

Directions for Social Administration Learning Agreement

The University of Chicago Crown Family School of Social Work, Policy and Practice learning agreements and quarterly evaluations can be downloaded from the Crown Family School website at <https://crownschool.uchicago.edu/field-student-forms>

To avoid corrupting files, download the forms to your computer and open them with Adobe Reader version 8.1 or higher. If you do not have Adobe Reader 8.1 or higher, you can download the free software by searching for “Acrobat Reader” on the Adobe website: <http://www.adobe.com/>

Whether or not the forms appear to be writeable when previewed on the website, please be assured they are. To reiterate: you will need to download the form and then open it in Adobe Reader.

Mac users: entering data using *Preview* can corrupt the file, causing information to not display correctly. To avoid this, open the file with Acrobat Reader.

When printing, this document will omit these instructions by default. Text will shrink to fit its form field; to maintain legibility, avoid extraneous carriage returns.



THE UNIVERSITY OF CHICAGO

CROWN FAMILY SCHOOL OF SOCIAL WORK, POLICY, AND PRACTICE

Advancing a More Just and Humane Society

SOCIAL ADMINISTRATION FIELD LEARNING AGREEMENT

Date: _____

Student: _____

Organization/Program: _____

Field Instructor: _____ Task Supervisor: _____

Hours and Days for Field: _____

Select Expected Hours: FT (496) EEP (576) Other: _____

Plan and times for supervision _____

Crown Family School Core Field Consultant: _____

Early Site Visit Request: Yes No

Field Work Assignment

Briefly state the nature of the setting and the tasks in which they will be engaged in this year:

INSTRUCTIONS: The Learning Agreement is the road map for the field placement experience. Review the competencies and practice indicators for your student type.

<https://crownschool.uchicago.edu/information/prospective-field-placements>

- Using the competencies and practice indicators, please describe the specific learning experiences, practice tasks, and assignments through which the student will develop these competencies.
- Complete the field placement safety discussion and form.
- Please sign the document on the last page and provide a copy to your student and Crown Family School Field Consultant.

Field instructors and students will use this document when completing student performance evaluations and during site visits. This Learning Agreement can be updated by the Field Instructor to ensure the achievement of competencies.

Competency 1: Demonstrate Ethical and Professional Behavior

Learning Plan:

Competency 2: Engage Diversity and Difference in Practice

Learning Plan:

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Learning Plan:

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Learning Plan:

Competency 5: Engage in Policy Practice

Learning Plan:

Competency 6: Engage with Individuals, Families, Groups, Organizations and Communities

Learning Plan:

Competency 7: Assess Individuals, Families, Groups, Organizations and Communities

Learning Plan:

Competency 8: Intervene with Individuals, Families, Groups, Organizations and Communities

Learning Plan:

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities

Learning Plan:

Learning Plan Continued

Field Placement Safety Discussion

The following questions are intended to prompt a conversation between you and your field supervisor as a complement to material provided in the Crown Family School Field Manual and by your agency.

- *Signatures are required at the end of this document to complete the learning plan.*
- *Students and Field Instructors are expected to discuss the context during orientation and regular supervision.*

Discuss the following questions and include the following questions:

What are the written and unwritten procedures pertaining to safety and risk management?

What are the student and staff roles in the procedures?

Are there differences between the staff and student roles? Why?

How are debriefing procedures determined after the incident? What is the plan for the student to debrief with the field instructor after immediate danger has subsided? Who is responsible for convening any groups if needed?

What are the considerations regarding the re-integration of client(s) into service at agency following an incident?

How is an event reported and documented?

Section I. Personal Safety

Internal Source: Many situations produce anxiety, particularly when they are unfamiliar. How do you determine when your feelings are escalating and may be signaling actual danger?

External Source: What should I do if I feel threatened or if I believe I am in immediate danger?

Students should identify and document important phone numbers and contact person(s).

Section II. Client Involvement

Who is the client? Whose well-being are we responsible for?

Potential scenarios to discuss:

Fire/tornado/external and environment risks; clients escalating with one another;

Client exhibits escalation with student; client engaging in aggressive verbal behavior, intimidating, stalking or staring; client directing aggression toward objects, e.g. breaking objects in the room.

Direct aggression toward student or others; client aggression toward self;

Student witnesses violent behavior (fights, mugging and intimidation) in the neighborhood near the field site—involving clients, not involving clients; student observes a client with a weapon—threatening, openly display, accidentally observed in pocket or purse

Section III. Observers of Incident

Handling reactions on the spot; identifying observers as potentially requiring intervention;

Determining appropriate persons to intervene; implementing agency procedures and protocols;

Generating opportunities to discuss events and reactions to events after they have been resolved

Learning Agreement: Social Work Competencies and Safety Discussion Signatures

In all of the above, social workers should possess the ability to identify and implement:

- 1) self-awareness and environmental awareness for personal safety and the safety of others;
- 2) procedures to insure safety of self and others;
- 3) processes to implement the procedures

We have had a preliminary conversation regarding these aspects of practice and social work competencies and will continue to explore them over time as situations dictate.

Signatures:

Student's Signature

Date

Field Instructor's Signature

Date