

## SAMPLE LEARNING CONTRACT - MSW

Student Name: Joan Smith Practicum Course: SOWK 5606 Field Placement Setting: ABC Addiction Treatment Centre Field Supervisor: Rick Hendry Faculty Liaison: Rhonda Peabody		
<b>ETHICAL AWARENESS AND PROFESSIONAL VALUES</b>		
Learning Objectives:	Learning Tasks and Activities:	Evaluation Measures:
To recognize impact of person values and beliefs on professional practice and develop strategies to manage them, in the interests of social justice and well-being of service users.	Maintain a reflective journal during my field placement where I will note the following: thoughts/reactions; questions; areas in which I foresee being challenged; placement activities that trigger strong personal reactions, interventions and outcomes; supervisory feedback; etc.	Items from my reflective journal will be identified and brought to supervision for discussion and support, a minimum of one per supervision session.
To develop strategies for ethical decision making in practice, in keeping with the CASW Code of Ethics (2005) and other relevant ethical frameworks.	Review the CASW Code of Ethics and the Guidelines for Ethical Practice (2005) and link to practice scenarios.  Identify and read about the relevant laws and regulations that impact practice in my field setting (i.e. <i>Personal Health and Information Act (PHIPA), Mental Health Act, The Child and Family Services Act</i> ).  Identify the types of ethical dilemmas encountered and resolved by workers in this context, through participation in staff meetings and supervisory sessions, and/or interviews with staff members.  Articulate the ethical decision making process used relative to my own experiences in practice with service users and/or organizations.	Discuss with supervisor 2-3 scenarios arising in practice, ethical decision making process used and final resolution.  Prepare material for staff “lunch and learn” on ethical decision-making and facilitate this session.
<b>ORGANIZATIONAL CONTEXT OF PRACTICE</b>		
Learning Objectives:	Learning Tasks and Activities:	Evaluation Measures:

<p>To know and to fully understand the agency, the range of services and supports offered by the agency and the role it fulfills in the broader network of services for people with substance abuse challenges both locally and provincially.</p>	<p>Review the agency's website and promotional material.</p> <p>Read the agency's vision/mission/mandate.</p> <p>Participate in an orientation session for new volunteers/students.</p> <p>Read the policies and procedures manual(s).</p> <p>Meet with staff in each program to learn about the services and service criteria for each service.</p> <p>Meet with E.D. to explore funding structure of organization, local and provincial funding structures and funding challenges and strategies used.</p> <p>Attend community committees in which the organization is involved, as available.</p> <p>.</p>	<p>Provide a tour to an incoming student and/or volunteer.</p> <p>Provide an agency summary to peers/Faculty Liaison in a Practicum Seminar describing role of organization in network of community/provincial services.</p> <p>Introduce services to an incoming client or client(s) and/or community partner.</p> <p>In supervisory meeting, discuss impact of funding structure and amount on organization, program development and service users.</p> <p>In supervision, articulate the specific role played by the organization within network of related services locally and provincially.</p>
<p>To identify the agency's methods for evaluating its effectiveness, and summarize the results of agency evaluations.</p>	<p>In supervisory meeting(s), inquire about the evaluation processes utilized in the program including: how is data captured; what questions are the agency seeking to answer and why; what data is required and how is it obtained.</p> <p>Read the logic model(s) in place for the agency's programs.</p> <p>Obtain training on, and use, the client data base/information system to understand what data is imputed and how it is collected.</p> <p>Understand the types/results of surveys provided to clients/staff.</p> <p>Read summaries of any focus groups held with service users.</p>	<p>Write a brief summary of the strengths/limitations of the agency's program evaluations and/or programs/services based on my findings.</p> <p>Articulate my analysis and discuss in supervision.</p>

	<p>Read available external evaluation(s) of the program.</p> <p>Read program annual reports/statistics.</p>	
To identify the risk factors that contribute to substance abuse/addiction, including the structural, environmental, social, family and individual risk factors, and make links to legislation, policy and public funding for addiction services.	<p>Review literature and recommended reading from colleagues, supervisor and/or faculty liaison and read “around” the topic.</p> <p>Meet and discuss with supervisor, staff members, and clients (as appropriate).</p>	<p>Prepare a brief presentation on impact of social location and structural inequalities on prevalence of substance abuse/addiction and make links to macro level issues such as legislation, policy and public funding.</p> <p>Deliver and discuss this research in Practicum Seminar.</p> <p>Articulate in my journal 2-4 ways to advocate for better policies and services to reduce risk factors</p>

#### **COMMUNITY CONTEXT OF PRACTICE**

To identify the range of community resources available for those facing addiction, including gaps/disparities in services.	<p>Identify, research and where possible visit agencies/organizations relevant to the client population, either as referral source or resource for client/family.</p> <p>Book an on-site visit with the Ottawa Addictions Access &amp; Referral Services (OAARS) to learn about addictions assessment and referral services in Ottawa, and the range of treatment options available.</p> <p>Review the Directory of Ottawa Community Services (“Big Blue Book”).</p> <p>Access information on self-help groups/informal networks available in Ottawa (i.e. AA/NA).</p> <p>Conduct research and literature review on systemic barriers to addictions treatment, particularly for those who are marginalized.</p>	<p>Create or update a resource directory for staff/client use in agency.</p> <p>Identify gaps/disparities in services in the City of Ottawa and identify/discuss potential strategies for reducing barriers in supervision.</p> <p>Provide referrals to community resources (when appropriate).</p> <p>Identify in supervision and/or learning journal the specific incidences where I have made appropriate and professional referrals to community resources and services, and how I have ensured informed consent for service users when introducing new services or supports.</p>
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<p>To assess the impact of social policies on clients and/or service delivery within the agency.</p>	<p>Learn and read about the relevant policies (i.e. organizational, local, regional, and national) that impact practice in my field setting.</p> <p>Read the policies and procedures manual(s) for service delivery within the agency.</p> <p>Identify how the agency policies are developed, and how they impact practice through discussions with supervisor/staff team.</p> <p>Identify agency's activities related to community engagement around service provision in this sector (ie. committees, working groups, provincial associations, etc.)</p>	<p>Identify and discuss in supervision and/or seminar the relevant social policy issues that relate to clients and/or the delivery of services within the agency in supervision.</p> <p>Track the relevant policies identified over the course of the placement in my learning journal.</p>
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<b>SOCIAL WORK KNOWLEDGE AND SKILLS</b>		
<p>To demonstrate advanced direct practice knowledge and skills for working with individuals who are facing substance abuse/addiction.</p>	<p>Discuss with supervisor which theories, models and perspectives are applied within the agency, and read suggested manuals/literature.</p> <p>Review literature on best practices for addictions treatment with relevant groups (e.g. women, youth); review evidence-based models for addiction treatment.</p> <p>Review any educational films, audiotapes, or videos used in training staff.</p> <p>Review all documents used in client files (i.e. assessment documents, confidentiality and consent forms, etc.) and discuss their use with supervisor and/or staff members.</p> <p>Observe assessments/intakes/individual counselling sessions conducted by a staff member.</p>	<p>By the end of the placement period, I will have taken responsibility for a small caseload (approximately 4-8) of clients and been successful in meeting setting-specific expectations for assessments/intakes and/or counselling, referrals and documentation.</p> <p>Demonstrate development of counseling and interviewing skills over the course of the placement period – from initial awareness and identification of interviewing and listening skills used relative to specific frameworks for practice (ie. motivational interviewing, stages of change theory), demonstrating the ability to reflect on their use in supervision and consider impact and alternatives, to a more refined and intentional use of skills to appropriately support clients with a range of concerns/issues.</p>

	<p>Facilitate assessments/intakes/individual counselling sessions under the supervision of a staff member.</p> <p>Undertake independent assessment/intake/individual counselling contact, complete required documentation and use supervision appropriately throughout.</p>	<p>Videotape (with full client consent) a session with a client, review and reflect on skills, specifically in the area of motivational interviewing and Stages of Change models, in supervision.</p> <p>OR,</p> <p>Complete a process recording of a session with a client and analyze the interview with respect to process/content with supervisor.</p> <p>OR</p> <p>Review case notes of a session with supervisor and discuss process/content relative to relevant theoretical frameworks and models of practice.</p>
<p>To demonstrate group facilitation knowledge and skills.</p>	<p>Review previous educational/study materials relative to group dynamics and the process of working with groups.</p> <p>Discuss with supervisor/staff members the purpose, topics, and materials used for the groups offered in the agency, and read relevant manuals/literature.</p> <p>Observe group sessions facilitated by other staff member(s).</p> <p>Co-facilitate or facilitate group session(s) under the supervision of a staff member.</p>	<p>Develop the group materials and facilitate a minimum of 3 groups during the field placement and receive feedback from supervisor and/or staff members, and clients (as appropriate).</p> <p>Identify 2-3 skills of group facilitation as observed in practice of others and label and discuss impact/effectiveness in supervision.</p> <p>Identify skills of group facilitation in my own practice, label and discuss impact/effectiveness in supervision.</p>
<p>To demonstrate and refine skills in writing case notes, recording summaries, and all other documentation requirements of the setting.</p>	<p>Learn the standards and procedures for record-keeping and communication within the agency through training with supervisor/staff members.</p> <p>Review recommended examples of case notes and documentation as completed by experienced staff.</p> <p>Complete all required documentation for clients and group sessions I am involved in.</p>	<p>Review my case notes/records with supervisor, and receive and respond appropriately to feedback on my documentation.</p> <p>Meet all setting-specific requirements for professional documentation/recording for cases assigned.</p>

<b>GENERAL</b>		
To implement self-care strategies to ensure competent, effective practice as a helping professional.	<p>Use journal to maintain awareness of stressors (i.e. noting triggers for and symptoms of stress as they arise).</p> <p>Consult with supervisor, staff members, Practicum Seminar group, and literature to identify a range of self-care strategies.</p>	<p>Articulate in my journal 2-4 stress triggers encountered in practice and the strategies/action plan used to address these stressors.</p> <p>Write a self-care plan to maintain balance and prevent stress.</p>