

# **FOUNDATION YEAR LEARNING CONTRACT**

## ***Found in the Learning Contract:***

- I. Introductory Information and Planning Sheet***
- II. Component #1A - Direct Service with Individuals and/or Families Client Engagement; and Component #1B - Multiple Systems***
- III. Component #2 Group Work***
- IV. Component #3 Community Work/Project***
- V. Worksheet on Details for Discussion Related to Community Project***
- VI. Component #4 Professional Practice and Effective Use of Self***
- VII. Springfield College Required Rules of Professional Conduct***
- VIII. Learning Contract Supplement***
- IX. Preparing for the Faculty Advisor Site Visit: For Students and Supervisors***
- X. Learning Contract Signature Page***

The Learning Contract is developed and planned by the student and Field Supervisor in consultation with the Faculty Advisor as needed. The Learning Contract should be completed and signed by Field Supervisor and student **no later than October 15.**

- Add additional pages if needed.
- Learning contract is to be provided to Faculty Advisor for review at Fall Site Visit.

# FOUNDATION YEAR LEARNING CONTRACT

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## **Learning Contract Information**

- The Learning Contract details the areas of skill development expected of the student in the field practicum experience. Please read the content carefully and note the learning activities that will be used to assure students have practiced and acquired the requisite skills and competencies.
- The Learning Contract should be made available to the Faculty Advisor for review and use during site visits to monitor learning and progress in skill development. An approval of the Learning Contract and signature verifying this approval from the Faculty Advisor is needed by the end of the fall term.
- The completed and signed Learning Contract must be submitted via Brightspace by the conclusion of the fall semester in order for the student to receive grades for the field practicum experience.
- Renegotiation of portions of the Learning Contract may be initiated by any party, but changes must be agreed upon by all parties. Changes must be in writing and signed by all parties prior to implementation. See Learning Contract Supplement/Amendment for guidelines (last page of Learning Contract). Additional information may be documented as needed.

Learning Contract Period: Begin \_\_\_\_\_ End \_\_\_\_\_ (Dates practicum is expected to begin and end; typically September to May, but variations are possible)

## **PLANNED STANDARD SCHEDULE OF PRACTICUM HOURS:**

	Monday	Tuesday	Wednesday	Thursday	Friday	Other
AM	_____	_____	_____	_____	_____	_____
PM	_____	_____	_____	_____	_____	_____

Weekly supervision session is scheduled for: \_\_\_\_\_

## **BRIEF DESCRIPTION OF FIELD PRACTICUM ACTIVITIES AND RESPONSIBILITIES:**

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Size of Direct Service Caseload: \_\_\_\_\_

(Typically expected to be four to five individual cases or families. Caseload size will vary, depending on agency mission, complexity of cases, type of service provided, number of groups student is assigned, and other factors. Depending on the agency, screening, assessment, and brief treatment or crisis services can qualify to meet these expectations)

## COUNCIL ON SOCIAL WORK EDUCATION (CSWE) 2015 COMPETENCIES AND BEHAVIORS

The Council on Social Work Education (CSWE) has established standards for social work education. The Springfield College Department of Social Work field education experience expectations reflect these standards, which were presented in the organization's 2015 Educational Policy and Accreditation Standards (EPAS).

These are consistent with the mission of the Springfield College Department of Social Work program, which is:

*Through the teaching of social work practice and knowledge, the Springfield College Department of Social Work prepares individuals to meet universal human needs in order to engender mutually beneficial interaction between individuals and societal systems at all levels, based on principles of economic and social justice, dignity, and human rights.*

CSWE's competencies and behaviors are expected to be integrated into field learning experiences assigned to students, and supervisors should consciously address these as assignments are developed and made. Upon completion of the Foundation Year field experience, students are expected to demonstrate mastery of the following Foundation Year competencies and behaviors through the performance of the expected learning components found in the Learning Contract that follows this section. For additional reference, please see the latest editions of the *Student Handbook of Policies and Procedures* and the *Field Practicum Manual*.

The nine CSWE Social Work Competencies are listed at the end of this workbook. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate the competency. The behaviors represent observable components of the competencies, while the preceding narrative statements represent the underlying content and processes that inform the behaviors.

