



CALIFORNIA STATE  
UNIVERSITY  
E A S T B A Y

DEPT. OF SOCIAL WORK (510) 885-4916

## 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 quarter 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**
- **Utilizing Evidence Based Practice**

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*.



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## Field Objectives

### Foundation Year Field

(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.
8. **Utilize Evidence-Based Practice.** Demonstrates beginning knowledge, skills and understanding of the importance of applying evidence-based practices in social work.

## 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.
8. **Utilize Evidence Based Practice.** Student demonstrates the knowledge, skills and understanding of the importance of utilizing evidence-based practices in social work.

**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:

[http://calswec.berkeley.edu/sites/default/files/uploads/pdf/CalSWEC/2017\\_calswec\\_curriculum\\_competencies.pdf](http://calswec.berkeley.edu/sites/default/files/uploads/pdf/CalSWEC/2017_calswec_curriculum_competencies.pdf)

CalSWEC Behavioral Health Curriculum Competencies may be accessed at:

[http://calswec.berkeley.edu/sites/default/files/uploads/pdf/CalSWEC/2017\\_calswec\\_curriculum\\_competencies.pdf](http://calswec.berkeley.edu/sites/default/files/uploads/pdf/CalSWEC/2017_calswec_curriculum_competencies.pdf)



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HAYWARD PROGRAM: 510 885-4916 510 885-7580 FAX  
OAKLAND PROGRAM: 925 602-6740 925 602-6740 FAX

## **LEARNING AGREEMENT COVER PAGE**

**NAME OF STUDENT:**

\_\_\_\_\_

FOUNDATION YEAR HAYWARD STUDENT

ADVANCED YEAR HAYWARD STUDENT

ADVANCED YEAR OAKLAND STUDENT

CONCENTRATION: CYF  CMH  CALSWEC II  TITLE IV-E

PLACEMENT BEGINNING DATE: \_\_\_\_\_

ENDING DATE: \_\_\_\_\_

PLACEMENT HOURS/DAYS: \_\_\_\_\_

**FIELD PLACEMENT OPTIONS (PLEASE CHECK YOUR OPTION)**

<input type="checkbox"/> <b>EXTENDED:</b> FOUNDATION YR OAK STUDENT 12 HRS/WK	<input type="checkbox"/> <b>STANDARD:</b> FOUNDATION YR HAYWARD STUDENT 16 HRS/WK
<input type="checkbox"/> <b>EXTENDED:</b> ADVANCED YR OAKLAND STUDENT 12 HRS/WK	<input type="checkbox"/> <b>STANDARD:</b> FOUNDATION YR IV-E STUDENT 16 HRS/WK
<input type="checkbox"/> <b>TRADITIONAL:</b> ADVANCED YR OAKLAND STUDENT 20-24 HRS/WK	<input type="checkbox"/> <b>STANDARD:</b> ADVANCED YR HAYWARD STUDENT 20-24 HRS/WK
<input type="checkbox"/> <b>STANDARD:</b> CALSWEC MH STUDENT 20-24 HRS/WK	<input type="checkbox"/> <b>STANDARD:</b> ADVANCED YR IV-E STUDENT 20-24 HRS/WK

NAME OF AGENCY: \_\_\_\_\_

AGENCY ADDRESS: \_\_\_\_\_

AGENCY PHONE #: \_\_\_\_\_ AGENCY FAX #: \_\_\_\_\_

AGENCY FIELD INSTRUCTOR: \_\_\_\_\_

AGENCY FIELD INSTRUCTOR'S EMAIL: \_\_\_\_\_

AGENCY FIELD INSTRUCTOR'S PHONE: \_\_\_\_\_

CAL STATE EB FACULTY FIELD LIAISON: \_\_\_\_\_



### Learning Agreement Signature Page

The agency and/or field instructor agrees to provide:

Field Instructor's 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: \_\_\_\_\_





**Sample Learning Agreement**

Learning goals can address the micro, mezzo or macro levels of practice and must address one of the 8 core objectives:

1. Values and Ethics
2. Professional Use of Self
3. Critical Thinking
4. Applying Theory to Practice
5. Advocacy
6. Diversity
7. Communication
8. Utilize Evidence Based Practice

Goal/Behaviors	Strategies	Evaluation	Date- Reviewed in Supervision
<p><b><u>VALUES &amp; ETHICS-COMPETENCY 1</u></b></p> <p>MAKE ETHICAL DECISIONS BY APPLYING THE STANDARDS OF THE NASW CODE OF ETHICS, RELEVANT LAWS AND REGULATIONS, MODELS FOR ETHICAL DECISION-MAKING, ETHICAL CONDUCT OF RESEARCH, AND ADDITIONAL CODES OF ETHICS AS APPROPRIATE TO CONTEXT (DIMENSION: KNOWLEDGE, VALUES, COGNITIVE)</p> <p>USE SUPERVISION AND CONSULTATION TO GUIDE PROFESSIONAL JUDGMENT AND BEHAVIOR (DIMENSION: SKILLS)</p>			

