**Learning Contract for Human Services Field Placement:**

**Student Name:** \_\_ **Field I, Field II, or Field III**

**Site**: \_\_

**Site Supervisor:** \_\_

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| --- | --- | --- | --- | --- |
| **Corresponding**  **HSCC#** | **Goals** | **Activities that will address this competency** | **Date completed** | **Method of assessment**  (goal met as evidenced by…) |
| (SAMPLE)  HSCC 4 | Develop intake and assessment skills | Student will conduct culturally competent intake and assessment | Ongoing | As evidenced by paperwork and supervisor’s report |
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**Student Signature Date**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Agency Supervisor Signature/ Date**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Field Placement Instructor Signature/Date**

**Developing Goals**

CORE COMPETENCIES:

HSCC 1: Identify as a Human Services Professional and conduct yourself accordingly

HSCC 2: Apply Human Services Ethical principles to guide professional practice

HSCC 3: Apply critical thinking to inform and communicate professional judgement

HSCC 4: Engage diversity and difference in practice

HSCC 5: Advance human rights and social and economic justice

HSCC 6: Engage in research informed practice and practice informed research

HSCC 7: Apply knowledge of human behavior and the social environment

HSCC 8: Engage in policy practice to advance social and economic well being

HSCC 9: Respond to context that shape practice

HSCC 10: Engage, assess, intervene and evaluate all spectrum of human services practice constituencies.

Goals are general competencies or skills that you hope to gain from your field placement experience. Some of your goals may be focused on the completion of activities that might benefit the agency (e.g., create a website advertising a new service in the agency). Other goals may be focused on what you hope to gain over the course of the internship (e.g., learn how to implement ABA therapy). It is also possible for goals to satisfy both the needs of the agency and your needs. In developing goals, think about how you hope to be different at the end of your internship. What experiences or skills do you want to gain from your internship? If you were to describe your internship on your resume, what skills and competencies could you say you possess as a result of the internship?

Effective goals have the following qualities known as SMART:

**Specific** – the goal is concrete and sufficiently detailed

“To discuss ethical situations specific to this placement with the site supervisor” “To share with Site supervisor an instance where these ethics were applied”

**Measurable** – progress toward and/or achievement of the goal can be quantified

“To become more culturally competent” “To demonstrate culturally competent behaviors with agency client families”

**Attainable** – the goal is challenging yet within the realm of what is possible

“To  observe family therapy with clients” “To increase my knowledge of family therapy theories and techniques”

**Relevant** – the goal is meaningful and important

“To enter cases into the billing system” “To develop proficiency with the computerized billing system”

**Time-bound** – the goal specifies a time frame

“To have learned about agency funding by February 19th”  “To understand the agency’s method of obtaining funding by february 19th”

*Taken in part from: Centers for Disease Control and Prevention (2009, January). Writing SMART objectives. Evaluation Briefs, 3b. Retrieved from http://www.cdc.gov/HealthyYouth/evaluation/resources.htm*

Goals are always accompanied by objectives, which are actions that lead to achievement of the goal. Whereas goals represent broad competencies and desired outcomes, objectives are those observable and actionable behaviors. Objectives always denote actions that will be taken and thus begin with verbs (e.g., attend a course on website development, read handbook about ABA therapy). Most goals require more than one action step so it is expected that several objectives will accompany a single goal. The SMART acronym can also be usefully applied to the development of objectives.

Thoroughly discuss the assigned activities and skills that you wish to develop, and complete the Learning Contract in collaboration with your fieldwork instructor.  Discuss these objectives with your fieldwork supervisor during your first week of placement.

Utilize the form in your text to develop the contract.  It should be  a partnership between you, your site supervisor and your field placement instructor.

* Look at the **Skills Classification List**,
* Consider which skills you believe you will work on during the semester.
* Both the student and the fieldwork supervisor must sign the completed Learning Contract that is in your appendix.
* Make a copy for your own record.
* Bring the completed Learning Contract to your fieldwork seminar instructor within the second week of instruction or as directed.
* Your instructor will collect and review the duties/skills for appropriateness and sign the contract.
* Keep working on your original copy in your text.  You should refer back to it often as the semester continues to determine if you are staying on track.