

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

**FOUNDATION YEAR**

**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 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.*

### Foundation Year Field

**DEPT. OF SOCIAL WORK**

**Field Program Objectives**

(To be addressed in the *learning agreement)*

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

1. **Values and Ethics.** Demonstrate a beginning 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.** Demonstrate a beginning understanding of professional social work behavior. This includes abilities such as: distinguishing professional versus personal roles; the elevation of service to others above self-interest; awareness of personal strengths and limitations; flexibility in assuming social work roles to cope with change; using supervision effectively; self-reflection and respecting standards of timeliness, appropriate dress and professional boundaries.
3. **Critical Thinking.** Show an ability to apply early critical thinking skills to challenges and issues that arise in field placement. This includes: understanding the differences between verifiable facts and value claims; critical examination of arguments and evidence; an openness to examine one’s own practice, using research to inform practice, and a commitment to providing evidence-based practice when possible.
4. **Applying Theory to Practice.** Show a basic ability to apply community-based, generalist practice perspectives to field situations.
5. **Advocacy.** Begin to advocate for underserved and disenfranchised clients or groups in the assigned field placement.
6. **Diversity.** Approach fieldwork with an awareness of personal cultural values and biases, an openness to self-reflection, and show an interest in expanding their culturally competent practice skills.
7. **Communication.** Demonstrate the ability to respectfully form professional relationships with and communicate to clients, groups and staff in the field practicum, as well as maintain basic documentation requirements of the agency.

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

### 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***

## 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) |

HAYWARD PROGRAM: 510 885-4916

510 885-7580 FAX

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**FOUNDATION YEAR 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:**

DEPT. OF SOCIAL WORK (510) 885-4916

# 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**

**Sample Learning Agreement**

**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**   Make ethical decisions by applying the NASW Code of Ethics, policies/laws/regulations, decision-making models, ethical research, and other appropriate codes (*K*, *V,CA)*  Use reflection and self-regulation to manage personal values and maintain professionalism (*V, CA)*  Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication (*S*)  Use technology ethically and appropriately (*S*)  Use supervision and consultation to guide professional judgment, behavior, and practice(*S*) |  |  |  |

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| 1. **ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE**   Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in all levels of practice (*K, CA*)  Present self as a learner and engage clients/constituencies as experts of their own experiences (*V, S*)  Apply self-awareness and self-regulation to manage personal biases and values in working with diverse clients/constituencies (*V, S*) |  |  |  |
| 1. **ADVANCE HUMAN RIGHTS AND SOCIAL,ECONOMIC AND ENVIRONMENTAL JUSTICE**   Apply understanding of social, economic, and environmental justice to advocate for human rights at individual and system levels (*K, CA)*  Engage in practices that advance social, economic, and environmental justice (*S*) |  |  |  |
| 1. **Engage in Practice-Informed Research and Research-Informed Practice**   Use practice experience and theory to inform scientific inquiry and research (K, CA)  Apply critical thinking to analysis of quantitative and qualitative research methods and research findings (*K, CA*)  Use and translate research evidence to inform and improve practice, policy, and service delivery (*K, CA*) |  |  |  |

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| 1. **ENGAGE IN POLICY PRACTICE:**   Identify social policy at local, state, and federal levels that impact well-being, service delivery and access (*K*)  Assess how social welfare and economic policies impact service delivery and access (*K, CA)*  Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice (*K, S, CA*) |  |  |  |
| 1. **ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS,ORGANIZATIONS AND COMMUNITIES**   Apply knowledge of HBSE, PIE, and other multidisciplinary theories to engage with clients/constituencies (*K, S, CA*)  Use empathy, reflection, and interpersonal skills to effectively engage diverse clients/constituencies (*K, S, CA)* |  |  |  |
| 1. **ASSESS INDIVIDUALS,FAMILIES,GROUPS,**   **ORGANIZATIONS AND COMMUNITIES:**  Collect and organize assessment data, and critically interpret information from clients/constituencies (*S, CA)*  Apply knowledge of HBSE, PIE, and other multidisciplinary theories in the analysis of the assessment data (K, S, CA))  Develop mutually agreed-on intervention goals and objectives based on the assessment of strengths, needs, and challenges of clients/constituencies (*S, CA*)  Select appropriate intervention strategies based on the assessment, research knowledge, and client/constituencies’ values and preferences (*S, CA)*) |  |  |  |

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| 1. **INTERVENE WITH INDIVIDUALS,FAMILIES,GROUPS,**   **ORGANIZATIONS AND COMMUNITIES:**  Critically choose and implement interventions to achieve practice objectives/goals and enhance client/constituent capacities (*K, CA)*  Apply knowledge of HBSE, PIE, and other multidisciplinary theories in interventions with clients/constituencies (*K, CA*)  Use appropriate inter-professional collaboration to achieve beneficial practice outcomes (*S*)  Negotiate, mediate, and advocate with and on behalf of diverse clients/constituencies (*S*)  Facilitate effective transitions and endings that advance mutually agreed-on goals (*S*) |  |  |  |
| 1. **EVALUATE PRACTICE WITH INDIVIDUALS,FAMILIES,GROUPS,**   **ORGANIZATIONS AND COMMUNITIES:**  Select and use appropriate methods for evaluation of outcomes (*K, S, CA*)  Apply knowledge of HBSE, PIE, and other multidisciplinary theories to outcome evaluation (*K, S, CA*)  Critically analyze, monitor, and evaluate intervention and program processes and outcomes(*S, CA*)  Apply evaluation findings to improve practice at micro,mezzo, and macro levels ( *S, CA)* |  |  |  |

08/16/2018m