

**DEPT. OF SOCIAL WORK (510) 885-4916**

**LEARNING AGREEMENT- ADVANCED YEAR CMH**

**Purpose**

The *learning agreement* is based on the premise that each student entering the graduate program in social work comes with a different educational background and different life experiences.

The *learning agreement* provides each student with the opportunity to participate in the planning of his or her field educational experience. It links the planning of the educational experience to the evaluation of that same experience, while providing students the opportunity to individualize their own learning needs.

The *learning agreement* will be used by students' field instructors in completing the progress reports.

**Implementation**

It is not assumed that the *learning agreement* submitted during the first semester will remain unchanged during the time that the student is assigned to the agency. It is a dynamic framework that can be modified to accommodate new opportunities in the agency or to reflect changes in the student’s learning needs. It is important that changes be agreed to by the field instructor and student and communicated to the field liaison. It is recommended that significant changes be outlined in writing and attached to the original document.

Each student enrolled in field education is responsible for the actual writing of his or her *learning agreement* in collaboration with their field instructor. The faculty field liaison is also available for consultation. In writing the *learning agreement*, please keep the following in mind:

* The *learning agreement* due dates are listed in the *master field calendar.* Students should begin the process the first week of field placement. They must review the form with the field instructor and the faculty field liaison.
* Follow the *learning agreement* outline in preparing the agreement. The Agreement should be signed and dated by both the student and the field instructor. A signed copy must be submitted to the faculty field liaison.
* Planning is an essential component of working with individuals, groups, or organizations. The clarifying of expectations and outlining of objectives in your *learning agreement* provide guideposts to structure one's professional development. The *learning agreement* should be referred to periodically by both the student and the field instructor.

The *learning agreement* should address the seven core objectives of the field program. The seven objectives require growth in the following areas:

* **Social Work Values and Ethics**
* **Professional Use of Self**
* **Critical Thinking**
* **Applying Theory to Practice**
* **Advocacy**
* **Diversity**
* **Communication**

**In addition, *learning agreements* for students receiving a Title IV-E or CalSWEC II stipend must reflect the grant's specified competencies.**

**Specific Instructions:**

The *learning agreement* outlines the full range of field activities for the entire placement. These learning activities are developed jointly by the student and the field instructor and should involve work with, or on behalf of, disadvantaged and culturally diverse clients.

Typically, several general assignments are developed per year. Each general assignment should be broken down into specific learning activities that specify how the assignment is to be carried out. Each of these activities should be related to one or more of the eight field objectives. All field objectives must be addressed. Assignments and activities should be described in a table format. Students should work towards demonstrating the pre-assigned behaviors as goals, listing strategies to achieve that goals/behavior, and methods to evaluate the completion of the goal. Space is also provided for the student to record the date in which the behavior/goal item and strategy were discussed in supervision.

The completed *agreement* must also include the **cover page** and a final **signature page** signed and dated. The student is responsible for returning the completed *learning agreement* to their faculty field liaison by the date indicated on the *master field calendar.*

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**Field Program Objectives**

(To be addressed in the *learning agreement)*

### Advanced Year Field

At the completion of the advanced year sequence, students are expected to fulfill the following in field placement:

1. **Values and Ethics.** Demonstrate a firm understanding of and a commitment to uphold the core values, ethical principles and ethical standards of the social work profession as codified in the *NASW Code of Ethics.*
2. **Professional Use of Self.** Conduct self with increased autonomy in the professional social work role in the placement setting. This includes abilities such as: understanding personal values and biases and knowing their impact on clients; a commitment to the ongoing development of professional knowledge and skills, and the use of self effectively in the chosen area of concentration.
3. **Critical Thinking.** Demonstrate the ability to use critical thinking skills in the field setting through successful analysis and synthesis of information, application of evidence-based practice, and a willingness to modify plans of intervention accordingly.
4. **Applying Theory to Practice.** Demonstrate an ability to integrate relevant theoretical material into field experiences in the student’s area of concentration. This includes the ability to articulate such theories with field instructors, field staff and/or intervention teams.
5. **Advocacy.** Demonstrate a commitment to and the ability to advocate for clients, groups and/or communities in increasingly complex situations specific to the student’s area of concentration.
6. **Diversity.** Conduct self with self-awareness and increased knowledge of diverse populations, with the commitment to provide culturally competent service and advocacy.
7. **Communication.** Demonstrate a professional level of written and oral communication relevant to the concentration and the ability to communicate across diverse client systems.

