**Department of Social Work**

 **Concentration 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** **2** or **Level 3**. Please contact Faculty Liaison if student is **below** **Level 2** in any objective.

**Spring Semester Students** should demonstrate skills at **Level 3 or 4**. Please contact Faculty Liaison if Student is **below Level 3** 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** |
| [ ]  2nd Year Full Time [ ]  2nd 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:
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| 1. Describe your expectations of yourself in the supervision process:
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| 1. Describe your expectations of your Field Instructor:
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| 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. Students must complete these hours by the end of the fall semester in order to receive a grade of Credit for MSW 542.

**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 543.

**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. 4. Uses supervision and consultation effectively to advance his/her existing social work skills.
 | Choose an item. | Choose an item. |
| 1. Actively seeks-out and acts upon opportunities in social work practice.
 | Choose an item. | Choose an item. |
| 1. Applies knowledge regarding the value base of the profession and makes ethical decisions by applying standards consistent with the NASW Code of Ethics and other guidelines/principals of the profession.
 | Choose an item. | Choose an item. |
| 1. Recognizes and manages personal values and biases in ways that allow professional values to guide practice.
 | Choose an item. | Choose an item. |
| 1. Recognizes and tolerates ambiguity in resolving ethical conflicts.
 | Choose an item. | Choose an item. |
| 1. Applies strategies of ethical reasoning to arrive at principled decisions.
 | Choose an item. | Choose an item. |
| 1. Discusses complex ethical issues in both written and oral communication.
 | Choose an item. | Choose an item. |

**Comments (required for ratings less than 2 in fall and less than 3 in spring):**

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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. Respectful of clients who differ by factors such as age, class, color, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.
 | Choose an item. | Choose an item. |
| 1. Recognizes the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power in shaping life experience.
 | Choose an item. | Choose an item. |
| 1. Demonstrates self-awareness in eliminating the influence of personal biases and values in working with diverse groups, including treating clients with dignity and respect.
 | Choose an item. | Choose an item. |
| 1. Views self as a student of cultural differences and those s/he works with as cultural experts.
 | Choose an item. | Choose an item. |
| 1. Apply appropriate engagement, assessment and interventions – including prevention strategies – which are relevant and sensitive to the needs and characteristics of specific target groups.
 | Choose an item. | Choose an item. |

**Comments (required for ratings less than 2 in fall and less than 3 in spring):**

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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. Recognizes that each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care and education.
 | Choose an item. | Choose an item. |
| 1. Identifies the forms, mechanisms and interconnections of oppression and discrimination and is knowledgeable about theories of justice and strategies to promote human and civil rights.
 | Choose an item. | Choose an item. |
| 1. Takes action to promote social and economic justice.
 | Choose an item. | Choose an item. |
| 1. Advocate at multiple levels for equal access to services for underserved populations.
 | Choose an item. | Choose an item. |

**Comments (required for ratings less than 2 in fall and less than 3 in spring):**

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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. Seeks, critiques and applies research findings for effective prevention, treatment and/ or recovery practices.
 | Choose an item. | Choose an item. |
| 1. Integrates research findings and professional judgment to improve practice, policy and social service delivery.
 | Choose an item. | Choose an item. |
| 1. Evaluates their own practice for effectiveness and improvement.
 | Choose an item. | Choose an item. |
| 1. Demonstrates knowledge of valid and reliable assessment tools, interventions and program outcomes for different groups, practice levels and contexts.
 | Choose an item. | Choose an item. |

**Comments (required for ratings less than 2 in fall and less than 3 in spring):**

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| **COMPETENCY # 5 – POLICY PRACTICE****INTERN ENGAGES IN POLICY INFORMED PRACTICE** |
| ***LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #5*:** |
| 1. Analyzes and advocates for policies that promote social well-being for individuals, families groups and communities.
 | Choose an item. | Choose an item. |
| 1. Collaborates with colleagues and clients for effective policy action.
 | Choose an item. | Choose an item. |
| 1. Demonstrates a sophisticated understanding of the role of policy and its impact on the agency client base.
 | Choose an item. | Choose an item. |
| 1. Identify trends among micro, mezzo and macro variables that affect advanced practice and provide leadership to respond to those trends in an effective and culturally competent ways.
 | Choose an item. | Choose an item. |

**Comments (required for ratings less than 2 in fall and less than 3 in spring):**

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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. Engage individuals, families & communities to identify clients’ goals & wishes while building upon the strengths of individuals, families & communities
 | Choose an item. | Choose an item. |
| 1. Develop a collaborative/ mutually respectful relationship, honoring the self-determination of individuals, families, communities, organizations.
 | Choose an item. | Choose an item. |
| 1. Skillfully and respectfully establish working relationships with clients and community partners in accord with social work values, and utilize those relationships in forging goals and positive outcomes.
 | Choose an item. | Choose an item. |
| 1. Demonstrate the ability to develop relationships and manage power differentials in routine and challenging client and partner situations, in a manner that reflects core social work values.
 | Choose an item. | Choose an item. |

**Comments (required for ratings less than 2 in fall and less than 3 in spring):**

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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. Seeks information on the strengths of individuals, families and communities
 | Choose an item. | Choose an item. |
| 1. Applies multidisciplinary, multidimensional and multicultural assessment methods.
 | Choose an item. | Choose an item. |
| 1. Uses standardized (as available and appropriate), culturally-sensitive assessment tools to make meaningful discriminations for intervention planning.
 | Choose an item. | Choose an item. |
| 1. Consistently gathers qualitative and quantitative data from a variety of sources, from coherent meaning from the data, and use the resulting information to make recommendations and to plan interventions that meet the standards of generalist and child welfare social work practice.
 | Choose an item. | Choose an item. |
| 1. Create service plans that demonstrate data collection and assessment methods reflecting goal mutuality and respect for clients from diverse backgrounds.
 | Choose an item. | Choose an item. |

**Comments (required for ratings less than 2 in fall and less than 3 in spring):**

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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. Knows, applies and/ or advocates for prevention strategies (e.g., mother-infant care, Healthy Start, parent education, youth development programs, couples education, senior socializing programs)
 | Choose an item. | Choose an item. |
| 1. Seeks-out, critiques and applies evidence-based (published research studies) prevention, intervention, or recovery programs
 | Choose an item. | Choose an item. |
| 1. Adapts treatment and prevention models (while maintaining fidelity to research tested protocols) relevant to the target populations.
 | Choose an item. | Choose an item. |
| 1. Applies prevention, intervention, and/ or recovery strategies at the appropriate intervention levels (individual, family, school, agency community, or larger context.)
 | Choose an item. | Choose an item. |
| 1. Plans and/ or facilitates appropriate transitions and endings and, when available, evidence-based protocols. (e.g. relapse prevention)
 | Choose an item. | Choose an item. |
| 1. Comfortably move among the roles of a social worker in advanced practice settings and intervene effectively in those roles, including enhancing client’s strengths, acting as a client advocate and skillfully handling transitions and terminations.
 | Choose an item. | Choose an item. |
| 1. Shape social work interventions that demonstrate effective balance of multiple social worker roles and phases of service that recognize client strengths and self-determination.
 | Choose an item. | Choose an item. |

**Comments (required for ratings less than 2 in fall and less than 3 in spring):**

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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. Calculates the impact of treatment, prevention and recovery programs by assessing progress, outcomes and maintenance of gains over time.  | Choose an item. | Choose an item. |
| 2. Applies objective and systematic evaluation strategies and as appropriate, standardized tools. | Choose an item. | Choose an item. |
| 3. Consistently employs reliable and valid methods for monitoring and evaluating practice interventions and use of the results to improve social work policy and practice. | Choose an item. | Choose an item. |

**Comments (required for ratings less than 2 in fall and less than 3 in spring):**

###### **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:**