**Department of Social Work**

**Foundation Year**

**Learning Agreement and Comprehensive Skills Evaluation**

**Fall and Spring**

**Southern California Consortium of Schools of Social Work**

CSU Dominguez Hills Azusa Pacific University

CSU Fullerton Loma Linda University

CSU Long Beach University of California Los Angeles

CSU Los Angeles CSU Northridge

CSU San Bernardino CSU San Marcos

San Diego State University

**Instructions for Rating MSW Interns:**

**Level 0** = Intern has not met the expectations in this area and there is not much evidence that the expectations will be met in the near future

**Level 1** = Intern has not yet met the expectations in this area, but there is evidence that the expectations will be met in the near future

**Level 2** = Intern understands the concept and is beginning to demonstrate the skill in this area, however, student’s performance is uneven

**Level 3** = Intern understands the concept and has consistently met the expectations in this area

**Level 4** = Intern demonstrates a high level of skill development and has exceeded expectations in this area

**Expectations of Foundation Year MSW Interns:**

**Fall Semester Students** should be at **Level** **1** or **Level 2**. Please contact Faculty Liaison if student is at **Level 0** in any objective.

**Spring Semester Students** should demonstrate skills at **Level 2 or 3**. Please contact Faculty Liaison if Student is below Level 2 in any objective.

***NARRATIVE SECTIONS:*** *Please comment on areas that need work, as well as on strengths. Comments are* ***required*** *when using* ***0 and 4****.*

**Learning Agreement Outline (To be completed at the beginning of the Academic Year)**

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| **I. Identifying Information** |
| 1st Year Full Time  1st Year Irvine |
| Student Name: |
| Student Email: |
| Student Phone: |
| Faculty Field Liaison: |
| Faculty Email: |
| Faculty Phone: |
| Agency Name: |
| Agency Address: |
| Field Instructor: |
| Field Instructor Email: |
| Field Instructor Phone: |

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| **II. The Agency and the Community** |
| ***(Agency)***  A. Describe the agency’s mission |
| B. Describe the organizational structure: |
| C. List the services provided to community: |
| D. Describe the general demographics (ethnicity, race, socio-economic status, age) of the agency’s clients: |
| ***(Community)***  E. Describe the geographic location of your agency: |
| F. Describe the general demographics (ethnicity, race, socio-economic status, age) of the community (if different from D above): |
| G. Describe the community’s need for resources (in addition to what the agency provides): |
| H. Describe the community’s perception of the agency: |
| I. List other agencies to which referrals are made: |
| J. Who (Field Instructor?) or what (agency brochure?) were your sources of information: |

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| **III. General Time Management** |
| A. List the days and hours in field placement: |
| B. List the day and time that process recordings are due: |
| C. List the day, time, and length of individual field instruction: |
| D. List day and time of group supervision conference, if applicable: |
| E. List the name(s) of preceptor(s) and/or contact person in field instructor’s absence: |
| F. If the plan is for you to rotate or change programs in the agency, specify the time frame for the rotation: |

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| **IV. Field Education Assignments (check those that the student will be exposed during field placement)** |
| A. Check all direct practice field education assignments: |
| Adults Individuals Information and Referral Discharge Planning Diagnostic Assessment  Families Advocacy Treatment Planning Older Adults Crisis Intervention  Children Groups Community Networking Linkages Inter/Multidisciplinary Team Meetings  Short Term Intervention Adolescents Couples Case Management Psychosocial Assessment Long Term Intervention Other: |
| B. Check all macro practice field education assignments |
| Task Forces Quality Assurance Inter/Multidisciplinary Team Meetings Fiscal Budgetary Issues Committee Assignments Grant Writing Agency Staff Meetings Community Networking Linkages Program Development Consultation Macro Project:  Program Evaluation Case Conferences Other: |
| C. Check other learning experiences: |
| Seminars, In-Service Training, Conferences Other: |

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| **V. Self-Awareness Assessment** |
| A. In terms of “self-awareness”, what do you know about yourself and your interactions with others/your emotions/etc. that will make you a more effective social worker? |
| B. In what ways/areas do you need to enhance your self-awareness to become a more effective social worker? |

