**Program Status** Concentration Macro Full-time

**Semester**  Fall  
**Academic Year Start** 2018  
**Program Location:** Akron Campus

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| --- | --- |
| Learner Name | Teresa Palmer |
| Home and Work Phone | none |
| Cell Phone & Email | 222-234-2222 | tpalmer@zips.uakron.edu |

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| Field Instructor | Larry Levelhead | | |
| Work Phone | 229-451-3829 | Cell Phone | 722-123-6543 |
| Email | llevelhead@stowawaychildrenservices.org | | |
| Field Agency | Stow Away Children & Family Services | | |
| Site Address | 1229 Graham Road, Arrowhead, Ohio | | |
| Faculty Liaison | Professor Marcia Auspicious | | |
| Phone # and Email | 222-555-2323 | mauspicious@university.edu | | |
| Amended Contract, please check | | | |

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| The Learning Contract (LC) is developed to be used for two consecutive semesters or one academic year. The LC in conjunction with the Learner Evaluation is used to illustrate learner progress throughout the field experience. The Learning Contract is the basis for the Evaluation.  The Learning Contract (LC) is created as a joint effort between the learner and the field instructor/task supervisor. The field instructor/task supervisor take the lead and provide final approval prior to submission to assigned faculty field liaison.  The student and the field instructor will identify learning objectives, along with incremental tasks that the student will work toward achieving. While there are many variables that contribute to learning outcomes, it is the quality and nature of the student’s performance activity and professional development in demonstrating practice behaviors to achieve each competency that is being measured. The field instructor/task supervisor and the student should be familiar with the social work competencies and field education practice behaviors for each learning area when developing the learning contract.  “Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations” (Council on Social Work Education, 2015, EPAS). |

***AGENCY INVOLVEMENT AND RESPONSIBILITY****:*

1. Learner is required to have a minimum of one hour per week of supervision. Field instruction time will include both administrative and educational instruction.

2. Learner requires consistent feedback regarding his/her progress during the practicum.

***FACULTY FIELD LIAISON INVOLVEMENT:***

1. The assigned faculty field liaison will make a minimum of one agency visit, preferably as early in the first semester as possible.

2. The liaison will be available throughout the semester to assist the student and the field instructor as a reviewer of the Learner Contract (LC) as well as any other issues that may surface.

***LEARNER EVALUATION PROCEDURES:***

At the completion of each semester, the learner will receive a formal evaluation. Learner, field instructor, task supervisor, if applicable, and faculty liaison are to have input into the evaluation process. The final grade will be based upon the input of those mentioned above. The field instructor recommends the grade. The faculty liaison is responsible for the actual grade assignment. The assigned field contact person submits the grade to the university.

