

**Learning Contract  
Foundation Field Instruction  
SocW570 & 571, Field Instruction I & II**

**Welcome To Your Internship** — you are beginning what is, for most students, the most exciting experience of your education program. Chances are you have looked forward to this experience for a long time. The Learning Contract is perhaps best described as a master plan for your field placement. It is your map to success in the field. The Learning Contract translates into you having a sense of purpose in your fieldwork.

This form should be completed by the week of February 8, 2010 and it records the learning expectations for the entire two-course placement. After signatures are obtained, form will be placed in student's college file.

**Part 1. Instructions.** The Learning Contract is a written document outlining the terms and learning goals for the field placement. It should delineate a plan that should address the student's learning objectives and the College's learning objectives. It should include agency interpretations and the student's educational goals and should demonstrate implementation of the Jane Addams College mission (see Field Manual for statement of mission). The Learning Contract should be considered a working document: review and revision are parts of the process. Each contract should include the following components: Goals: what is to be achieved; Strategies: work to be done to reach goals; Evaluations: ways to determine how well strategies are addressing goals and how well goals have been met. After orientation to the field agency, the field instructor and student are to select specific responsibilities and tasks to be carried out in the placement. Some students will focus more on micro (individual and family) systems and others on mezzo (group) systems and others on macro (community and organizational) systems, depending on the nature of the field placement and the student's place in the curriculum. The Faculty Field Liaison is available to help in this process and the college field manual is available for guidance as well. The agency field instructor and student should write the goals, strategies, and evaluation plans on the following pages and sign in Part 2 to signify their acceptance of the plan. The Faculty Field Liaison will sign and review as well.

**Part 2. Identifying Information**

Academic Year and Semester \_\_\_\_\_

Student's Name (print clearly) \_\_\_\_\_

Agency Field Instructor Name (print clearly) \_\_\_\_\_

Agency Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Phone \_\_\_\_\_ Fax: \_\_\_\_\_ Email \_\_\_\_\_

JACSW Faculty Field Liaison (print clearly) \_\_\_\_\_

**Part 3. Signatures.** (The JACSW liaison will review and sign after the student and agency field instructor have completed the form and signed.)

JACSW Faculty Field Liaison Review \_\_\_\_\_

Signature/Date

Student Acceptance of Learning Contract \_\_\_\_\_

Signature/Date

Agency Field Instructor Acceptance of  
Learning Contract \_\_\_\_\_

Signature/Date

**Part 4.** Start and stop dates; total hours; weekly schedule; supervisory meetings. MSW foundation students must complete a minimum of 450 clock hours in field placement over the course of a two-semester placement (SocW570-571 for MSW foundation students). MSW concentration students must complete a minimum of 720 clock hours over the course of a two-semester placement (SocW572-573). School social work concentration students may be required to complete more than 720 clock hours if the school district expects the student to remain for the district’s complete school year: this should be clarified at the start of the placement.

Placement start date: \_\_\_\_\_ Placement end date: \_\_\_\_\_

Weekly schedule: indicate the days per week and hours per day student will be in placement). Please note that MSW foundation students (Field I and II) are expected to do placements on Tuesday and Thursday and must be available for on-campus classroom courses on Monday and Wednesday. MSW concentration students (Field III and IV) are expected to do placements on Monday, Wednesday, and Friday and they must be available for on-campus classroom courses on Tuesday and Thursday:

Monday		Tuesday		Wednesday		Thursday		Friday	
__ a.m.	__ p.m.	__ a.m.	__ p.m.	__ a.m.	__ p.m.	__ a.m.	__ p.m.	__ a.m.	__ p.m.

**Schedule of supervisory meetings.** Please indicate days and times of planned, weekly meetings between field instructor and student: A weekly supervisory meeting between the student and the field instructor will be scheduled each \_\_\_\_\_ (specify day) at \_\_\_\_\_ (specify time).

**Part 5a. Learning Contract**

**Example of Learning Contract**

<p><b>MICRO GOALS</b></p> <ol style="list-style-type: none"> <li>1. Improve family interviewing skills</li> <li>2. Learn how to develop and implement individual treatment plan</li> <li>3. Become more comfortable with my role</li> </ol>	<p><b>STRATEGIES</b></p> <p>Observe 4-6 workers behind 1-way glass</p> <p>Complete intakes with John until November.</p> <p>Be responsible for caseload of 6-8 residents by : _____</p> <p>Interview Sarah about handling boys’ remarks</p> <p>Implement ideas for decreasing remarks</p>	<p><b>EVALUATION</b></p> <p>Interview each worker on style &amp; discuss with John</p> <p>Get feedback from John</p> <p>Complete 2 process recordings or video tapes by: _____</p> <p>Draft treatment plans for John to review before case staffing</p> <p>Prepare update on each case for weekly supervision</p> <p>Write in my journal about my reactions to boys’ remarks &amp; discuss with John and Sarah</p>
<p><b>MEZZO GOALS</b></p> <ol style="list-style-type: none"> <li>1. Learn juvenile court process</li> <li>2. Become familiar with referral resources</li> </ol>	<p>Attend court on 3<sup>rd</sup> Tuesday each month</p> <p>Interview Judge Whipple</p> <p>Prepare a Student Guide to court for agency</p> <p>Visit Family Outreach Services &amp; Indian Family Center</p> <p>Attend Sky Co. Social Services Association meetings at least twice</p>	<p>Get John’s feedback on proposed questions &amp; discuss interview afterwards</p> <p>Draft to John by: _____; final version to internship director by: _____</p> <p>Update resource file by: _____</p> <p>Prepare community Profile assignment for seminar</p>
<p><b>MACRO GOALS</b></p> <ol style="list-style-type: none"> <li>1. Become familiar with legislative &amp; social action.</li> <li>2. Improve knowledge of American Indian culture</li> </ol>	<p><b>STRATEGIES</b></p> <p>Attending committee meeting on House Bill #4022 reforming sentencing process</p> <p>Participate in Prevent Violence taskforce</p> <p>Interview social worker at reservation</p> <p>Read professional journal article on American Indian culture and social work practice</p>	<p><b>EVALUATION</b></p> <p>Give oral report to Center staff</p> <p>Incorporate learning in policy paper</p> <p>Share Culture Presentation for Practice class with staff</p> <p>Discuss with John</p>

**Part 5b. Learning Contract (attach additional pages as needed)**

**Learning Contract**

<b>MICRO GOALS</b>	<b>STRATEGIES</b>	<b>EVALUATION</b>
<b>MEZZO GOALS</b>		
<b>MACRO GOALS</b>		

mc/2009