

**PLYMOUTH STATE UNIVERSITY
SOCIAL WORK DEPARTMENT**

Guidelines for Student/Field Supervisor Contracts

Read this page along with the short answer questions to guide the development of your contract. When you have thought about these items, please proceed to draft your Student Learning Contract, which will be due in draft form by the second meeting of the co-requisite Social Work Seminar class.

The general objectives for the field experience may be the development of either knowledge or skills. In order to take into account the unique learning needs of each student and the unique experiences offered by each placement, we ask that students and field supervisors develop written learning contracts during the early weeks of the placement. The purpose of the contract is to provide a working agreement between the student and field instructor, and a tool to evaluate the student's progress during the semester.

In preparing your contract, please keep the following things in mind:

1. Both objectives and tasks should be realistic. That is, they should include only those things that are possible to accomplish during a semester, not everything you might wish you could accomplish.
2. The contract should be a collaborative effort between the student and field instructor, but students should assume responsibility for actually writing the final document.
3. The contract should be completed in triplicate by the fourth week of the placement, signed by both student and field supervisor, and presented to the field instructor (faculty) for approval. Once approved, the field instructor will keep one copy and return the other to the student and field supervisor.
4. Contracts can be amended at any time, but mid-semester is suggested as a good time for a careful review and making any amendments necessary.

Use the following to guide your development of the Student Learning Contract:
(To be prepared by student, with assistance from the Field Instructor as necessary)

Objectives (Goals which may be the development of either knowledge, values or skills)

Be as specific as you can and use your own words.

1. During my placement, I want to learn the following things about the agency, the services it offers, and the client system it serves:

2. I want to gain the following **knowledge** about working with clients served by the agency:

3. I want to learn the following **values** regarding my work with clients (including learning about human diversity):

4. I want to learn the following **skills** for working with and on behalf of client systems:

Use the following to guide the Field Instructor in developing Student Learning Contract:
(To be prepared by the Field Supervisor)

Tasks (Activities)

1. The following is a list of activities in my agency in which the student can be involved:

Immediately:

Later in the semester:

2. The following are some things I think the student should learn in the areas of self-understanding and professional accountability:

3. The following are some operating procedures I think we need to work out:

PLYMOUTH STATE UNIVERSITY
Department of Social Work
Student Learning Contract

This form for the learning contract outlines the learning objectives for the Social Work Practicum. It is organized into eleven categories of professional competence. Students' assignments should be designed to enable the achievement of these objectives. During the semester, all objectives must be incorporated in the practicum. If you are having difficulty designing appropriate assignments in your setting, please contact Dr. Meyer, Social Work Seminar Instructor, or the Faculty Field Liaison for consultation.

In each area, you are asked to indicate what you will use as evidence of the student's achievement of the learning objective (the criteria or basis that will be used for evaluation of the student's performance). The supervisor should also specify how the student's progress will be monitored during the semester (e.g. discussions during field instruction; evaluation of process recordings, case records and presentations; activity reports, etc.).

The student and supervisor should work together to develop this contract. It is important that students know in advance how they will be evaluated and how their performance will be monitored.

_____ Date: _____
Student's Name (print & sign)

_____ Date: _____
Field Instructor (print & sign)

Agency/Department: _____ Semester: Spring _____ (year)

Task Supervisor/s Assigned (if applicable): _____

PSU Faculty Field Liaison Assigned: _____

Approved by: _____ Date: _____
(signature) PSU Field Education Director

*Based on instrument developed by C. Horejsi & C. Garthwait. (2002). The Social Work Practicum: A Guide and Workbook for Students, 2nd ed. Boston: Allyn & Bacon. This document is an adaptation of the instrument developed by Temple University.

Category A: Social Work as a Profession

- A1. Understands the social work role and purpose as distinct from the role and purpose of other professions.
- A2. Demonstrates competence in a variety of social work practice roles (e.g. case manager, advocate, planner, counselor, broker, etc.)
- A3. Applies social work values and ethics, including social and economic justice, and conducts self in accordance with the NASW *Code of Ethics*.
- A4. Demonstrates competence in the various levels of social work intervention from micro-level to macro-level practice (e.g. from direct practice with individuals to social change efforts).
- A5. Conducts self in a professional manner (punctuality, reliability, efficiency, organization, task completion, appropriate dress for setting).

