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| **California State University, Dominguez Hills (CSUDH) California State University, Long Beach (CSULB)**  **California State University, Northridge (CSUN) California State University, Los Angeles (CSULA)**  **University of California at Los Angeles (UCLA) California State University, Fullerton (CSUF)** |

**CSUF, DEPARTMENT OF SOCIAL WORK**

**1st Year CalSWEC Public Child Welfare**

**LEARNING AGREEMENT/**

**COMPREHENSIVE SKILLS EVALUATION**

FALL AND SPRING

**INSTRUCTIONS FOR RATING 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, students 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

**FOR 1ST YEAR MSW STUDENTS:**

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

**Spring Semester Students** should demonstrate skills at **Level 2 or 3**. Please contact 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** | | |
| Academic Year: | Please check:  □ Foundation Year/1st Year Full Time  □ Foundation Year/1st Year Part Time | |
| **Student Name:**  E-mail:  Phone number: | **Field Faculty Liaison:**  E-mail:  Phone number: | |
| Agency Name: | **Field Instructor:**  E-mail:  Phone number: | |
| **Preceptor:**  E-mail:  Phone number: | |
| Agency Address: | City: | Zip: |
| Telephone: | Fax: | |
| **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: | | |

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| 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: |
| **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**  Circle/check those learning activities to which the student **will be** exposed during the field work placement period. | | | | | | | | |
| 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 (specify) | | | | | | | | |
| 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 (specify) | | | | |
| □ Program Evaluation | | □ Case Conferences | | □ Other (specify) | | | | |
| C. Check other learning experiences | | | | | | | | |
| □ Seminars, In-Service Training/Conferences | | | | | □ Other (specify) | | | |
| **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: |
| B. Describe your expectations of yourself in supervision: |
| C. Describe your expectations of your Field Instructor: |
| D. Describe your expectations of your Preceptor (if applicable): |

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| **VII. FIELD INSTRUCTOR TEACHING PLAN** (To be written by the Field Instructor) |
| 1. Detail your expectations of your student in supervision |
| 1. 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. |
| 1. Describe your plan for use of a preceptor with your student (If applicable)   a. Role of preceptor |
| b. Detail your plan for monitoring and evaluating 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**

Number of hours completed\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Field Instructor Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Preceptor Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**

Number of hours completed\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Field Instructor Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Preceptor Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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 area under each competency is the Learning Agreement Plan. 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 – PROFESSIONALISM:**  **INTERN IDENTIFIES AS A PROFESSIONAL SOCIAL WORKER AND CONDUCTS HER/HIMSELF ACCORDINGLY** | **F** | **S** |
| ***LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #1*** |  |  |
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|  |  |  |
|  |  |  |
| 1. Demonstrates professional social work roles and boundaries |  |  |
| 1. Demonstrates professional demeanor in behavior, appearance and communication |  |  |
| 1. Demonstrates professional time management skills and accountability: punctuality, attendance, paperwork and assignments |  |  |
| 1. Uses supervision and consultation effectively |  |  |
| 1. *\*Student understands the dual responsibility of the child welfare social worker to protect children and to provide services that support families as caregivers* |  |  |

**For 1st year students, comments are required for ratings of 0 and 4.**

|  |  |  |
| --- | --- | --- |
| COMPETENCY #2 – ETHICS:INTERN APPLIES SOCIAL WORK ETHICAL PRINCIPLES TO GUIDE HER/HIS PROFESSIONAL PRACTICE | **F** | **S** |
| *LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #2* |  |  |
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|  |  |  |
| 1. Is knowledgeable about 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. |  |  |
| 1. Recognizes and manages personal values and biases in ways that allow professional values to guide practice |  |  |
| 1. Recognizes and tolerates ambiguity in resolving ethical conflicts |  |  |
| 1. Applies strategies of ethical reasoning to arrive at principled decisions |  |  |