<p><b><u>PROFESSIONAL USE OF SELF-COMPETENCIES -1,2 &amp; 3</u></b></p> <p>PRESENT THEMSELVES AS LEARNERS AND ENGAGE CLIENTS AND CONSTITUENCIES AS EXPERTS OF THEIR OWN EXPERIENCES (DIMENSION: SKILLS, VALUES)</p> <p>APPLY SELF-AWARENESS AND SELF-REGULATION TO MANAGE THE INFLUENCE OF PERSONAL BIASES AND VALUES IN WORKING WITH DIVERSE CLIENTS AND CONSTITUENCIES (DIMENSION: SKILLS, VALUES)</p> <p>USE REFLECTION AND SELF-REGULATION TO MANAGE PERSONAL VALUES AND MAINTAIN PROFESSIONALISM IN PRACTICE SITUATIONS (DIMENSION: COGNITIVE, AFFECTIVE, VALUES)</p> <p>ENGAGE IN PRACTICES THAT ADVANCE SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE (DIMENSION: SKILLS)</p>			
<p><b><u>CRITICAL THINKING- COMPETENCIES 4, 5, 7 &amp; 8</u></b></p> <p>APPLY CRITICAL THINKING TO ANALYZE, FORMULATE, AND ADVOCATE FOR POLICIES THAT ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE (DIMENSION: KNOWLEDGE, COGNITIVE, SKILLS)</p> <p>CRITICALLY CHOOSE AND IMPLEMENT INTERVENTIONS TO ACHIEVE PRACTICE GOALS AND ENHANCE CAPACITIES OF CLIENTS AND CONSTITUENCIES (DIMENSION: KNOWLEDGE, COGNITIVE)</p> <p>DEVELOP MUTUALLY AGREED-ON INTERVENTION GOALS AND OBJECTIVES BASED ON THE CRITICAL ASSESSMENT OF STRENGTHS, NEEDS, AND CHALLENGES WITHIN CLIENTS AND CONSTITUENCIES (DIMENSION: COGNITIVE, SKILLS)</p>			

<p><b><u>APPLYING THEORY TO PRACTICE- COMPETENCY 9</u></b></p> <p>APPLY KNOWLEDGE OF HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT, PERSON-IN-ENVIRONMENT, AND OTHER MULTIDISCIPLINARY THEORETICAL FRAMEWORKS IN THE EVALUATION OF OUTCOMES (DIMENSION: KNOWLEDGE, COGNITIVE, SKILLS)</p>			
<p><b><u>ADVOCACY- COMPETENCIES 3, 5 &amp; 8</u></b></p> <p>USE INTER-PROFESSIONAL COLLABORATION AS APPROPRIATE TO ACHIEVE BENEFICIAL PRACTICE OUTCOMES (DIMENSION: SKILLS)</p> <p>NEGOTIATE, MEDIATE, AND ADVOCATE WITH AND ON BEHALF OF DIVERSE CLIENTS AND CONSTITUENCIES (DIMENSION: SKILLS)</p> <p>IDENTIFY SOCIAL POLICY AT THE LOCAL, STATE, AND FEDERAL LEVEL THAT IMPACTS WELL-BEING, SERVICE DELIVERY, AND ACCESS TO SOCIAL SERVICES (DIMENSION: KNOWLEDGE)</p> <p>APPLY THEIR UNDERSTANDING OF SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE TO ADVOCATE FOR HUMAN RIGHTS AT THE INDIVIDUAL AND SYSTEM LEVELS. (DIMENSION: KNOWLEDGE, COGNITIVE)</p>			
<p><b><u>DIVERSITY- COMPETENCIES 2, 6</u></b></p> <p>USE EMPATHY, REFLECTION, AND INTERPERSONAL SKILLS TO EFFECTIVELY ENGAGE DIVERSE CLIENTS AND CONSTITUENCIES (DIMENSION: AFFECTIVE, SKILLS)</p> <p>APPLY AND COMMUNICATE UNDERSTANDING OF THE IMPORTANCE OF DIVERSITY AND DIFFERENCE IN SHAPING LIFE EXPERIENCES IN PRACTICE AT THE MICRO, MEZZO, AND MACRO LEVELS (DIMENSION: KNOWLEDGE, COGNITIVE)</p>			

<p><b><u>COMMUNICATION- COMPETENCIES 1 &amp; 8</u></b></p> <p>USE INTER-PROFESSIONAL COLLABORATION AS APPROPRIATE TO ACHIEVE BENEFICIAL PRACTICE OUTCOMES (DIMENSION: SKILLS)</p> <p>DEMONSTRATE PROFESSIONAL DEMEANOR IN BEHAVIOR; APPEARANCE; AND ORAL, WRITTEN, AND ELECTRONIC COMMUNICATION (DIMENSION: SKILLS)</p> <p>USE TECHNOLOGY ETHICALLY AND APPROPRIATELY TO FACILITATE PRACTICE OUTCOMES (DIMENSION: SKILLS)</p>			
<p><b><u>UTILIZE EVIDENCE BASED PRACTICE – COMPETENCIES 4 &amp; 7</u></b></p> <p>SELECT APPROPRIATE INTERVENTION STRATEGIES BASED ON THE ASSESSMENT, RESEARCH KNOWLEDGE, AND VALUES AND PREFERENCES OF CLIENTS AND CONSTITUENCIES (DIMENSION: COGNITIVE, SKILLS)</p> <p>USE AND TRANSLATE RESEARCH EVIDENCE TO INFORM AND IMPROVE PRACTICE, POLICY, AND SERVICE DELIVERY (DIMENSION: KNOWLEDGE, COGNITIVE)</p>			

09/29/2017