## reference guide

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| **OVERVIEW OF FIELD PROGRESS REPORT STRUCTURE: *CSWE REQUIRED MASTERY THAT IS ASSESSED IN CSUEB FIELD PROGRESS REPORTS*** | |
| **9 CSWE COMPETENCIES**  *CSUEB MSW Program Learning Outcomes (PLO) that map to the CSWE Competency are noted* | **ASSESSED OVER 4 BEHAVIORAL DIMENSIONS:**  1) **K**nowledge 2) **V**alues 3) **S**kills 4) **C**ognitive & **A**ffective Processes |
|  | **Total of 31 Behaviors** (abbreviated description) |
| 1. **ETHICS** & professional behavior   *(PLO1 Ethics)* | 1. Ethical decisions and conduct (K,V,CA) 2. Self-reflection (V, CA) 3. Professional demeanor (S) 4. Ethical technology (S) 5. Use of supervision (S) |
| 1. **DIVERSITY** & Difference in Practice   *(PLO6 Diversity)* | 1. Apply & communicate understanding of diversity (K, CA) 2. Present self as learner & client as expert (V, S) 3. Self-awareness & self-regulation (V,S) |
| 1. Advance **HUMAN RIGHTS & SOCIAL JUSTICE** *(PLO5 Advocate Social Justice)* | 1. Apply understanding of social, economic & environmental justice to advocate for human rights (K, CA) 2. Engage to advance social justice (S) |
| 1. **PRACTICE INFORMED RESEARCH & RESEARCH INFORMED PRACTICE**   *(PLO3 Critical Analysis)* | 1. Use practice & theory to inform research (K, CA) 2. Apply critical thinking to research (K, CA) 3. Use & translate evidence into practice/policy/service (K, CA) |
| 1. Engage with **POLICY** informed practice   *(PLO3 Critical Analysis, 5 Advocacy)* | 1. Identify social policy and impact (K) 2. Assess social policy impact (K, CA) 3. Apply critical thinking to policies (K, S) |
| 1. **ENGAGE** individuals, families, groups, organizations, communities   (*PLO2 Use of Self , 4 Apply Theory)* | 1. Apply HBSE, PIE & other theories (K, S, CA) 2. Use empathy, reflection, interpersonal skills to engage(S, CA) |
| 1. **ASSESS** individuals, families, groups, organizations,, communities   (*PLO3 Critical Analysis, 4 Apply Theory , 7 Communication)* | 1. Collect & organize data, apply critical thinking to interpret information (S, CA) 2. Apply HBSE, PIE & other theories to analyze (S, CA) 3. Develop mutually agreed-on goals 4. Select appropriate intervention strategies (S, CA) |
| 1. **INTERVENE** with individuals, families, groups, organizations,, communities   (PLO2 Use of Self, 3 Critical Analysis, 4 Apply Theory, 7 Communication) | 1. Critically choose & implement interventions (K, CA) 2. Apply HBSE, PIE & other theories to intervene (K, CA) 3. Use inter-professional collaboration (S) 4. Negotiate, medicate & advocate (S) |
| 1. **EVALUATE** practice with individuals, families, groups, organizations, communities   *(PLO 3 Critical Analysis, 4 Apply Theory, 5 Advocacy, 7 Communication)* | 1. Select & use appropriate outcome evaluation methods (K, S, CA) 2. Apply HBSE, PIE & other theories in evaluation (K, S, CA) 3. Critically analyze, monitor & evaluate processes & outcomes (S, CA) 4. Apply findings to improve practice (S, CA) |

### Public Child Welfare Competencies and CalSWEC II Competencies (To be addressed in the *Learning Agreement)*

**Competencies**

#### Competencies are listed online with assigned numbers such as Public Child Welfare competency 2.3. When creating a *learning agreement* for Public Child Welfare or CalSWEC II, the relevant competency should be listed in parentheses after the stated strategy in the agreement. To meet this requirement of documenting target competencies, IV-E and CalSWEC II students will need to allow more time for *learning agreement* formulation.

