurs:

First hour (uninterrupted one-on-one):

Second hour (uninterrupted individual or group):

Every student must complete a *minimum* of two process recordings per semester. Please specify the dates when these are due:

Summer/Fall semester: \_\_\_\_\_\_\_\_\_ first \_\_\_\_\_\_\_\_ second

Spring Semester: \_\_\_\_\_\_\_\_\_ first \_\_\_\_\_\_\_\_ second

Please specify the agency’s expectations of the student regarding holidays, illness, personal leave requests, make-up time for time lost, coverage during absences:

How to complete your learning contract

1. As you get oriented to your field placement, make a master list of all the activities you’d like to do while you’re there. State each task as an activity, as something that another person can see you do. Be concrete and specific. For example: Meet with 3 to 5 clients a week, create and co-lead an 8-week anxiety management group, have clients from at least three different ethnic backgrounds, work with an interpreter, attend weekly staff meetings, attend two agency board meetings, go to the State House to give testimony on a bill for which

the agency is advocating, reach out to agency clients to invite them to join the agency’s neighborhood organization, identify specific standards in the NASW Code of Ethics that are relevant to my placement.

1. See the sample learning contract on the School of Social Work’s website. To find it, click on “field education” in the far-left column and scroll down. This will show you what a completed learning contract might look like
2. Next, find the blank learning contract form on the School of Social Work’s website. On the blank contract see the “Competencies” and “Practice Behaviors” that every field placement student must address. In the box to the right of each “Practice Behavior” put an activity from the list of activities you created in #1 above; be sure that the activities next to each practice behavior are ones that logically fit that “Practice Behavior;” that is, the activity gives you an opportunity to exhibit that particular “Practice Behavior.”
3. Show your field instructor your draft learning contract and get that person’s input about what’s missing or unclear. Make revisions accordingly.
4. Submit the draft you produced in #4 to your field seminar instructor/field placement liaison/academic advisor, who will then give you written feedback on it.
5. Using the field seminar instructor’s feedback, revise your learning contract.
6. Sign and date your revised learning contract, have your field instructor sign and date it too, and place the signed hard copy into your field seminar instructor’s faculty mailbox; your field seminar instructor will then also sign it and place it into your student file. Please, upload your final signed contract to your InPlace account.

Here is a blank grid for you to use as you create your own learning contract:

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

|  |  |
| --- | --- |
| **Foundation Level Practice Behaviors** | **Learning activities related to this competency** |
| Demonstrate effective use of supervision |  |
| Demonstrate professional workplace skills, including time management, written and oral communication skills and professional demeanor |  |
| Demonstrate practice that reflects self-awareness and ability to use self appropriately |  |
| Recognize how your personal values affect your professional practice |  |
| Demonstrate understanding of the ethical standards and principles in the NASW Code of Ethics, and practice accordingly |  |
| Demonstrate ethical reasoning to analyze ethical dilemmas. |  |

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

|  |  |
| --- | --- |
| **Foundation Level Practice Behaviors** | **Learning activities related to this competence** |
| Show knowledge and respect for clients who differ by such factors such as age, class, color, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. |  |
| Show self-awareness in recognizing the influence of one’s own personal biases and values in working with diverse groups. |  |

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

|  |  |
| --- | --- |
| **Foundation Level Practice Behaviors** | **Learning activities related to this competence** |
| Demonstrate understanding of the dynamics of oppression and discrimination |  |
| Actively participate in promoting human rights and/or social and economic justice to improve the well-being of client systems |  |

**Competency 4: Engage in Practice-informed Research and Research-informed Practice**

|  |  |
| --- | --- |
| **Foundation Level Practice Behaviors** | **Learning activities related to this competence** |
| Use evidence-based research to inform practice |  |
| Use practice wisdom to develop questions for empirical analysis |  |
| Be a critical consumer of published research and practice wisdom |  |

**Competency 5: Engage in Policy Practice**

|  |  |
| --- | --- |
| **Foundation Level Practice Behaviors** | **Learning activities related to this competence** |
| Analyze social policy |  |
| Show understanding of the connections among social policy, clients’ well-being, and service delivery |  |
| Collaborate with colleagues and client systems for effective policy action |  |

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

|  |  |
| --- | --- |
| **Foundation Level Practice Behaviors** | **Learning activities related to this competence** |
| Demonstrate proficiency in relationship building skills**.** |  |
| Establish a helping relationship (one that is collaborative, egalitarian, strengths-based with shared goals, and clear mutual expectations) with individuals, families, groups organizations and communities |  |

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

|  |  |
| --- | --- |
| **Foundation Level Practice Behaviors** | **Learning activities related to this competence** |
| Collect information to identify clients’ strengths, needs, perspectives, challenges, capacities and limitations |  |
| Use the above information to identify target problems and intervention strategies |  |

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

|  |  |
| --- | --- |
| **Foundation Level Practice Behaviors** | **Learning activities related to this competence** |
| Formulate an intervention plan in collaboration with client that illustrates SMART goals (i.e., the goals are specific, measurable, achievable, relevant and time-bound). |  |
| Implement intervention strategies identified in the assessment |  |
| Demonstrate skills for transition and terminations |  |

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

|  |  |
| --- | --- |
| **Foundation Level Practice Behaviors** | **Learning activities related to this competence** |
| Monitor progress towards achievement of goals |  |

Date on which first process recording is to be submitted: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date on which second process recording is to be submitted: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Field instructor’s signature: Date:

Student’s signature: Date:

Field liaison/advisor’s signature: Date: