

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

**ADVANCED YEAR CYF**

**LEARNING AGREEMENT**

**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 his or her 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 eight core objectives of the field program. The eight 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. See Field Experience Inventory.**

**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.*

**DEPT. OF SOCIAL WORK**

**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.

***REVISED 08/16/2018***

## 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***

HAYWARD PROGRAM: 510 885-4916 510 885-7580 FAX

## ADVANCED YEAR-CYF

## 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 children, youth, and family welfare and well-being related laws, policies, and procedures. *(Knowledge, Values, Skills, C/A Processes)*  Engage in active dialogue with field faculty/instructors about field placement agency policies and culture around behavior, appearance, communication, and the use of supervision. *(Knowledge, Skills, C/A Processes)*  Develop and sustain respectful and effective collaborative relationships with colleagues, community stakeholders, and interdisciplinary team members. *(Values, Skills)*  Use technology ethically and appropriately. *(Skills, Knowledge, C/A Processes)* |  |  |  |

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| 1. **ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE**   Evidence respectful awareness and understanding of the challenges of being a member of a marginalized class within the context of child development and children, youth, and family settings. *(Knowledge, Values, Skills, 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 children, youth and families interact (including, but not limited to: family systems; community systems; public child welfare systems; school/educational systems; juvenile justice, criminal justice, and court systems; integrated behavioral health systems; medical systems). *(Knowledge, Values, Skills, C/A Processes)*  **TITLE IV-E ONLY**  Adhere to relevant policies and procedures when serving Indigenous/American Indian/Native American children, youth, and families with Tribal rights/sovereignty. *(Knowledge)* |  |  |  |
| 1. **ADVANCE HUMAN RIGHTS AND SOCIAL,ECONOMIC AND ENVIRONMENTAL JUSTICE**   Clearly articulate the systematic effects of discrimination, oppression and stigma on the quality and delivery of children, youth, and family related social services, and identify and advocate for policy changes needed to address these issues. *(Knowledge, Values, Skills, C/A Processes)*  Advocate for a social justice practice framework, and support self advocacy for children, youth, young adults and families receiving social services. *(Values, Skills)*  Integrate practices that advance social, economic, and environmental justice. *(Knowledge, Values, Skills, C/A Processes)* |  |  |  |
| 1. **Engage in Practice-Informed Research and Research-Informed Practice**   Demonstrate the ability to understand, interpret and evaluate the benefits and limitations of various evidence-based and evidence-informed theories and treatment models as they influence practice with children, youth, and families. *(Knowledge, C/A Processes)*  Apply evidence-based interventions to children, youth, and family practice with individuals, families, and communities. *(Knowledge, Skills)* |  |  |  |

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| 1. **ENGAGE IN POLICY PRACTICE**   Demonstrate familiarity with current legislation and policies, and the roles of relevant policy entities related to social practice with children, youth, and families. *(Knowledge)*  Understand and adhere to local policies and procedures that influence children, youth, and family welfare and well-being related practice. *(Knowledge, Skills)*  **TITLE IV-E ONLY**  Demonstrate familiarity with relevant statutes and civil codes, and the roles of relevant policy entities, including but not limited to:   * Child welfare relevant California Welfare and Institutions Code * Children’s Bureau Policy Manual, Child and Family Services Review process, and other child welfare relevant Children’s Bureau policy guidance * Continuum of Care Reform efforts authorized through Senate Bill (SB) 1013 (Statutes of 2012)   Indian Child Welfare Act of 1978 (Knowledge) |  |  |  |
| 1. **ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS,ORGANIZATIONS AND COMMUNITIES**   Appropriately engage children, youth, young adults, families, and other care providers in the development and coordination of case plans. *(Knowledge, Values, Skills, C/A Processes)*  Effectively utilize interpersonal skills to engage children, youth, young adults, families, and other care providers in culturally responsive, whole person, consumer-driven and family-oriented care that addresses mutually agreed upon service goals; employ differential engagement techniques considering the voluntary/involuntary nature of the family members’ interactions with the agency and other factors such as trauma experiences. *(Knowledge, Values, Skills, C/A Processes)*  Manage affective responses and exercise good judgment around engaging with resistance, traumatic response, and other potentially triggering situations in children, youth, young adults, families, and other care providers. *(Skills, C/A Processes)* |  |  |  |
| 1. **ASSESS INDIVIDUALS,FAMILIES,GROUPS,**   **ORGANIZATIONS AND COMMUNITIES:**  Identify, understand, and implement appropriate children, youth, and family related screening and assessment tools. *(Knowledge, Skills)*  Include assessment data from all relevant parties and systems to inform appropriate and comprehensive assessment of intervention needs, while considering the voluntary/involuntary nature of family interactions. *(Knowledge, Values, Skills, C/A Processes)*   1. Engage in effective and ongoing critical analysis of children, youth, and family assessment data that:  * Reflect child, youth, young adult, family, and support systems’ strengths and desires * Acknowledge the effects of intervention on family and community members * Address the impacts of trauma, adverse health conditions and co-occurring disorders   *(Knowledge, Values, Skills, C/A Processes)*  Document and maintain all children, youth, and family assessment data responsibly and balance the need for such data with child, youth, young adult, and family privacy concerns the need for accurate assessment data. *(Knowledge, Values, Skills)* |  |  |  |

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| 1. **INTERVENE WITH INDIVIDUALS,FAMILIES,GROUPS,**   **ORGANIZATIONS AND COMMUNITIES:**   1. In partnership with children, youth, young adults, and families, develop appropriate case plans based on key principles and contemporary theories/models related to children, youth, and family. Plans should:  * Reflect cultural humility and acknowledgement of individualized needs * Incorporate child and family strengths * Utilize community resources and natural supports * Incorporate multidisciplinary team supports and interventions   *(Knowledge, Values, Skills, C/A Processes)*  Apply the principles of collaboration, engagement, inquiry, and advocacy within interdisciplinary teams to the work of supporting children, youth, young adults, family members, and providers to accomplish intervention goals. *(Knowledge, Values, Skills, C/A Processes)*  Effectively plan for interventions in ways that incorporate thoughtfully executed transitions during time-limited internships, recognizing that clients’ needs for support may continue beyond these time periods. *(Knowledge, Values, Skills)*  ***TITLE IV-E ONLY***  Demonstrate effective case management skills with families with the goals of safety, permanency, and well-being. This may include referring families to services, preparing for and participating in judicial determinations, supporting safe visitation, developing effective case plans and case plan updates, and the development of concurrent plans for permanency. When necessary, this may include demonstrating knowledge and sensitivity around the process of terminating parental rights. *(Knowledge, Values, Skills, C/A Processes)* |  |  |  |
| 1. **EVALUATE PRACTICE WITH INDIVIDUALS,FAMILIES,GROUPS,**   **ORGANIZATIONS AND COMMUNITIES:**  Record, track, and monitor assigned cases accurately and according to field education agency policies and guidelines, including the use of digital systems if relevant. *(Knowledge, Skills, C/A Processes)*  Conduct accurate process and outcome data analysis of engagement, assessment, and interventions in children, youth, and family practice. *(Knowledge, Skills, C/A Processes)*  Use evaluation results to develop recommendations for improved interdisciplinary team coordination, as well as agency and community level policies to best support children, youth and families and the systems that serve them. *(Skills, C/A Processes)*  Share both the purposes of such data collection and the overall results of data analysis with children, youth, young adults, and families whenever possible, with the goal of engaging them more meaningfully in the evaluation process. *(Values, Skills)* |  |  |  |

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