**COMPETENCIES**

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

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

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

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

**Competency 5**: Engage in Policy Practice

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

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

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

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

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| **STUDENT INTEGRATIVE LEARNING CONTRACT – Areas of Learning: Macro Practice**  **Academic Year Start 2018** | | | | | | | | | | | |
| *Please identify a minimum of one competency for each Learning Objective:* | | | | | | | | | | | |
| **Learning Objective I:** | | | | **Learning Objective II:** | | | | **Learning Objective III:** | | | |
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| Every program of instruction, course, or training activity begins with a goal. This goal can be broken down into specific goals, or learning objectives, which are concise statements about what students will be able to do when they complete instruction | | | | Learning Objective 2: Effectively distinguish organizational decision-making processes with considerations of political and organizational constraints, professional ethics, & standards, and administrative practices | | | | Learning Objective 3: Design and refine ways to effectively deliver services to meet the changing needs of agency client systems and/or to adapt to policy changes that impact the operations of organization. | | | |
| |  |  |  | | --- | --- | --- | | **Competency:** Choose an item. | **Competency:** Choose an item. | **Competency:** Choose an item. | | | | | |  |  |  | | --- | --- | --- | | **Competency**: Competency 5: Engage in Policy Practice | **Competency:** Choose an item. | **Competency:** Choose an item. | | | | | |  |  |  | | --- | --- | --- | | **Competency:** Competency 5: Engage in Policy Practice | **Competency:** Choose an item. | **Competency:** Choose an item. | | | | |
| Competency – the ability do something successfully | Select 1 of 9 competencies | | | | |  | | | |  | | | |
| **Incremental Task Assignments:** | | | | **Incremental Task Assignments:** | | | | **Incremental Task Assignments:** | | | |
| 1. | A specific piece of work needed to achieve the learning objective | | | 1 | Research historical processes for organizational decision-making | | | 1. | Research historical process for service delivery | | |
| 2. | Task assignments usually begin from the outside towards internal: | | | 2 | Research ethical decision-making by NASW, CSWE, and other relevant discipline represented within organization | | | 2. | Interview staff & client systems on current & future service delivery | | |
| 3. | Identifying what we know considered evidence-based practice | | | 3 | Observe & participate in public forums where decision-making occurs | | | 3. | Identify the policies and their relevancy on service delivery | | |
| 4. | Identifying what we know adopted by the agency, field instructor, & practitioners | | | 4 | Identify a minimum of two agency policies & apply considerations of political, organizational constraints, professional ethics, & standards | | | 4. | Integrate specific policies with current and future availability of services for client systems | | |
| 5. | Observing, practical application, reflection, discussion in supervision, observing-continuing cycle | | | 5 | Present a verbal & print analysis to field instructor & identified agency staff the relationship between ethical decision-making & necessary considerations) | | | 5. | Present verbal & print results to field instructors and identified staff | | |
| |  |  |  | | --- | --- | --- | | **Method of Evaluation** Choose an item. | **Methods of Evaluation** Choose an item. | **Methods of Evaluation** Choose an item. | | | | | |  |  |  | | --- | --- | --- | | **Method of Evaluation** Direct Observation | **Methods of Evaluation** Choose an item. | **Methods of Evaluation** Choose an item. | | | | | |  |  |  | | --- | --- | --- | | **Method of Evaluation** Direct Observation | **Methods of Evaluation** Choose an item. | **Methods of Evaluation** Choose an item. | | | | |
| Student Initials: TP | | 9/17/2018 | Field Instructor: LL | | | 9/19/2018 | Faculty Liaison: MA | | | 9/21/2018 |
|  | |  |  | | |  |  | | |  |
| **STUDENT INTEGRATIVE LEARNING CONTRACT – Areas of Learning: Professional Development Academic Year Start 2018** | | | | | | | | | | | |
| *Please identify a minimum of one competency for each Learning Objective:* | | | | | | | | | | | |
| **Learning Objective I:** | | | | **Learning Objective II:** | | | | **Learning Objective III:** | | | |
|  | | | |  | | | |  | | | |
| Every program of instruction, course, or training activity begins with a goal. This goal can be broken down into specific goals, or learning objectives, which are concise statements about what students will be able to do when they complete instruction | | | | Learning Objective 2: Effectively integrate relevant theories: power, politics, and organizations in analyzing inter-organizational linkages & service coordination. | | | | Learning Objective 3: Effectively analyze strategies in which staff participation and client empowerment are/can be encouraged in the decision-making of an agency. | | | |
| **Competency:** Choose an item. | | | | **Competency:** Competency 5: Engage in Policy Practice | | | | **Competency:** Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice | | | |
| Competency – the ability do something successfully | Select 1 of 9 competencies | | | | |  | | | |  | | | |
| **Incremental Task Assignments:** | | | | **Incremental Task Assignments:** | | | | **Incremental Task Assignments:** | | | |
| 1. | A specific piece of work needed to achieve the learning objective | | | 1 | Research the number and types of inter-organizational linkages connected with service delivery and service coordination | | | 1. | Interview staff on historical precedence for stakeholder participation | | |
| 2. | Task assignments usually begin from the outside towards internal: | | | 2 | Interview staff & collateral contacts identified by field instructor on the impact of linkages on service delivery | | | 2. | Identify literature pro/con for stakeholder participation in the decision-making process. | | |
| 3. | Identifying what we know considered evidence-based practice | | | 3 | Identify the “who” and the “how” of organizational theories, power, changes, and other relevant theories when deciding on collaborations to support success with client systems. | | | 3. | Review organization policies, including accreditation requirements for the relationship, if any, of project milestones and stakeholder’s input into decision-making | | |
| 4. | Identifying what we know adopted by the agency, field instructor, & practitioners | | | 4 | Compile cross-walk between theoretical framework with inter-organization linkages & service delivery | | | 4. | Compile areas requiring stakeholder input and those area where best practices should dictate input into a report | | |
| 5. | Observing, practical application, reflection, discussion in supervision, observing-continuing cycle | | | 5 | Present print report on analysis and findings | | | 5. | Present print report on analysis, findings, and recommendations. | | |
| |  |  |  | | --- | --- | --- | | **Method of Evaluation** Choose an item. | **Methods of Evaluation** Choose an item. | **Methods of Evaluation** Choose an item. | | | | | |  |  |  | | --- | --- | --- | | **Method of Evaluation** Feedback from Agency Professionals | **Methods of Evaluation** Choose an item. | **Methods of Evaluation** Choose an item. | | | | | |  |  |  | | --- | --- | --- | | **Method of Evaluation** Feedback from Agency Professionals | **Methods of Evaluation** Choose an item. | **Methods of Evaluation** Choose an item. | | | | |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Student Initials: TP | 9/17/2018 | Field Instructor: LL | 9/19/2018 | Faculty Liaison: MA | 9/21/2018 | | | | | | | | | | | | |