**For 1st year students, comments are required for ratings of 0 and 4.**

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| COMPETENCY #3 – THINKING & JUDGMENT:INTERN APPLIES CRITICAL THINKING TO INFORM AND COMMUNICATE PROFESSIONAL JUDGMENTS | **F** | **S** |
| *LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #3* |  |  |
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| 1. Uses critical thinking augmented by creativity and curiosity |  |  |
| 2. Is able to comprehend, appraise and integrate multiple sources of knowledge including research-based knowledge and practice wisdom |  |  |
| 3. Utilizes appropriate models of assessment, prevention, intervention and evaluation |  |  |
| 4. Demonstrates effective oral communication in working with individuals, families, groups, organizations, communities and colleagues |  |  |
| 5. Demonstrates effective written communication in working with individuals, families, groups, organizations, communities and colleagues |  |  |

**For 1st year students, comments are required for ratings of 0 and 4.**

|  |  |  |
| --- | --- | --- |
| **COMPETENCY #4 – CULTURAL COMPETENCY:**  **INTERN ENGAGES DIVERSITY AND DIFFERENCE IN PRACTICE** | **F** | **S** |
| ***LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #4*** |  |  |
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|  |  |  |
|  |  |  |
| 1. Is knowledgeable about and 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 |  |  |
| 2. 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. |  |  |
| 3. Demonstrates self-awareness in eliminating the influence of personal biases and values in working with diverse groups, including treating clients with dignity and respect. |  |  |
| 4. Views self as a student of cultural differences and those s/he works with as cultural experts |  |  |
| 1. *\*Student understands the influence and value of traditional, culturally based childrearing practices and uses this knowledge in working with families* |  |  |

**For 1st year students, comments are required for ratings of 0 and 4.**

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| COMPETENCY #5 – SOCIAL JUSTICE:INTERN ADVANCES HUMAN RIGHTS AND SOCIAL AND ECONOMIC JUSTICE | **F** | **S** |
| *LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #5* |  |  |
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|  |  |  |
| 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 |  |  |
| 2. 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 |  |  |
| 3. Is skilled at advocating for and engaging in practices that promotes social and economic justice |  |  |

**For 1st year students, comments are required for ratings of 0 and 4.**

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| **COMPETENCY #6 – EVIDENCE BASED PRACTICE:**  **INTERN ENGAGES IN RESEARCH-INFORMED PRACTICE AND PRACTICE-INFORMED RESEARCH** | **F** | **S** |
| ***LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #6*** |  |  |
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| 1. Employs evidence-based interventions and policies |  |  |
| 2. Integrates research findings and professional judgment to improve practice, policy and social service delivery |  |  |
| 3. Evaluates their own practice for effectiveness and improvement |  |  |
| 1. *\*Student understands the purpose of outcome measurement and is able to seek client, organization, and community feedback for purposes of monitoring practice, service refinement, and outcome evaluation* |  |  |

**For 1st year students, comments are required for ratings of 0 and 4.**

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| **COMPETENCY #7 – PERSON IN ENVIRONMENT:**  **INTERN APPLIES KNOWLEDGE OF HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT** | **F** | **S** |
| ***LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #7*** |  |  |
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| 1. Demonstrates knowledge of human behavior across the life course |  |  |
| 1. Understands social systems and how they promote or inhibit people in maintaining or achieving health and well-being |  |  |
| 1. Demonstrate knowledge of person-in-environment, including: biological, social, cultural, psychological and spiritual development of clients/client systems. |  |  |
| 1. Utilizes a range of theoretical frameworks to guide the processes of assessment, intervention and evaluation |  |  |
| 1. *\*Student demonstrates understanding of child and youth development, including physical, cognitive, social, and emotional components, and can recognize developmental indicators of abuse or neglect* |  |  |
| 1. *\*Student understands how attachment, separation, and placement affect a child and family and how these experiences may influence a child’s physical, cognitive, social and emotional development* |  |  |