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| **VI. Student’s Expectations for Supervision in Field Instruction** |
| 1. Describe your expectations of the supervision process: |
| 1. Describe your expectations of yourself in the supervision process: |
| 1. Describe your expectations of your Field Instructor: |
| 1. Describe your expectations of your Preceptor (if applicable): |

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| **VII. Field Instructor Teaching Plan (to be written by the Field Instructor)** |
| A. Detail your expectations of your student in supervision: |
| B. How do you structure your weekly field instruction? Briefly describe your teaching plan. Please include how you plan to maximize diversity in your case assignments for each student. |
| C. Describe your plan for the use of a preceptor with your student (if applicable). Include the role of the preceptor and your plan to monitor and evaluate this experience. |

**Orientation Checklist**

**Agency Overview**

Review agency vision and mission/purpose statement

Tour of agency

Introductions to colleagues, support staff, and administration

Review organizational structure

Review the role of the agency in relation to the community and its resources

Review security and/or safety procedures and protocol

### Agency Policies and Protocols

Review office procedures, supplies, and provisions

Review telephone and communication/computer utilization

Review intake/admissions/eligibility policy and procedures

Review internal communication

Review parking details

Review mileage policy

Review agency, department, and/or unit meeting schedule

Review client record/charting, policies and procedures

Review forms for documentation/accountability

Review regulations regarding confidentiality, release of information, etc.

Review client fees/payment schedule

Review client emergency protocol

Review child or elder abuse reporting protocol

Review work schedule, including lunch and breaks

Review information/referral policy

Review agency policy regarding harassment

Review agency policy regarding discrimination

Review agency policy regarding the *Americans with Disabilities Act*

Review agency policy regarding OSHA

Review agency policy regarding HIPAA

### Field Instructor/Student Responsibilities

Review expectations for supervision and schedule

Review educationally based recording schedule

Review use of preceptor (if applicable)

Review plan for diversity/multi-cultural experiences

Review plan for monitoring of student hours (by both field instructor and student)

Review agency training or staff development opportunities

Review student’s personal safety issues and concerns and strategies to deal with them

Signatures:

Field Instructor Date

Student Date

**Comprehensive Skills Evaluation**

**Fall Semester**

Students are required to complete a minimum of 250 hours of service learning during the fall semester. The Faculty Liaison may add hours from other learning experiences (such as Field Readiness Training and the Community Immersion Exercise). Students must complete these hours by the end of the fall semester in order to receive a grade of Credit for MSW 540.

**Number of hours completed in the Field Placement:** Click here to enter text.

**Number of hours added by Faculty Liaison:** Click here to enter text.

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Field Instructor Signature Date

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Preceptor Signature Date

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Faculty Liaison Signature Date

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Student Signature Date

**(Student's signature acknowledges that the student has participated in a discussion of this evaluation and has reviewed the evaluation.)**

**Comprehensive Skills Evaluation**

**Spring Semester**

Students are required to complete a minimum of 275 hours of service learning during the fall semester. The Faculty Liaison may add hours from other learning experiences (Social Work Month, Box City, etc.). Students must complete these hours by the end of the spring semester in order to receive a grade of Credit for MSW 541.

**Number of hours completed in the Field Placement:** Click here to enter text.

**Number of hours added by Faculty Liaison:** Click here to enter text.

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Field Instructor Signature Date

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Preceptor Signature Date

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Faculty Liaison Signature Date

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Student Signature Date

**(Student's signature acknowledges that the student has participated in a discussion of this evaluation and has reviewed the evaluation.)**

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| **LEARNING AGREEMENT INSTRUCTIONS: The shaded areas under each competency are the Learning Agreement Plan activities. At the beginning of the academic year, the Student and Field Instructor will identify planned learning activities specific to the agency. The activities will provide opportunities to achieve each competency. A minimum of two activities must be listed for each competency**. **You may add more rows if needed.** |