Additional Learning Objectives: none

I have read the MSW Graduate Field Education Manual and I understand that field follows a concurrent pattern over two (2) consecutive semesters.

Students are required to complete **250 clock hours each semester**. Students may not accrue more than **250 clock hours** in either semester of field to shorten the length of the field experience overall, or in either semester, nor take the additional hours as vacation days.

Students may also not accrue the **250 clock hours** early in either semester to shorten the length of the semester. |Field is to be experienced over the full length of the semester, 17 hours per week in fall and spring semesters for all Akron, Lakewood, and Wayne campus.

I agree with the terms of the Learning Contract.

**Learning Contract Signature Page**

**Important! Signature Box Below- Field Student *required***

**A check in this box affirms I have participated in the development of this learning contract and this is the equivalent of my signature.**

**Graduate Field Student Name**: Teresa Palmer

**Signature Date**: 9/17/2018

**Important! Signature Box Below- Task Supervisor (*required*, *if applicable*)**

**A check in this box affirms that I have reviewed all of the information, met with the assigned student to develop this learning contract and the information is true to the best of my knowledge, and is the equivalent of my signature**.

**Task Supervisor Name**:

**Signature Date**: Click here to enter a date.

**Important! Signature Box Below- Field Instructor *required***

**A check in this box affirms that I have reviewed all of the information, met with this student to develop this learning contract, the information is true to the best of my knowledge, and is the equivalent of my signature**.

**Field Instructor Name**: Larry Levelhead

**Signature Date**: 9/19/2018

**Important! Signature Box Below- Field Faculty Liaison *required***

**A check in this box affirms that I hereby attest I have reviewed all of the information, it is true to the best of my knowledge, and is the equivalent of my signature**.

**Field Faculty Liaison Name**: Marcia Auspicious

**Signature Date**: 9/21/2018

**Learning Contract Submission Process  
   
Step#1: Student Responsibility**Student is responsible for meeting with Task Supervisor (if applicable) to discuss the completion of this learning contract. If **no** Task Supervisor, student meets with Field Instructor.

**Step #2:** **Task Supervisor Responsibility**  
Upon completion of signature boxes by Task Supervisor (if applicable) Task Supervisor electronically forwards this document to the Field Instructor.  
**Step #3: Field Instructor Responsibility**  
Upon completion of signature boxes by Field Instructor, Field Instructor electronically forwards this document to their assigned Field Faculty Liaison.

**Step #4**: **Field Faculty Liaison Responsibility**  
Upon review and completion of signature boxes by assigned Field Faculty Liaison, Field Faculty Liaison renames document (Academic semester, Program, Last name, First name- e.g. 2018FallGraduateMacroPalmerTeresa) and submit to student’s assigned field contact person

**Step #5: Field Contact Person Responsibility**  
Review Student Integrative Learning Contract, Time &Task Logs, & Student Evaluation and submit grade to university

**University Sites -** select by clicking on site associated with your learner (student).

Akron campus- Undergraduate Learners

Akron campus- Graduate, Foundation Learners   
Akron campus – Graduate, Concentration Learners   
Lakewood campus- Undergraduate Learners   
Lakewood campus- Graduate Learners

Wayne College – Undergraduate Learners

Wayne College – Graduate Learners