## EXPECTED LEARNING COMPONENTS

### Foundation Year Field Experience Component #1A and #1B:

#### **1A. Direct Service with Individuals and/or Families – Client Engagement:**

The student demonstrates effective social work engagement with clients and client systems, including assessment, beginning counseling, and referral skills.

#### **1B. Direct Service with Individuals and/or Families – Multiple Systems:**

The student recognizes, articulates, and addresses the multi-systemic elements of clients' conditions and circumstances, including pressures and influences that create unequal access to services and fulfillment of basic and culturally-relevant human needs.

### **Conditions for Learning/Mean of Assessment (student and supervisor must complete):**

Student will have the opportunity to engage in direct social work services with individuals and/or families. The number of individuals and/or families with whom the student will be able to engage is 4 – 5.

To reflect the nature of agency services and the individual learning needs of the student, this number of individuals/families may be reached over the course of the first semester, then maintained at 4 – 5 cases for the remainder of the internship. Given the range of social work agencies, there are a variety of ways the student may engage in direct service with individuals and/or families.

Please describe the client population with whom the student will be engaged and the sample responsibilities expected of the student and describe the specific behaviors available in the agency by which the student will be able to identify and intervene in client systems (e.g., access to client files, consultation with agency colleagues, communication with professionals at related/referral agencies, etc.):

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Estimated number of hours per week the student will be engaged in this field experience component: \_\_\_\_\_. Minimum expected by school for this component is: **125 hours** for total internship (for both Field Experience Components #1A and #1B) of the 300 hours.

**Foundation Year Field Evaluation Expectations for Successful Completion of Field Experience Component #1A.**

The student demonstrates effective social work engagement with clients and client systems, including assessment, beginning counseling, and referral skills as evidenced by:

1. Practice with 4 – 5 individuals and/or families; activities encompass, at minimum, engagement, assessment, and beginning counseling and referral activities.
2. Completion of psychosocial assessments and development of appropriate intervention strategies each semester for a total of five clients or families.
3. Completion of process recordings presented to supervisor weekly using individual family, group or administrative meeting formats.
4. Production and presentation to faculty advisor of a minimum of two process recordings per semester, out of 24 total for the academic year, that illustrate development of interactive interviewing and communication skills, including empathy, beginning social work analysis, and self-awareness as a professional social worker.

**Foundation Year Field Education Expectations for Successful Completion of Field Experience Component #1B.**

The student recognizes, articulates, and addresses the multi-systemic elements of clients’ conditions and circumstances as evidenced by:

5. Practicing counseling activities, client advocacy, case management, interagency collaboration, and referral and treatment planning reflective of the ecological model of social work practice, person-in-environment, and a strengths perspective.
6. Production of bio-psychosocial assessments that include comprehensive information consistent with the ecological model of social work practice, “person-in-environment”, and a strengths perspective.

**If relevant, list other specific, direct practice behaviors, activities, and assignments related to working with clients with complex needs for the student during this practicum that will provide evidence of movement toward mastery of expected competencies:**

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## Foundation Year Field Experience Component #2: Group Work:

The student practices and demonstrates the skills necessary to conducting and, if possible, directly facilitating effective social work groups including both client helping groups and administrative task groups, using skills related to conflict management, development of cohesion and consensus, and movement toward group goals, as appropriate for the group.

### Conditions for Learning/Mean of Assessment (student and supervisor must complete):

Student will have the opportunity to engage in one or more client helping groups (therapy, support, or psycho-education, etc.) as facilitator, co-facilitator, or agency intern/representative. (Student may move from intern/ representative to co-facilitator to facilitator, if appropriate to agency setting and acquisition of individual skills, as appropriate, over the course of the internship.)

Please describe the helping group in which the student will be engaged:

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Estimated number of hours per week the student will be engaged in this field experience component: \_\_\_\_\_ . Minimum expected by school for total internship is: **125 hours of the 300 hours.**

Student will have the opportunity to engage in one or more collegial/administrative groups (team meetings, committee work, etc.). Participation in these groups may link to the Community Work/ Project Field Experience Component. Student may facilitate or co-facilitate these groups or participate in them as a member. (See End of Semester Evaluations for detailed outcome expectations.)