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| **COMPETENCY #1 – ETHICAL AND PROFESSIONAL BEHAVIOR:**  **INTERN DEMONSTRATES ETHICAL AND PROFESSIONAL BEHAVIOR.** | | |
| ***LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #1:*** | | |
| 1. Demonstrates professional social work roles and boundaries. | Choose an item. | Choose an item. |
| 1. Demonstrates professional demeanor in behavior, appearance and in oral, written and electronic communication. | Choose an item. | Choose an item. |
| 1. Demonstrates professional time management skills and accountability: punctuality, attendance, paperwork and assignments. | Choose an item. | Choose an item. |
| 1. Uses supervision and consultation to guide professional judgment and behavior, including the need to augment knowledge, or to mediate conflict arising from personal values and emotions related to practice and professional contexts. | Choose an item. | Choose an item. |
| 1. Uses emotional self-regulation to manage personal values and maintain professionalism in practice situations and practice self-correction and reflection in action while pursing ongoing professional development. | Choose an item. | Choose an item. |
| 1. Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and additional codes of ethics as appropriate to context. | Choose an item. | Choose an item. |
| 1. Uses technology ethically and appropriately to facilitate practice outcomes. | Choose an item. | Choose an item. |

**Comments (required for ratings of 0 and 4:**

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| **COMPETENCY # 2 – DIVERSITY AND DIFFERENCE**  **INTERN ENGAGES DIVERSITY AND DIFFERENCE IN PRACTICE** | | |
| ***LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #2:*** | | |
| 1. Applies self-awareness and self –regulation to eliminate the influence of personal biases and values in working with diverse client systems. | Choose an item. | Choose an item. |
| 1. Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in their practice with diverse client systems. | Choose an item. | Choose an item. |
| 1. Presents themselves as learners and engages client systems, organizations, and communities as experts of their own experience and demonstrates capacity to perceive diverse viewpoints in case of value conflict. Shows ability to resolve such conflicts by applying professional practice principles. | Choose an item. | Choose an item. |
| 1. Demonstrates effective oral communication in working with individuals, families, groups, organizations, communities and colleagues. | Choose an item. | Choose an item. |
| 1. Demonstrates effective written communication in working with individuals, families, groups, organizations, communities and colleagues. | Choose an item. | Choose an item. |

**Comments (required for ratings 0 and 4):**

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| **COMPETENCY # 3 – SOCIAL JUSTICE AND HUMAN RIGHTS**  **INTERN ADVANCES HUMAN RIGHTS, SOCIAL, ECONOMIC AND ENVIRONMENTAL JUSTICE** | | |
| ***LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #3*:** | | |
| 1. Applies their understanding of social justice to advocate for human rights. | Choose an item. | Choose an item. |
| 1. Engages in practices that advance social and economic justice. | Choose an item. | Choose an item. |
| 1. Develops case planning strategies to address discrimination, barriers, gaps and fragmentation that impede client access, functioning, and optimum use of resources and opportunities. | Choose an item. | Choose an item. |

**Comments (required for ratings 0 and 4):**

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| **COMPETENCY #4 RESEARCH AND PRACTICE****INTERN ENGAGES IN PRACTICE-INFORMED RESEARCH AND RESEARCH –INFORMED PRACTICE** | | |
| ***LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #4* :** | | |
| 1. Uses practice experience to inform scientific inquiry and research. | Choose an item. | Choose an item. |
| 1. Uses and translates research findings to inform and improve practice, policy and service delivery. | Choose an item. | Choose an item. |
| 1. Demonstrates a beginning capacity and skills to gather and synthesize practice evaluation findings, including client feedback, to support and increase the professional knowledge base. | Choose an item. | Choose an item. |
| 1. Demonstrates knowledge of how to consult and utilize research evidence to inform ongoing practice and policy at all levels. | Choose an item. | Choose an item. |

