

## *Appendix O*

### **Long Island University, Brooklyn Campus BASW Program**

#### **Outline for Learning Contract/ Educational Plan**

At the top of the Educational Plan note: Student's name, Agency, Field Instructor's name, and date completed. At the bottom, please leave space for three signatures (student, field instructor, and Sabrina Brown, LCSW- Fieldwork Coordinator). In the middle, follow the outline below. This document can be written in bullet points or paragraph form.

Outline:

Please use the following six areas as topic headings for a paragraph or two describing the teaching and learning that will occur during the year:

1. **GOALS:**

Please choose among the following, include all that apply, and feel free to add to the list:

- To improve interviewing skills
- To learn the community's social services and resources
- To learn social work group work skills
- To learn about social work ethics in practice
- To improve professional communications skills
- To learn to make full use of social work supervision
- To learn about the special needs of the specific population with which I will be working
- To connect my clients to appropriate concrete services
- To learn about the agency: history, policies, mission, administration, programs

2. **ASSIGNMENTS:**

Describe the types of assignments the student will be afforded. Describe the tasks students will perform, the types of clients, the options for interventions, the expected duration of service, and the opportunities to self-evaluate the work. Include anything in this section that is unique or particular about your setting that must be taken into account when looking at the student's learning, i.e., only short term clients, all clients with the same diagnosis, planning opportunities are all agency-based, an emphasis on policy or macro practice, etc. Our policy is BASW students do not make solo home visits. If home visits will be performed, indicate the staff who will accompany the student.

3. **PROFESSIONAL AND INTERDISCIPLINARY RELATIONSHIPS:**

Describe the staff with whom the student is expected to interact and with whom the student will work in order to complete assignments. Note which staff hold the BASW or MSW degrees.

4. **MEETINGS:**

Describe the types of meetings the student is expect to attend, note meetings which would be optional, and note the student's role at them, i.e. participant, presenter, observer, minute taker, etc. Please note in-services or other types of formal training opportunities in which the student can participate.

5. **SUPERVISION:**  
Describe who the field instructor is and how often and how long supervisory conferences are anticipated to be. Individual supervision is weekly for one hour. Describe how this requirement will be met and what other opportunities exist for additional supervision. If task supervision is a component of this placement, be specific about who is the task supervisor, their qualifications, range of responsibility and availability.
6. **RECORDINGS:**  
Two process recordings are due each month—one every two weeks. Field instructors are free to require weekly process recordings if they wish. If that is the case, please note that here. If the student is involved with administrative tasks, the administrative log can be used in addition to the process recording. See the Field Manual for examples of each. Discuss the ways in which the process recordings will be used in supervision.
7. **WORK SCHEDULE:**  
Identify the student's specific days and hours at placement. Describe coverage of the student's assignments when the student is not in placement and the coverage for the field instructor when she/he is not on site. Students perform 400 hours of field work each academic year: 200 hours in the fall and 200 hours in the spring.
8. **SAFETY IN THE FIELD:**  
Please describe the agency's policy for responding to high risk situations. Please describe any safety training the student will receive. Please note any special precautions that are taken; for example, that another staff member will always be present with the student on the floor at night or that a staff member will walk the student to the bus stop late at night, etc.

#### Implementation:

The above eight areas should be first drafted by the student, and then discussed with the field instructor during supervision. Based on these discussions, the student will revise this Educational Plan, which will then be reviewed by the field instructor, signed by both, and brought to Sabrina Brown's mailbox by the student. Sabrina Brown, as field liaison, will approve the Educational Plan, or recommend revisions to it. The final document will be filed with the Field Instruction Department.