Please describe the collegial/administrative group in which the student will be engaged (note if this/these groups will be linked to the student's community work project):

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Estimated number of hours per week the student will be engaged in this field experience component: \_\_\_\_\_ . Minimum expected by school for total internship is: **125 hours of the 300 hours.**

**Foundation Year Field Education Expectations for Completion of Field Experience Component #2.** The student practices and demonstrates the skills necessary to conducting and facilitating effective social work groups, both client helping groups and collegial administrative groups, as evidenced by:

1. Participation in a client-focused helping group (therapy, support, psycho- education, information provision, or other) as co-facilitator, facilitator, or agency intern representative.
2. Participation in a collegial/administrative group as co-facilitator, facilitator, or agency intern representative (this group may be linked to Field Experience Component #3: Community Work/Project).

**If relevant, list other specific, direct practice behaviors, activities, and assignments related to working with clients with complex needs for the student during this practicum that will provide evidence of movement toward mastery of expected competencies:**

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**Foundation Year Field Experience Component #3:**

**Community Work/Project:**

The student articulates and addresses the contextual and interactive role of community for clients, colleagues, and/or the placement agency.

**Conditions for Learning/Mean of Assessment (student and supervisor must complete):**

Students will have the opportunity to engage in community work or a project that promotes increased understanding of an area of practice, clients' needs, and/or community needs. The community work experience or project may link to Field Experience Component #2B, engagement/participation in collegial/administrative group(s).

Please describe the planned community work or project in which the student will engage:

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Estimated number of hours per week the student will be engaged in this field experience component: \_\_\_\_\_. Minimum expected by school for total internship is: **50 hours of the 300 hours.**

**Foundation Year Field Education Expectations for Completion of Field Experience Component #3.** The student articulates and addresses the contextual and interactive role of community for clients, colleagues, and the placement agency as evidenced by acting in a leadership role in a community project that:

- a. promotes increased understanding of an area of practice, clients' needs, and/or community needs,
- b. engages members of an identified community,
- c. utilizes collegial/administrative group work skills to realize its goals (may be linked to the group work field experience component).

If relevant, list other specific, direct practice behaviors, activities, and assignments related to working with clients with complex needs for the student during this practicum that will provide evidence of movement toward mastery of expected competencies:

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# Worksheet

## Details for Discussion Related to Community Project

1. Summary of Project:
2. With whom in the agency will the student work in developing and carrying out this project?
3. What will be the "product" of the project?
4. How will the community or clients benefit from the project?
5. How will the organization benefit from the project?



**Foundation Year Field Experience Component #4:  
Professional Practice and Effective Use of Self:**

Student demonstrates an understanding of professional social work practice, including effective use of supervision, development of effective relationships with colleagues, adherence to agency policies and procedures, and use of the NASW code of ethics, as evidenced by effective, day-to-day, ongoing practice as a professional member of the placement agency. Student demonstrates an understanding of how his or her values and ethics influence work with diverse populations of clients, including historically marginalized populations.

**Conditions for Learning/Means of Assessment (student and supervisor must complete):**

Supervisor and agency agree to provide settings and experiences where the student will demonstrate an understanding of professional social work practice and effective use of self. Use of supervision, engagement with colleagues, knowledge of agency policies and procedures, and use of the NASW Code of Ethics will be evaluated.

In recognition of the nature of agency services and the individual learning needs of the student, this field experience component should be interwoven throughout student assignments.

