

**FIELD EDUCATION
SAMPLE LEARNING AGREEMENTS:**

ADVANCED

SAMPLE #II: School Social Work

Student: _____
 Agency: _____
 Semester _____ Year _____
 Please Circle: 1st Year 2nd Year A/S

MSW FIELD EDUCATION LEARNING AGREEMENT
SAMPLE II – SCHOOL SOCIAL WORK

| Goal | Student Learning Objective | Student Learning Activities (Action Steps) | Target Date | Evaluation | |
|------|--|--|-------------|------------|----------|
| | | | | No. | Comments |
| I. | Increase personal awareness of my strengths and weaknesses as a social worker. | a. Self monitoring. b. Speak to a different staff member each week to get their feedback on what they visualize my role in the school & discuss ways to improve performance. c. Discuss with my supervisor the ways that I can progress as a therapist. | | | |
| I. | Work to improve on the areas of weakness I have as a social worker | a. Role play three situations with my supervisor. b. Discover ways that I can develop and integrate William Glassner’s reality therapy into my work with children and adolescents. c. Discuss with the school psychologist and the special education staff the information that is in a student’s records. This will allow me to become more familiar with the language of the school setting. d. Staff two cases in supervision. | | | |

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| I. | Increase personal growth | a. Attend the 2 nd step conference and the advanced support groups' conference. b. Read at least two journal articles a month concerning research, or new developments in the area of school social work. c. Research the area of reality therapy and its uses with adolescents. | | | |
| I. | Identify and overcome personal bias and prejudices | a. Self monitor. Work with the minorities in the school to educate others on how it feels to be a minority. b. Set up one learning event with the natural helpers that involve training on minorities, culture, and how it feels to be different. | | | |
| II. | Discover the systems that are active in the school system. | a. Discuss with supervisor personal observation that are made of those active in the school system. b. Attend and present at a school board meeting. Beware of the different backgrounds of those on the board. c. Review reading on the area of active systems in the school system. | | | |

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| II. | Continue to develop community resource guide. | a. Visit two agencies in the community. b. Contact five new agencies and add them to the resource file. | | | |
| II. | Discover current policies at work in the school and how they were established. | a. Speak to the administrators in the school system. b. Discuss with committee members how the policies they enforce were created. | | | |
| III. | Work to become an active member of established teams. | a. Participate and present cases at MDT meetings. b. Participate in staffing of students that I'm involved with. c. Participate in IEP meetings and provide information for the staff that works on this IEP. d. Work with the disciplinary team. | | | |

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| III. | Continue to increase student safety on campus. | a. Continue to educate staff on gang activity and prevention. b. Work with administration to create a policy concerning usage activity. c. Create a safer plan to monitor students at lunch, before school, and after school. | | | |
| III. | Enhance personal growth in the area of group work. | a. Enhance personal skills to maintain group focus with less confining interventions (structured activities). b. Co-facilitate with the drug and alcohol intervention specialist to anger management groups. c. Continue the three drop-out prevention groups involved with. d. Facilitate two groups that are support orientated. e. Attend workshop on support groups. | | | |

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| III. | Develop and implement what I have learned about policy change. | a. Develop a policy concerning discipline for those students that need more structure than the current system provides. b. Present this policy to the discipline committee. c. Implement this policy if the committee accepts it. | | | |
| III. | Clinical practice skills in the area of treatment planning and documentation. | a. For all clients I will do case noted to document interventions. b. For ongoing individuals, families, and groups I will develop assessments and intervention plans and implement intervention plans. | | | |
| III. | Enhance clinical intervention skills. | a. Learn to assess students that demonstrate lack of social skills, peer interaction, limited ability to anticipate consequences of their behavior and have a tendency to project on to others. b. Create 1-2 treatment plans for these students that are reality therapy based. | | | |

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| III. | Enhance personal learning skills in the area of social work. | <ul style="list-style-type: none"> a. Work with four students on an ongoing basis throughout the semester. b. Work with three families. c. Keep phone contact with the families of the students that I am involved with. d. Be available for students on an as needed basis. e. Be available for those that need me in an emergency situation. | | | |
| III. | Continue the peer helping group - Natural Helpers. | <ul style="list-style-type: none"> a. Guide individual students on how to help others. b. Offer two events that increase awareness of natural helpers in the school. c. Have three events that increase awareness of natural helpers in the school. d. Organize one event that helps the less fortunate in the community. e. Help to increase personal awareness of natural helpers. | | | |