

RHODE ISLAND COLLEGE
SCHOOL OF SOCIAL WORK

LEARNING CONTRACT: **MACRO**

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):

RIC email 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):

(If applicable) 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:

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.

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

Competency 1: Demonstrate Ethical and Professional Behavior

Advanced Level Macro Practice Behaviors	Learning activities related to this competence
Apply ethical decision-making skills to macro practice issues.	

Practice in accordance with social work principles and professional standards.	
Recognize and effectively use your personal leadership style.	

Competency 2: Engage Diversity and Difference in Practice

Advanced Level Macro Practice Behaviors	Learning activities related to this competence
Identify the impact of diversity in the organization and community.	
Recognize effective management of diversity in organizations.	
Use self-awareness and empowering practices in your interactions with diverse populations.	

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

Advanced Level Macro Practice Behaviors	Learning activities related to this competence
Work to achieve a social, economic or environmental justice goal.	
Develop a program to meet the needs of vulnerable populations.	

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

Advanced Level Macro Practice Behaviors	Learning activities related to this competence
Use research to develop implications for practice and policy.	
Analyze data on target problems, communities, and/or policies.	

Competency 5: Engage in Policy Practice

Advanced Level Macro Practice Behaviors	Learning activities related to this competence
Identify opportunities for organizational change.	
Assess and critique agency policy, recognizing its impact on diverse constituencies.	
Social workers assess and critique social policy, recognizing its impact on diverse constituencies.	

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

Advanced Level Macro Practice Behaviors	Learning activities related to this competence
Social workers effectively engage diverse stakeholders in policy or program analysis.	
Social workers effectively engage staff and managers in exploring organizational activities.	
Social workers effectively engage decision makers in efforts to create positive change on behalf of client systems.	

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

Advanced Level Macro Practice Behaviors	Learning activities related to this competence
Assess the internal and external environments that affect policy development and implementation.	
Use assessment theory and concepts to examine an organization's and a community's structure and functions.	

Identify areas for change in organizations and/or communities.	

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

Advanced Level Macro Practice Behaviors	Learning activities related to this competence
Use knowledge gained through assessment to develop organizational and/or community change strategies.	
Use knowledge gained through assessment to influence decision makers.	
Engage in activities to sustain an organization.	

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

Advanced Level Macro Practice Behaviors	Learning activities related to this competence
Do program evaluation.	
Use needs assessment tools to identify community strengths and barriers.	

Date on which the first process recording was submitted to the field instructor for review: _____

Date on which the second process recording was submitted to the field instructor for review: _____

Date on which 300 hours of field for this semester were completed: _____

Field instructor's signature:

Date:

Student's signature:

Date:

Field liaison/advisor's signature:

Date: