

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.
2. Show your field instructor your draft learning contract and get that person’s input about what’s missing or unclear. Make revisions accordingly.

3. Submit the draft you produced in #2 to your field seminar instructor/field placement liaison/academic advisor, who will then give you written feedback on it.
4. Using the field seminar instructor’s feedback, revise your learning contract.
5. 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	
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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	
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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: