**Program Status:** Undergraduate First Semester

**Semester:**  Fall
**Academic Year Start:** 2018

**Program Location:** Akron Campus

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

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| Field Instructor | Larry Levelhead |
| Work Phone | 229-451-3820 | 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 Student 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: Direct 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 3: Effectively facilitate [e.g. adolescent, after-school, recovery, PTSD, ] group | Learning Objective 2: Effectively engage with culturally sensitive, evidence-based practice to agency’s target population |
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| **Competency:** Choose an item. | **Competency:** Choose an item. | **Competency:** Choose an item. |

Competency – the ability do something successfully | Select 1 of 9 competencies | |

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| **Competency:** Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities | **Competency:** Choose an item. | **Competency:** Choose an item. |

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| **Competency**: Competency 2: Engage Diversity and Differences in Practice | **Competency:** Choose an item. | **Competency:** Choose an item. |

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| **Incremental Task Assignments:** | **Incremental Task Assignments:** | **Incremental Task Assignments:** |
| 1. | A specific piece of work needed to achieve the learning objective | 1 | Research what is known about target population and group treatment – theories, best practices | 1. | Research what is known about target population – theories, best practices |
| 2. | Task assignments usually begin from the outside towards internal: | 2 | Research the history of group treatment with assigned organization | 2. | Research the organization’s history of individual practice with target population |
| 3. | Identifying what we know considered evidence-based practice | 3 | Observe/Shadow social workers facilitating groups | 3. | Observe/Shadow social workers providing individual/face-to-face services |
| 4. | Identifying what we know adopted by the agency, field instructor, & practitioners | 4 | Facilitate/co-facilitate group(s) | 4. | Provide services to a minimum of 2 clients per week |
| 5. | Observing, practical application, reflection, discussion in supervision, observing-continuing cycle | 5  | Provide verbal/written feedback to field instructor | summary, reflection, next steps | 5. | Provide verbal & written feedback to field instructor | summary, reflection, next steps |
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| **Method of Evaluation** Choose an item. | **Methods of Evaluation** Choose an item. | **Methods of Evaluation** Choose an item. |

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| **Method of Evaluation** Direct Observation | **Methods of Evaluation** Choose an item. | **Methods of Evaluation** Choose an item. |

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| **Method of Evaluation** Direct Observation | **Methods of Evaluation** Choose an item. | **Methods of Evaluation** Choose an item. |

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| Student Initials: TP | 9/24/2018 | Field Instructor: LL | 9/26/2018 | Faculty Liaison: MA | 10/5/2018 |
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| **STUDENT INTEGRATIVE LEARNING CONTRACT – Areas of Learning: Service Impact 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: Create or update user-friendly developmental tool for social work interns to use when observing presentations, meetings, shadowing visits, and/or supervisory sessions | Learning Objective 3: Create or update user-friendly social work intern handbook |
| **Competency:** Choose an item.Competency – the ability do something successfully | Select 1 of 9 competencies | | **Competency:** Competency 1: Demonstrate Ethical and Professional Behavior | **Competency:** Competency 4: Engage in Practice-informed Research and Research-informed Practice |
| **Incremental Task Assignments:** | **Incremental Task Assignments:** | **Incremental Task Assignments:** |
| 1. | A specific piece of work needed to achieve the learning objective | 1 | Research the history of a development tool with this organization | 1. | Research the history of a social work intern handbook with organization |
| 2. | Task assignments usually begin from the outside towards internal: | 2 | Interview field instructor and identify key developmental areas of all interactions specific to social work interns | 2. | In collaboration with field instructor, staff, and clients identify main categories of handbook |
| 3. | Identifying what we know considered evidence-based practice | 3 | Create a prototype of the developmental tool | 3. | Identify the best medium (e.g. Online or paper) for handbook |
| 4. | Identifying what we know adopted by the agency, field instructor, & practitioners | 4 | Obtain feedback from field instructors, students, & staff | 4. | Compile information to support approved categories of handbook |
| 5. | Observing, practical application, reflection, discussion in supervision, observing-continuing cycle | 5 | Use tool and document effectiveness | 5. | Disseminate handbook for use & feedback |
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| **Method of Evaluation** Choose an item. | **Methods of Evaluation** Choose an item. | **Methods of Evaluation** Choose an item. |

