LOYOLA UNIVERSITY CHICAGO
SCHOOL OF SOCIAL WORK
FIELD WORK OFFICE

LEARNING AGREEMENT/ FIELD WORK SYLLABUS

The student learning agreement is designed to specifically outline learning goals and tasks that will assist the student with fieldwork practice. The intern and the field instructor complete this form as part of the supervision process. This document should be completed and submitted within the first 30 days (or 60 hours) of the field placement.

Student:

Date: Student ID#

Start Date: End Date:

Placement Site:

Field Instructor: Field Liaison:

Please confirm that there has been a discussion about the safety policies and procedures of the agency.

☐ Yes

Please confirm that the student and supervisor are familiar with the Fieldwork Manual

☐ Yes

Instructions: Students, please submit this form to your assigned field liaison

The Council of Social Work Education has introduced ten competencies for students to work towards in their field placement experience. We have incorporated these competencies within a broader framework composed of six concepts. Please explain how you and your agency will address these areas in the Learning Agreement. We recognize that each site provides various learning opportunities and therefore supervisors can tailor their answers as needed to reflect their agency’s unique mission and goals. The 10 Competencies include:

1. Professionalism
2. Values and Ethics
3. Critical Thinking
4. Diversity
5. Social and Economical Justice
6. Research Informed Practice
7. Human Behavior and Social Environment
8. Policy
9. Shaping Practice
10. Engagement, Assessment, Intervention, Evaluation
1. PROFESSIONALISM (REFERS TO COMPETENCY 1)

How will the student engage in professional growth?
- □ Team meeting with case review
- □ In-service trainings
- □ Workshops
- □ Outside readings
- □ Other ____________________________

How will student be oriented to the site and what kinds of trainings will the student be exposed to?

How will student be held accountable for professional behavior including punctuality, time management, documentation, adherence to deadlines, and recognizing the limits and boundaries of their professional role?

How will student learn to embody the core values of social work at this site?
2. ETHICS (REFERS TO COMPETENCY 2)

How will student differentiate between personal and professional values in practice?
- Supervisor consultation
- Self Reflection
- Other

How will student demonstrate knowledge of social work values and ethics?
- Student will be familiar with and abide by the NASW Code of Ethics
- Student will recognize potential legal and ethical issues in practice
- Student will seek consultation on ethical issues
- Other

How will supervisor help student to identify and manage ethical questions?

3. POLICY/RESEARCH (REFERS TO COMPETENCIES 6 & 8)

How will the student learn about policy and research?
- Community meetings
- In-service trainings
- Discuss theory, policy and practice in supervision
- Other

How will the agency guide the student with understanding policy as it relates to the population served?

How will the agency guide the student with understanding evidence-based and evidenced-informed research as it relates to the population served?
4. CRITICAL THINKING AND THE USE OF SUPERVISION (REFERS TO COMPETENCIES 3 & 7)

Please have a discussion about the importance of supervision and discuss the ways that it provides value to the learning experience during the course of field work.

In what ways will the student practice self-reflection and self-correction?
- [ ] Supervision
- [ ] Process recording
- [ ] Video taping/Audio taping
- [ ] Role playing
- [ ] Other

How will weekly supervision be used?
- [ ] Discussion of professional roles and boundaries
- [ ] Review of cases
- [ ] Connect theory to practice
- [ ] Other

Please describe the supervisor’s theoretical approach and structure to supervision

Please describe how student will make use of supervision (e.g. how can they come prepared?)
5. DIVERSITY AND SOCIAL & ECONOMICAL JUSTICE (REFERS TO COMPETENCIES 4, 5 & 7)

How will student advocate for client access to services?
☐ Assessment Interviews
☐ Individual Counseling
☐ Case management
☐ Group counseling
☐ Family Counseling
☐ Home visits
☐ Resource and Referral
☐ Other ____________________________

How will student recognize ways in which both s/he are advantaged and disadvantaged?
☐ Process Recordings
☐ Working with diverse clients
☐ Discussions in supervision
☐ Other ____________________________

How will student recognize and express personal biases/ values in working with diverse groups?

How will the student learn about the structures that impact discrimination and privilege?
6. PRACTICE & ENGAGEMENT, ASSESSMENT, INTERVENTION, EVALUATION (REFERS TO COMPETENCIES 9 & 10)
What kind of client interactions will student have?

What is the expected time frame of when students will have direct contact with clients?

How will student learn to engage with and assess a client?

How will student learn about intervention strategies and the evaluation of their effectiveness?
7. Wisconsin Students Clinical Internships.

7. Students who have been placed in an agency to do therapy. Please follow the guidelines outlined in the instructions for completing the Learning Agreement.
For the student

I have read and fully agree to comply with the NASW Code of Ethics as part of my internship and educational pursuit as part of Loyola University MSW program at Carthage College.

Student Signature ___________________________ Date ______________________

For the Field Instructor

Loyola University Chicago School of Social Work would like to extend our appreciation for your contribution to the educational development of our social work internship and to our field work program. Please sign this learning agreement to acknowledge your involvement in the discussion and development of this plan.

Field Instructor ___________________________ Date ______________________