**Comments (required for ratings 0 and 4):**

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| **COMPETENCY # 5 – POLICY PRACTICE**  **INTERN ENGAGES IN POLICY INFORMED PRACTICE** | | |
| ***LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #5*:** | | |
| 1. Assesses how social welfare policy affects the delivery of and access to social services. | Choose an item. | Choose an item. |
| 1. Critically analyzes and promotes policies that advance human rights and social and economic justice. | Choose an item. | Choose an item. |
| 1. Collaborates within and across disciplines for effective policy action. | Choose an item. | Choose an item. |
| 1. Demonstrates ability to identify and to engage stakeholders to collaborate for effective policy formulation and action. | Choose an item. | Choose an item. |

**Comments (required for ratings 0 and 4):**

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| **COMPETENCY #6 – ENGAGEMENT**  **INTERN ENGAGES WITH INDIVIDUALS, GROUPS, ORGANIZATIONS AND COMMUNITIES** | | |
| ***LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #6:*** | | |
| 1. Applies knowledge of human behavior and the social environment to engage with individuals, families, groups, organizations and communities. | Choose an item. | Choose an item. |
| 1. Uses knowledge of practice context to shape engagement with client systems. | Choose an item. | Choose an item. |
| 1. Uses empathy, self-regulation and interpersonal skills to engage diverse client systems. | Choose an item. | Choose an item. |
| 1. Demonstrates the ability to work with individuals, families and groups to identify and work towards accomplishment of shared goals. | Choose an item. | Choose an item. |

**Comments (required for ratings 0 and 4):**

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| **COMPETENCY #7 – ASSESSMENT**  **INTERN ASSESSES INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES** | | |
| ***LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #7*:** | | |
| 1. Applies knowledge of human behavior and the social environment, person and environment, and other multidisciplinary theoretical frameworks in the assessment of data from client systems. | Choose an item. | Choose an item. |
| 1. Collects, organizes, and critical analyzes and interprets information from individuals, families, groups, organizations and communities. | Choose an item. | Choose an item. |
| 1. Develops mutually agreed-on intervention goals and objectives. | Choose an item. | Choose an item. |
| 1. Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preference of the individual, family, group, community or organization. | Choose an item. | Choose an item. |
| 1. Demonstrates capacity to conduct a comprehensive, collaborative, unbiased assessment that follows legal and ethical guidelines and identifies strengths and needs. | Choose an item. | Choose an item. |

**Comments (required for ratings 0 and 4):**

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| **COMPETENCY #8 – INTERVENTION:**  **INTERN INTERVENES WITH INDIVIDUALS, FAMILIES , GROUPS, ORGANIZATIONS AND COMMUNITIES** | | |
| ***LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #8*:** | | |
| 1. Implements interventions to achieve practice goals and enhance capacities of client systems, organizations and communities. | Choose an item. | Choose an item. |
| 1. Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes. | Choose an item. | Choose an item. |
| 1. Negotiates, mediates, and advocates on behalf of client systems, organizations and communities. | Choose an item. | Choose an item. |
| 1. Facilitates effective transitions and endings that advance mutually agreed-on goals. Demonstrates capacity to sensitively terminate work. | Choose an item. | Choose an item. |

**Comments (required for ratings 0 and 4):**

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| **COMPETENCY # 9 – EVALUATION**  **INTERN EVALUATES PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES** | | |
| ***LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #9*:** | | |
| 1. Selects and uses appropriate methods for evaluation of outcomes. | Choose an item. | Choose an item. |
| 1. Critically analyzes, monitors, and evaluates intervention processes and outcomes. | Choose an item. | Choose an item. |
| 1. Applies evaluation findings to improve practice effectiveness. | Choose an item. | Choose an item. |
| 1. Demonstrates beginning ability to systematically monitor, analyze and evaluate interventions, applying a knowledge-for-action approach to determine future action. | Choose an item. | Choose an item. |

**Comments (required for ratings 0 and 4):**

###### **1ST YEAR COMPREHENSIVE SKILLS EVALUATION**

**Summarize overall assessment strengths and areas needing further development:**

**Fall Semester:**

###### **1ST YEAR COMPREHENSIVE SKILLS EVALUATION**

**Summarize overall assessment strengths and areas needing further development:**

**Spring Semester:**