RHODE ISLAND COLLEGE

SCHOOL OF SOCIAL WORK

LEARNING CONTRACT: **CLINICAL**

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):

E-mail(s):

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:

Phone(s):

E-mail(s):

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

 If yes, please attach the 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 second year MSW student must spend 300 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:

Guide to Completing the Learning Contract:

1. During agency orientation and your first few weeks of field, make a list of activities that you and/or your Field Instructor have identified as potential tasks and/or activities.

2. During supervision meetings during your first 4-5 weeks of field, discuss the Competencies and Practice Behaviors with your Field Instructor. Document specific activities that connect with the Competencies and Practice Behaviors identified in the contract.

a. Please see the Sample Learning Contracts for examples of activities.

3. Complete your Learning Contract.

a. **You should have at least one activity per practice behavior.**

b. We recommend completing the contract a week before it is due, so your Field Instructor can review it.

4. Submit your Learning Contract.

5. Your Field Liaison will provide you with feedback and may request that you revise and re-submit the Learning Contract.

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

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| --- | --- |
| **Advanced Level Clinical Practice Behaviors** | **Learning activities related to this competence** |
| Social workers present cases for consultation and provide consultation on others’ cases |  |
| Social workers use inter-professional collaboration to achieve positive practice outcomes |  |
| Social workers identify countertransference in themselves and others and how the countertransference colors interventions |  |
| Social workers apply ethical decision-making skills to clinical social work situations. |  |
| Social workers think logically and critically about all aspects of clinical practice. |  |

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

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| --- | --- | --- | --- |
| **Mid-year** **Evaluation****(1-5)** | **Final****Evaluation****(1-5)** | **Advanced Level Clinical Practice Behaviors** | **Learning activities related to this competence** |
|  |  | Social workers recognize potential uses and limitation of DSM 5 in relation to diversity. |  |
|  |  | Social workers recognize the different manifestations of major clinical issues among diverse populations. |  |
|  |  | Social workers identify ways clinical social workers might unwittingly oppress clients from different groups. |  |

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

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| --- | --- | --- | --- |
| **Mid-year** **Evaluation****(1-5)** | **Final****Evaluation****(1-5)** | **Advanced Level Clinical Practice Behaviors** | **Learning activities related to this competence** |
|  |  | Social workers advocate at multiple levels to meet clients' clinical needs |  |
|  |  | Social workers identify how social welfare and economic policies impact each client with whom they work |  |

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

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| --- | --- | --- | --- |
| **Mid-year** **Evaluation****(1-5)** | **Final****Evaluation****(1-5)** | **Advanced Level Clinical Practice Behaviors** | **Learning activities related to this competence** |
|  |  | Social workers review research literature to inform assessments and interventions. |  |
|  |  | Social workers design and conduct research that addresses clinical practice issues and analyze and disseminate the results. |  |
|  |  | Social workers develop implications for practice and policy from their clinical research projects. |  |

**Competency 5: Engage in Policy Practice**

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| --- | --- | --- | --- |
| **Mid-year** **Evaluation****(1-5)** | **Final****Evaluation****(1-5)** | **Advanced Level Clinical Practice Behaviors** | **Learning activities related to this competence** |
|  |  | Social workers identify opportunities for cause advocacy in clinical cases |  |

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

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| **Mid-year** **Evaluation****(1-5)** | **Final****Evaluation****(1-5)** | **Advanced Level Clinical Practice Behaviors** | **Learning activities related to this competence** |
|  |  | Social workers use a relational model as the foundation of all clinical interventions. |  |

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

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| --- | --- | --- | --- |
| **Mid-year** **Evaluation****(1-5)** | **Final****Evaluation****(1-5)** | **Advanced Level Clinical Practice Behaviors** | **Learning activities related to this competence** |
|  |  | Social workers use different theoretical perspectives to guide assessment in clinical practice. |  |
|  |  | Social workers do a biopsychosocial-spiritual assessment that is rooted in evidence based and theoretical literature on the client’s target issues. |  |
|  |  | Social workers do a differential diagnosis as part of a comprehensive assessment. |  |

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

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| **Mid-year** **Evaluation****(1-5)** | **Final****Evaluation****(1-5)** | **Advanced Level Clinical Practice Behaviors** | **Learning activities related to this competence** |
|  |  | Social workers develop a treatment plan that is logically connected to the assessment and is rooted in theoretical and evidence-based literature on the client’s target issues. |  |
|  |  | Social workers recognize termination issues and worker’s tasks. |  |

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

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| **Mid-year** **Evaluation****(1-5)** | **Final****Evaluation****(1-5)** | **Advanced Level Clinical Practice Behaviors** | **Learning activities related to this competence** |
|  |  | Social workers articulate target problems, goals, and interventions in concrete, observable, measurable terms |  |
|  |  | Social workers learn to select existing, or create, tools to assess for client issues and monitor client progress. |  |