Learning Goals	Tasks/Activities to Reach Goals	Monitoring/Evaluation Criteria	Ongoing	Target Date
<p><i>Social Work as a Profession:</i> Develop an understanding of generalist social work practice, including social work roles, levels of intervention, and the NASW <i>Code of Ethics</i>.</p>				

Category B: Organizational Context of Practice

- B1. Understands the agency or organization’s purpose, mission, history, funding, and structure.
- B2. Facilitates the organization’s flow of work; understands and applies appropriately the organization’s policies, procedures, and protocols.
- B3. Works creatively and collaboratively within appropriate agency guidelines.
- B4. Understands the relationship of the organization to other community agencies and organizations.
- B5. Analyzes and uses appropriately the organization’s procedures and tools for evaluating its effectiveness in meeting client needs; suggests additional evaluations if needed.

Learning Goals	Tasks/Activities to Reach Goals	Monitoring/Evaluation Criteria	Ongoing	Target Date
<p><i>Organizational Context of Practice:</i> Analyze the practicum agency in terms of mission, structure, function, funding, services, and effectiveness in meeting clients needs.</p>				

Category C: Community Context of Practice

- C1. Is aware of community services, programs, and resources relevant to the organization’s clients.
- C2. Uses community resources most appropriate for specific clients.
- C3. Appropriately and effectively uses case and class advocacy; helps people advocate and access resources for themselves.
- C4. Is able to identify gaps in services within the community.
- C5. Understands effects of community and other contextual factors on clients and services (e.g. rural/urban environments, demographics, funding priorities, attitudes, economics).

Learning Goals	Tasks/Activities to Reach Goals	Monitoring/Evaluation Criteria	Ongoing	Target Date
<p><i>Community Context of Practice:</i> Understand the features of the community that affect clients, becoming aware of and taking advantage of the range of community resources available.</p>				

Category D: Data Gathering and Assessment

- D1. Purposefully and selectively gathers relevant data needed for assessments and interventions.
- D2. Uses data effectively to understand the nature of client conditions, concerns, needs, or problems.
- D3. Engages and involves clients in the process of data collection and interpreting the meanings and implications of those data.
- D4. Engages strengths, capacities, and opportunities for change in clients and environments.
- D5. Identifies the major systems related to the conditions or concerns being addressed (e.g. social institutions, economic structures, cultural systems, etc.)

Learning Goals	Tasks/Activities to Reach Goals	Monitoring/Evaluation Criteria	Ongoing	Target Date
<p><i>Assessment:</i> Develop assessment skills for use with individuals, families, agencies, and/or communities that focus on data gathering, problem and strength identification, and the ongoing nature of assessment.</p>				

Category E: Planning and Intervention

- E1. Negotiates clear, observable, and prioritized objectives for plans of action.
- E2. Collaborates with clients in setting goals and choosing methods and tasks; mutually develops feasible contracts or service agreements relevant to agreed-upon goals and objectives.
- E3. Understands various perspectives, theories, and models that guide practice.
- E4. Identifies all appropriate levels of intervention (e.g. micro, mezzo, macro).
- E5. Selects specific levels and methods of practice based on individual and collective client needs.

Learning Goals	Tasks/Activities to Reach Goals	Monitoring/Evaluation Criteria	Ongoing	Target Date
<p><i>Planning and Intervention:</i> Acquire planning and intervention skills, including goal setting, using theories of change, selecting level of intervention, and using interventions matched to client needs.</p>				

Category F: Termination and Evaluation

- F1. With clients, evaluates movement toward goals and objectives.
- F2. Terminates professional relationships appropriately and constructively.
- F3. Seeks and uses knowledge and tools for evaluating progress and effectiveness of interventions.
- F4. Seeks and uses knowledge and tools for evaluating one's own performance and practice.
- F5. Critiques one's own performance non-defensively.