CalSWEC Title IV-E Child Welfare Curriculum Competencies may be accessed at:

<https://calswec.berkeley.edu/sites/default/files/2017_calswec_curriculum_competencies_0.pdf>

CalSWEC Behavioral Health Curriculum Competencies may be accessed at:

<https://calswec.berkeley.edu/sites/default/files/2017_calswec_curriculum_competencies_0.pdf>

***Revised 08/16/2018***

MSW MAIN OFFICE: 510 885-4916 510 885-7580 FAX

## ADVANCED YEAR-CMH

## LEARNING AGREEMENT COVER PAGE

STUDENT NAME:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PLACEMENT BEGINNING DATE: ENDING DATE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**PLACEMENT HOURS/DAYS:**

**AGENCY NAME:**

**AGENCY ADDRESS:**

**AGENCY PHONE #: AGENCY FAX #:**

**AGENCY FIELD INSTRUCTOR:**

**AGENCY FIELD INSTRUCTOR’S EMAIL:**

**AGENCY FIELD INSTRUCTOR’S PHONE:**

**CSU EAST BAY FACULTY FIELD LIAISON:**

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# Learning Agreement Signature Page

#### The agency and/or field instructor agrees to provide:

**Field Instructor Initials**

Adequate orientation to the agency and program

Provides an orientation to the agency’s safety/risk reduction policies and procedures

Adequate space (access to a computer, phone and workspace)

A minimum of one hour per week of formal instruction/supervision by an approved MSW Field Instructor, in addition to administrative supervision, and task supervision as needed

Adequate learning activities related to specified learning goals and to complete

Assignments requiring signature (i.e. learning agreements, progress reports, etc.) in a timely fashion

The agency agrees to provide the following additional resources:

* **Stipend: amount:**
* **Work study: amount:**
* **Tuition to conferences**
* **Travel reimbursement: amount:**
* **Use of agency car**
* **Other:**

**Agency:**

**Field Instructor’s Signature: Date:**

**Student’s Signature: Date:**

**Field Liaison: Date:**

**DEPARTMENT OF SOCIAL WORK**

**Learning goals can address the micro, mezzo or macro levels of practice and must address the following competencies:**

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| COMPETENCIES/Behaviors | Activities | Evaluation | Date- Reviewed in Supervision |
| 1. **DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR**   Guided by ethical reasoning and self-reflection, demonstrate adherence to the key principles of the Mental Health Services Act and other behavioral health-related laws, policies and procedures. (*Knowledge, C/A Processes*)  Engage in active dialogue with field faculty/instructors regarding behavioral health field placement agency policies and culture around behavior, appearance, communication, and the use of supervision. (*Knowledge, Values, Skills*)  Develop and sustain effective collaborative relationships with consumers of behavioral health services, their family members, and colleagues, community stakeholders, and others with lived experience, that respect consumer perspectives and self-determination. (*Values, Skills*)  Effectively manage professional boundary issues and other challenges arising in the course of behavioral health work, particularly ambiguities presented by the multiple roles sometimes characteristic of recovery-oriented practice, trauma, and other highly involved and potentially emotionally triggering aspects of the work. (*Skills, Values, C/A Processes*)  Develop and sustain relationships with members of interdisciplinary and integrated health care teams, including social workers, primary care providers, psychiatrists, psychologists, behavioral health specialists, substance use disorders treatment staff and others, that reflect clear understanding of their roles inbehavioral health settings. (*Skills, C/A Processes*)  Employ the ethical use of technology to maintain the confidentiality of clients’ personal, mental and behavioral health, and health-related information. (*Skills, C/A Processes*) |  |  |  |

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| 1. **ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE**   Engage in critical analysis of the interpersonal, community, and social structural causes and effects of disproportionality, disparities, and inequities in the incidence and trajectory of behavioral health issues, including mental health issues, substance use disorders, and chronic health conditions. (*Knowledge, Values, C/A Processes*)  Evidence respectful awareness and understanding of the impact of being a member of a marginalized group on health and behavioral health, and accurately identify differences in access to and quality of available services for members of different communities and populations. (*Knowledge,* *C/A Processes*)  Demonstrate knowledge of diverse cultural norms and traditional methods of recognizing and treating behavioral health issues, and an applied understanding of how these realities affect work with consumers from diverse backgrounds. (*Knowledge, C/A Processes*)  Develop and use practice methods that acknowledge, respect, and address how individual and cultural values, norms, and differences impact the various systems with which behavioral health consumers interact, including but not limited to families, communities primary care systems; mental and behavioral health care systems and integrated care systems. (*Knowledge, Skills, C/A Processes*) |  |  |  |
| 1. **ADVANCE HUMAN RIGHTS AND SOCIAL,ECONOMIC AND ENVIRONMENTAL JUSTICE**   Clearly articulate the systematic effects of discrimination, oppression and stigma on the behavioral health needs and experiences of service consumers and on the quality and delivery of services offered to them, and identify and advocate for policy changes needed to address these issues. (*Knowledge, Values, Skills, C/A Processes*)  Advocate for changes in policies and programs that reflect a social justice practice framework for facilitating access to providing behavioral health services, based on the principles articulated in the Mental Health Services Act and including support for consumers serving as peer providers and facilitators. (*Knowledge, Values, Skills, C/A Processes*)  Demonstrate the ability to work effectively in interdisciplinary collaborations to develop and provide interventions that confront stigma and discrimination and provide integrated care to meet the specific needs of diverse behavioral health care consumers. (*Skills, Values, C/A Processes*)  Integrate practices that advance social, economic, and environmental justice.  (*S*kills) |  |  |  |
| 1. **Engage in Practice-Informed Research and Research-Informed Practice**   Demonstrate the ability to understand, interpret and evaluate the benefits and limitations various evidence-based and evidence-informed treatment models as they influence behavioral health practice. (*Knowledge, C/A Processes*)  Apply evidence-based interventions to behavioral health practice with individuals, families, and communities. *(Values, Skills, C/A Processes)*  Gather and apply community- and culture-based practice knowledge to inform and advocate for evaluation and other forms of research that support equitable, innovative, and culturally sensitive behavioral care practices and services. (*Knowledge, Values, Skills, C/A Processes)* |  |  |  |