**For 1st year students, comments are required for ratings of 0 and 4.**

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| **COMPETENCY #8 – POLICY:**  **INTERN ENGAGES IN POLICY PRACTICE TO ADVANCE SOCIAL AND ECONOMIC WELL BEING AND DELIVER EFFECTIVE SOCIAL WORK SERVICES** | **F** | **S** |
| ***LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #8*** |  |  |
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| 1. Demonstrates understanding of the role of policy in service delivery and the role of practice in policy development. |  |  |
| 1. Analyzes and advocates for policies that promotes social well-being for individuals, families, groups and communities. |  |  |
| 1. Recognizing the importance of collaboration with colleagues and clients for effective policy action |  |  |
| 1. *\*Student understands the need to negotiate and advocate for the development of resources that children and families require to meet family and service goals* |  |  |

**For 1st year students, comments are required for ratings of 0 and 4.**

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| --- | --- | --- |
| **COMPETENCY #9 – CURRENT TRENDS:**  **INTERN RESPONDS TO CONTEXTS THAT SHAPE PRACTICE** | **F** | **S** |
| ***LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #9*** |  |  |
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| 1. Seeks information, resources and is proactive in responding to evolving organizational, community and societal contexts of practice |  |  |
| 1. Continuously discover, appraise and attend to changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant services |  |  |

**For 1st year students, comments are required for ratings of 0 and 4.**

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| **COMPETENCY #10 – PRACTICE SKILLS:**  **INTERN ENGAGES, ASSESSES, INTERVENES AND EVALUATES INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES** | **F** | **S** |
| ***LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #10*** |  |  |
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|  |  |  |
| **(A): ENGAGEMENT** |  |  |
| 1. Develops rapport and addresses confidentiality appropriately with individuals, families, groups, organizations and/or communities |  |  |
| 1. Uses empathy and other interpersonal skills (e.g. attending behaviors and basic interviewing skills) |  |  |
| 1. Develops a mutually agreed-on focus of work and desired outcomes. |  |  |
| **(B): ASSESSMENT** |  |  |
| 1. Collects, organizes and interprets client system/organizational data |  |  |
| 1. Assesses client/client systems strengths and limitations |  |  |
| 1. Develop mutually agreed upon intervention goals and objectives and select appropriate intervention strategies |  |  |
| 1. *\* Student demonstrates the ability to perform a preliminary safety assessment and to monitor the safety of the child through ongoing assessment of risk* |  |  |
| 1. *\* Student recognizes and accurately identifies the physical and behavioral indicators of abuse, family violence, and neglect, and can assess the dynamics underlying these behaviors* |  |  |
| **(C): INTERVENTION** |  |  |
| 1. Initiates actions to achieve goals within the context of the organization |  |  |
| 1. Incorporates prevention interventions to enhance client capacities |  |  |
| 1. Assists clients/client systems in problem resolution and desired outcomes |  |  |
| 1. Negotiates, mediates and advocates for clients/client systems |  |  |
| 1. Facilitates transitions and endings |  |  |
| 1. *\* Student is able to gather, access, and present pertinent information from interviews, case records, and collateral sources in evaluating an abuse or neglect allegation and making effective referrals for services or further evaluation* |  |  |
| 1. *\* Student recognizes the importance of working with biological families, foster families, and kin networks, as well as involving them is assessment and planning strategies* |  |  |
| **(D): EVALUATION** |  |  |
| 1. Critically analyzes, monitors and evaluates interventions. |  |  |
| 2. Utilize evaluation data to revise interventions. |  |  |

**For 1st year students, comments are required for ratings of 0 and 4.**

###### COMPREHENSIVE SKILLS EVALUATION: FALL SEMESTER

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

**Thank you for your commitment to social work education and to the profession!**

###### COMPREHENSIVE SKILLS EVALUATION: SPRING SEMESTER

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

**Thank you for your commitment to social work education and to the profession!**