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| **Method of Evaluation** Feedback from Community | **Methods of Evaluation** Choose an item. | **Methods of Evaluation** Choose an item. |

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| **Method of Evaluation** Feedback from Agency Professionals | **Methods of Evaluation** Choose an item. | **Methods of Evaluation** Choose an item. |

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| Student Initials: TP | 9/24/2018 | Field Instructor: LL | 9/27/2018 | Faculty Liaison:MA | 10/5/2018 |

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| **STUDENT INTEGRATIVE LEARNING CONTRACT – Areas of Learning: Professional Learning 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 document client (system) contact | Learning Objective 3: Effectively utilize agency policies and procedures to advocate for client systems |
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| **Competency:** Choose an item. | **Competency:** Choose an item. | **Competency:** Choose an item. | **Competency:** Choose an item. |

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| **Competency:** Competency 1: Demonstrate Ethical and Professional Behavior | **Competency:** Choose an item. | **Competency:** Choose an item. | **Competency:** Choose an item. |

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| **Competency:** Competency 5: Engage in Policy Practice | **Competency:** Choose an item. | **Competency:** Choose an item. |

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| 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 |  Read/Research the purpose and impact of documenting client contact | 1. | Read/Research current agency policies and procedures |
| 2. | Task assignments usually begin from the outside towards internal: | 2 | Review, with specific questions, a minimum of 5 documented client contacts from staff approved by field instructor | 2. | Read/Research historical markers in agency policies & procedures |
| 3. | Identifying what we know considered evidence-based practice | 3 | Observe social workers writing a minimum of 5 client contacts | 3. | Interview 3 workers with institutional memory to identify the role/impact of changes to client population |
| 4. | Identifying what we know adopted by the agency, field instructor, & practitioners | 4 | Document a minimum of 2 case notes per week | 4. | Interview field instructor to identify specific current policies/procedures needed to effectively assist client population |
| 5. | Observing, practical application, reflection, discussion in supervision, observing-continuing cycle | 5 | Provide verbal/written feedback to field instructor | summary, reflection, next steps | 5. | Document the use of policy/procedures as a professional helper  |
| **Method of Evaluation** Choose an item. | **Method of Evaluation** Feedback from Agency Professionals | **Method of Evaluation** Direct Observation |
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| Student Initials: TP | 9/24/2018 | Field Instructor: LL | 9/27/2018 | Faculty Liaison: MA | 10/5/2018 |

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Additional Learning Objectives: none

[x] I have read the BA/BASW Undergraduate Field Education Manual and I understand that field follows a concurrent pattern over two (2) consecutive semesters.

[x] Students are required to complete **225 clock hours each semester**. Students may not accrue more than **225 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.

[x] Students may also not accrue the **225 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, 15 hours per week in fall and spring semesters for all Akron, Lakewood, and Wayne campus. Field in the summer semester is different for Akron and Lakewood campuses. Akron campus undergraduate is 22.5 hours per week in summer. Lakewood campus undergraduates are 17.5 hours per week for 13 weeks.**|**

[x] I agree with the terms of the Learning Contract.

**Learning Contract Signature Page**

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

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

**Undergraduate Field Student Name**: Teresa Palmer

**Signature Date**: 9/24/2018

**Important! Signature Box Below- Task Supervisor (*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***

[x]  **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**: 9/27/2018

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

[x]  **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**: 10/5/2018

**Student Integrative 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 only 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 Faculty Field Liaison, Faculty Field Liaison renames document (Academic semester, Program, Last name, First name- e.g. 2018FallUndergraduate1stSemesterPalmerTeresa) and submit to student’s assigned field contact person

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

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

[x] 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