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| 1. **ENGAGE IN POLICY PRACTICE:** 2. Demonstrate familiarity with relevant statutes, civil codes and the roles of relevant policy entities, including but not limited to: (*Knowledge*)  * The California Mental Health Services Act * The Patient Protection and Affordable Care Act * Other Federal, State and local legislation and policies related to mental health, behavioral health and treatment parity issues * SAMHSA, HRSA, DHHS, and other Federal entities * CDHCS, CDMHC and other State entities NAMI and other consumer and family-driven advocacy organizations   Understand and adhere to local policies and procedures that influence behavioral health practice. (*Knowledge, C/A Processes*) |  |  |  |
| 1. **ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS,ORGANIZATIONS AND COMMUNITIES**   Appropriately engage behavioral health consumers, their families, and other care providers in the development and coordination of wellness, resilience and recovery oriented behavioral health care plans in a variety of service delivery settings. (*Values, Skills, C/A Processes*)  Effectively utilize interpersonal skills to engage consumers and families in culturally responsive, consumer driven, and trauma-informed integrated behavioral health interventions that address mutually agreed upon goals within a recovery framework. (*Values, Skills, C/A Processes*)  Establish effective and appropriate communication, coordination and advocacy planning with other care providers and interdisciplinary care teams as needed to address mutually agreed upon behavioral health service goals within a recovery framework. (*Values, Skills, C/A Processes*)  Manage affective responses and exercise good judgment around engaging with resistance, trauma responses, and other potentially triggering situations with consumers, their families, and other care providers. (*Values, Skills, C/A Processes*) |  |  |  |
| 1. **ASSESS INDIVIDUALS,FAMILIES,GROUPS,**   **ORGANIZATIONS AND COMMUNITIES:**  Identify, understand, and implement appropriate health and behavioral health screening and assessment tools. (*Skills, C/A Processes*)  Include assessment data from all relevant parties and systems to inform appropriate and comprehensive assessment and intervention needs. (*Values, Skills, C/A Processes*)  Engage in effective and ongoing critical analysis of behavioral health assessment data that: (*Values, Skills, C/A Processes*)   * Reflects respect for consumer and family strengths and desires, and facilitates consumer development * Acknowledges the effects of intervention on family and community members * Addresses the interactive and cumulative effects of trauma, adverse health conditions and co-occurring disorders on behavioral health issues * Culminates in assessments that address needs for care within the framework of recovery, wellness and resilience   Document and maintain all behavioral health assessment data responsibly and balance the need for accurate assessment data with consumer and family privacy concerns and the sensitivity of behavioral health information. (*Values, Skills, C/A Processes*) |  |  |  |

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| 1. **INTERVENE WITH INDIVIDUALS,FAMILIES,GROUPS,**   **ORGANIZATIONS AND COMMUNITIES:**  In partnership with consumers and families, develop appropriate intervention plans that reflect the principles of recovery, wellness, and resilience as well as contemporary theories and models for behavioral health treatment. Plans should: (*Values, Skills, C/A Processes*)   * Reflect cultural humility and acknowledgement of individualized needs * Incorporate consumer and family strengths * Utilize community resources and natural/peer supports * Incorporate multidisciplinary team supports and interventions   Apply the principles of collaboration, engagement, inquiry, and advocacy within interdisciplinary teams and care coordination to the work of supporting consumers, family members and providers to accomplish mutually agreed upon intervention goals. (*Values, Skills*)  Effectively implement evidence-based interventions in the context of providing emergency response, triage, brief treatment and longer term care, and in the course of addressing a range of behavioral health issues presented in behavioral health, primary care, specialty care, community agency, intensive outpatient and inpatient treatment settings. (*Knowledge, Skills*)  Interventions should be guided by the principles of recovery, wellness, and resilience, and should include components such as psycho-education, problem-solving treatment skills, symptom tracking, medication therapies, follow up, and relapse prevention. (*Values, Skills*)  Effectively plan for interventions in ways that incorporate thoughtfully executed transitions during time-limited internships, recognizing that consumer needs for support may continue beyond these time periods. (*Skills, C/A Processes*) |  |  |  |
| 1. **EVALUATE PRACTICE WITH INDIVIDUALS,FAMILIES,GROUPS,**   **ORGANIZATIONS AND COMMUNITIES:**  Record, track, and monitor consumer engagement, assessment and intervention data in behavioral health practice accurately and according to field education agency policies and guidelines. (*Skills, C/A Processes*)  Conduct accurate process and outcome analysis of engagement, assessment, and intervention data in behavioral health practice that incorporates consumer perspectives and reflects a focus on the principles of recovery, wellness and resilience. (*Values, Skills, C/A Processes*)  Use findings to evaluate intervention effectiveness, develop recommendations for adapting service plans and approaches as needed, improve interdisciplinary team coordination and care integration, and help agency and community policies better support behavioral health consumers and their families. (*Skills, C/A Processes*)  Share both the purposes of such data collection and the overall results of data analysis with behavioral health care consumers, their family members, and communities whenever possible, with the goal of engaging them more meaningfully in the evaluation process. (*Values, Skills*) |  |  |  |

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