Learning Goals	Tasks/Activities to Reach Goals	Monitoring/Evaluation Criteria	Ongoing	Target Date
<p><i>Termination and Evaluation:</i> Develop skills in appropriate termination of services and empowerment of clients, evaluating client progress, evaluating one's practice, and evaluating agency effectiveness.</p>				

Category G: Understanding Social Conditions

- G1. Identifies and describes the social, economic, and political conditions addressed by the organization.
- G2. Identifies and describes the social, economic, and political conditions faced by organization’s clients.
- G3. Analyzes interactions and the effects of interactions between individuals and social systems and the larger social, political, cultural, and economic environments.
- G4. Identifies major conditions and issues in the organization’s community/ies.
- G5. Uses an ecosystems perspective, systems theory, and power theories to analyze social conditions.

Learning Goals	Tasks/Activities to Reach Goals	Monitoring/Evaluation Criteria	Ongoing	Target Date
<p><i>Understanding Social Problems:</i> Understand one or more social problems from an ecosystems perspective. Use human development and social systems theories to describe etiology of social problems.</p>				

Category H: Social Policy and Social Change

- H1. Identifies and analyzes the social and economic policies affecting organization’s clients.
- H2. Recognizes the positive and negative impacts of social and economic policies on clients.
- H3. Knows origin and historical development of relevant social and economic policies.
- H4. Identifies needed changes in social and economic policies.
- H5. Participates in social change efforts toward social and economic justice.

Learning Goals	Tasks/Activities to Reach Goals	Monitoring/Evaluation Criteria	Ongoing	Target Date
<p><i>Social Policy & Social Change:</i> Analyze the development of social policies and their impact on clients, and participate in social change efforts of the agency.</p>				

Category I: Diversity

- I1. Analyzes and incorporates into practice influence of diversity factors (culture, ethnicity, gender, age, disability, sexual orientation) and socio-economic status.
- I2. Demonstrates respect for all persons irrespective of behavior, characteristics, or history.
- I3. Demonstrates understanding of effects of stereotypes, prejudice, discrimination, and oppression on individuals, families and communities and on the formation of social and economic policies.
- I4. Communicates effectively with people of different backgrounds and life experiences.
- I5. Individualizes assessment, planning, intervention, and evaluation with diverse clients and systems.

Learning Goals	Tasks/Activities to Reach Goals	Monitoring/Evaluation Criteria	Ongoing	Target Date
<p><i>Diversity:</i> Recognize the influence of diversity (culture, gender, age, disability, socio-economic status, and sexual orientation) on client systems and respond to diverse clients with sensitivity.</p>				

Category J: Communication Skills

- J1. Effectively uses verbal and nonverbal communication skills.
- J2. Effectively uses written communication skills (correspondence, reports, records).
- J3. Engages and works effectively with non-voluntary and/or hard-to-reach persons.
- J4. Recognizes and responds to underlying meaning and significance of people’s concerns and situations.
- J5. Handles questions and disagreements with persons, policies, and procedures with understanding, tact, and diplomacy.

Learning Goals	Tasks/Activities to Reach Goals	Monitoring/Evaluation Criteria	Ongoing	Target Date
<p><i>Communication Skills:</i> Express self clearly in verbal and written form to both clients and co-workers, and demonstrate awareness of underlying client concerns communicated.</p>				

Category K: Knowledge and Use of Self

K1. Initiates, develops, and implements learning activities.

K2. Uses supervision for guidance, learning, and professional growth.

K3. Demonstrates understanding of effects of personal issues, values, beliefs, and attitudes on practice.

K4. Is aware of one's own biases and deals with them appropriately.

K5. Recognizes and plans for personal changes needed for more effective practice (e.g. work habits, style, level of knowledge and skill, use of supervision, consultation, and training).

Learning Goals	Tasks/Activities to Reach Goals	Monitoring/Evaluation Criteria	Ongoing	Target Date
<i>Knowledge and Use of Self:</i> Recognize the impact of personal issues, values, and attitudes on clients, establish effective and purposeful relationships with clients and staff, and seek professional growth and supervision.				

ADDITIONAL COMMENTS or GOALS: