

Department of Social Work

Office of Field Education: Sample Learning Agreement Activities for Learning Contract

The list below includes suggestions for each competency to place the suggested activities. While some activities might reflect multiple competencies, a student cannot list the same activity under multiple competencies on the Learning Agreement. You would need to adjust the activity to fit the necessary competency.

| | Sample Activities | BSW |
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| 1. Demonstrate Ethical & Professional Behavior | | |
| | Prepare a presentation to be used as a part of an agency social work training module. | ✓ |
| | Review necessary and pertinent agency policies and procedures related to social work role. | ✓ |
| | Complete agency-specific orientation activities. | ✓ |
| | Review the agency's policy manual, mission statement, funding streams, confidentiality, and documentation requirements. | ✓ |
| | Interview a Board member about their role and compare to the agency's documentation regarding Board responsibilities. | ✓ |
| | Interview an administrator of the agency. | ✓ |
| | Shadow and/or interview other disciplines at your agency (psychiatry, nutrition, case aide, transportation aide, educator, administrator, etc.). | ✓ |
| | Spend time in different departments of the agency to gain an understanding of client service. | ✓ |
| | Attend staff, team, or other professional meetings. | ✓ |
| | Practice at least one self-care activity each week. | ✓ |
| | Explore career options in social work. | ✓ |
| | Bring an agenda to supervisory meetings. | ✓ |
| | Write a group progress note based upon observations. | ✓ |
| | Review [###] of case files completed by various social workers. | ✓ |
| | Review the process by which someone becomes a client at the agency and explain the process to the field instructor. | ✓ |
| | Read about/find ethical dilemmas in studies, or in meetings and daily activities. | ✓ |
| | Identify and explain at least two different ethical decision models and discuss/compare/contrast the models and their application(s). | |
| | Read agency policy on client confidentiality as well as maintain client confidentiality throughout field experience. | ✓ |
| | Discuss each social work ethic core value and what its' application and presentation might look like within this particular agency (in which the student is placed). | |
| | Gather information about how agency uses social media and social media policies. | ✓ |
| | Develop a social media campaign/presence for agency or a specific event. | ✓ |

| | Sample Activities | BSSW |
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| 2. Advance Human Rights and Social, Racial, Economic, & Environmental Justice | | |
| | Select a social justice issue and research 3 articles. | ✓ |
| | Interview/Meet with [###] social workers engaged in human rights work. | ✓ |
| | Shadow a patient rights advocate and write a reflection in their weekly journal. | ✓ |
| | Research a current issue or legislative action that requires advocacy, and organize a letter-writing campaign among your staff, volunteers, etc. | ✓ |
| | Discuss a current event that impacts how a specific service is delivered at the agency and identify methods of advocating for the service or impacted population. | ✓ |
| | Identify an outdated policy and advocate for change to better serve client population. | ✓ |
| | Research social justice issues as they relate to _____ [issue] & interventions on the macro level which address these issues. | |
| 3. Engage Anti-racism, diversity, equity, and inclusion (ADEI) in practice | | |
| | Attend a diversity training. | ✓ |
| | Attend an arts/cultural/community event outside of student's own culture. | ✓ |
| | Interview a social worker who works with a culture different from the student's culture. | ✓ |
| | Interview staff member of differing culture than student. | ✓ |
| | Complete a reading (journal, book, news articles) relevant to client or neighborhood culture. | ✓ |
| | Identify and discuss instances when culture and diversity influence the outcomes of practice, policy, and program implementation in context with this current placement agency. | |
| | Identify and discuss at least one personal bias (student's) and value that might potentially influence the student's work with any diverse group. | ✓ |
| | Interview a minority client about their experiences as a mental health consumer. | ✓ |
| | Observe agency programs to recognize different populations served and to identify how this observation helps engage diversity in practice. | |
| | Research ways in which different cultures may present and experience depression. | ✓ |
| | Attend a community meeting or celebration in the agency's neighborhood. | ✓ |
| | Identify agency practices that promote diversity. | |
| | Student located in an urban agency shadow a worker in a rural agency (or vice versa). | ✓ |
| 4. Advance Human Rights & Social, Economic, & Environmental Justice | | |
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| | Research social justice issues as they relate to _____ [issue] & interventions on the macro level which address these issues. | |
| 5. Engage in Practice-informed Research & Research-informed Practice | | |
| | Review research and books on a topic relevant to your work. | ✓ |
| | Interview an agency representative to see how client outcomes are assessed and how research is utilized at the agency. | ✓ |
| | Research self-soothing techniques to teach clients. | ✓ |
| | Research poverty statistics, incidences of homelessness, incarceration and other items related to agency work to better understand community and to state need for services. | |