Please describe specific expectations of the student related to professional practice and effective use of self:

*(Also see Mid-Point and Final Evaluations for detailed outcome expectations.)*

**Specific Means of Assessment for Field Experience Components #1-4:**

As part of completing the Learning Contract consider carefully what will be used to assess student competence in the areas above. Check off sources that will be used:

- Supervision discussions
- Discussion of coursework experiences
- Review of process recordings
- Observation of student in practice with clients
- Observation of student interacting with colleagues
- Observation of student in groups of colleagues, such as team meetings
- Observation of student presentations in agency or community contexts
- Review of paperwork and/or reports completed by the student
- Reports from colleagues
- Results from a project taken on by the student
- Other possible sources of assessment of student competencies noted by supervisor and student:

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**SPRINGFIELD COLLEGE REQUIRED RULES OF PROFESSIONAL CONDUCT FOR ALL  
STUDENTS IN FIELD PRACTICUM EXPERIENCES**

- I. Student interns shall behave in a legal, ethical, and moral manner in the conduct of their Field Practicum Experience, maintaining both a personal and professional integrity, and avoiding any actions or involvement in procedures not approved by qualified supervisors which would cause harm to others.
- II. Student interns will understand their responsibilities and practice within the limits of their defined roles, training, and competencies as defined and approved in the Affiliation Agreement. They shall be expected to adhere to all agreed upon requirements with regard to attendance, required clock hours, and performance of duties as contracted or amended.
- III. Student interns shall respect the integrity and protect the welfare of the individuals and the groups with whom they work. They shall not misrepresent their roles or competencies to agency staff, clients, patients, or others. Professional concerns or problems with others shall be discussed with the agency or faculty advisor.
- IV. Student interns shall, at all times, respect the confidentiality of information about clients or patients in the course of their Field Practicum Experience. They also shall be aware of agency policies or guidelines relating to research or training with human subjects.
- V. Student interns will avoid undertaking any activity in which competency, personal problems, or conflicts of understanding are likely to lead to inadequate performance. If, or when, such a situation arises, they shall seek Field Supervisor or Faculty Advisor assistance to determine the appropriate course of action.
- VI. Student interns acknowledge having read the NASW Code of Ethics, the current Field Practicum Manual, and the current Student Handbook of Policies and Procedures.

**FOUNDATION YEAR LEARNING CONTRACT SUPPLEMENT/AMENDMENT TO  
LEARNING CONTRACT**

(Optional or as needed)

*Use this space to describe supplements to the contract. Add additional sheets as necessary.*

Component/Competency Supplemented (if relevant): \_\_\_\_\_

Additional Expectations: \_\_\_\_\_

Additional Conditions for Learning: \_\_\_\_\_

Additional Means of Assessment (Specific practice behaviors, activities, and assignments that will provide evidence of movement toward mastery of expected competencies): \_\_\_\_\_

## Preparing for the Faculty Site Visit: Information for Students and Supervisors

1. An orientation to the agency has been provided, including safety policies and protocols, sexual harassment policies, and other relevant policies and training.
2. Learning Contract (contained in workbook) is completed, and signed by student and Field Supervisors and is provided to Faculty Advisor via Brightspace.
3. Learning Contract is guiding assignments.
4. Required learning opportunities are available.
5. One and a half hours of weekly supervision is taking place (or 1 hour of direct supervision if group supervision is also available).
6. Student is using their written agenda and presenting process recording weekly in supervision.
7. Two of the minimum of 12 process recordings completed per semester by the student and reviewed by the Field Supervisor have been or will be provided to the Faculty Advisor for review via The Brightspace Learning Platform.
8. Community (first placement) or administrative (second placement) work and project are discussed.
9. Opportunities for discussion of student and Field Supervisor issues are provided during the site visit.
10. If relevant, opportunities for discussion of ideas, plans, or possibilities for next practicum are provided.
11. Other issues of concern are raised.

[Materials from the Schools of Social Work at Boston University, Smith College, and the University of Michigan were used in preparing this section, with appreciation. An additional resource for students, Field Supervisors and Faculty Advisors is the National Association of Social Workers Massachusetts Chapter's website, which included extensive materials related to safety for social workers and guidelines for agency safety policies ([www.naswma.org](http://www.naswma.org))]

### SIGNATURES FOR ENTIRE LEARNING CONTRACT

**"I agree to/approve the provisions that are presented in this Learning Contract..."**

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**Field Practicum Student**

**Date**

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**Field Supervisor**

**Date**

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**Faculty Advisor**

**Date (these must be provided)**

**END OF LEARNING CONTRACT**