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| | Identify ways in which evidence-based practice is used in funding and grant writing. | |
| | Identify government bodies that regulate or fund the agency. | ✓ |
| | Help prep, or interview, staff about the process for accreditation/re-accreditation. (CARF, JCAHO, etc.) | ✓ |
| | Complete the agency's HIPPA training. | ✓ |
| | Review patient rights policy and write a reflection in weekly journal. | ✓ |
| | Attend a court hearing or legal proceedings. | ✓ |
| | Attend an Area Commission meeting or community meeting in the agency's neighborhood. | ✓ |
| | Attend a Board meeting. | ✓ |
| | Attend meetings of "umbrella" organization or affiliating agency such as ADAMH or CSB. | ✓ |
| 6. Engage with Individuals, Families, Groups, Organizations, & Communities | | |
| | Observe [###] of intake interviews. | ✓ |
| | Gather the "story" of 1-2 clients that have used and/or benefited from the agency's services. | ✓ |
| | Take intake calls, calls for agency information, or constituent calls. | ✓ |
| | Learn techniques to engage resistant clients. | ✓ |
| | If student is at an "umbrella agency" or advocacy organization: Visit direct service "member" agencies or affiliates to see its operation; meet with a client via that partner agency. | ✓ |
| | If a student is at a state agency. Visit a local agency; meet and interview direct service workers; shadow client interactions; and/or participate in assessments. | ✓ |
| | Call parents to communicate student behaviors, performance (positive and negative), and other program information. | ✓ |
| | Engage tenants through work on the tenant outreach hotline to gather information to improve services. | ✓ |
| 7. Assess with Individuals, Families, Groups, Organizations, & Communities | | |
| | Attend at least one board meeting, training or data warehouse meeting to learn about board governance. | ✓ |
| | Assess [###] clients using the 40 Developmental Assets. | ✓ |
| | Read DSM-V on most frequently dealt with diagnoses. | ✓ |
| | Sit with agency's RN or psychiatrist to observe a different perspective/evaluation of a client. | ✓ |
| | Observe a psychological evaluation given by a psychiatrist within the agency. | |
| | Discuss with supervisor typical family structures and stressors that clients have and how those structures and stressors could affect clients. | ✓ |

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| | Apply for benefits through the local Job & Family Services or Ohio Benefits Bank in order to understand process that clients go through. | ✓ |
| | Shadow a worker at another agency that offers a similar service. Identify differences in worker approach and agency culture. | ✓ |
| | Identify the major social service agencies and services in the target environment and compare to services offered by internship agency. | ✓ |
| | Identify ways in which theories of organizational culture and the role of culture in shaping organizational performance are applied in macro-level practice. | |
| 8. | Intervene with Individuals, Families, Groups, Organizations, & Communities | |
| | Observe the field instructor or other staff members engaged in interaction with clients. | ✓ |
| | Shadow and observe a social worker doing a home visit. | ✓ |
| | Conduct at least 3 interactions with clients, groups, or committees in the presence of field instructor. | ✓ |
| | Provide case management to a minimum of XX clients. | ✓ |
| | Observe [###] of _____ [type of] groups. | ✓ |
| | Develop a new psychoeducational group and run the group at the agency. | |
| | Demonstrate effective termination skills prior to last day of field placement. | ✓ |
| | Complete two client discharge summaries by end of placement. | ✓ |
| | Interview and shadow at least two social workers who perform ___[type of service]. | ✓ |
| | Identify agencies that provide services for which agency clients are most commonly linked. | ✓ |
| | Visit other agencies or relevant settings; understand referral processes for linking clients to these agencies. | ✓ |
| | Teach a class or workshop for clients. (Example: ESL, citizenship, personal finance/budgeting, resume preparation, interviewing skills) | ✓ |
| | Start a program for agency clients that the student has interest in. (Ex. A student initiated a Girls on the Run program at her field placement agency.) | ✓ |
| | Work on writing a grant application with partner agencies. (Ex. CMAA, CDC grant) | ✓ |
| | Create a flyer to market your agency and the internship to future students. | ✓ |
| | Update the agency's website. | ✓ |
| 9. | Evaluate with Individuals, Families, Groups, Organizations, & Communities | |
| | Participate in the preparation of audits. | ✓ |
| | Participate in a peer review. | ✓ |
| | Actively participate in case reviews/team meetings. | ✓ |
| | Observe at a different agency that uses similar interventions. | ✓ |
| | Accompany agency professionals to various sites in order to view specific evaluations. | |
| | Develop a survey/evaluation to use with a client group and administer with several clients. | |
| | Create a method to evaluate the staff's perception of the usefulness of the [xxx] activity. | |
| | Engage agency professionals in order to gain guidance and increase understanding of methods and measures used to determine the value of program/intervention. | |
| | Document and evaluate patient progress on a discharge summary prepared for patients. | |
| | Student will document patient progress on individual and group notes using an electronic medical record. | |
| | Outline personal thoughts/ideas concerning improvement of service delivery of various programs pertaining to _____ [a type of service such as offender re-entry]. | |

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| Identify & explain the appropriate method(s) for evaluation to be used in assigned field placement projects and tasks. | |
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