California State University, Long Beach
School of Social Work

SW 596 A/B
LEARNING AGREEMENT
AND
FOUNDATION (1st) YEAR
COMPREHENSIVE SKILLS EVALUATION

Academic Year 2019 – 2020

Student Name (print): ____________________________________________

Seminar Instructor/Liaison Name (print): ____________________________
# Learning Agreement Outline
(To be completed at the beginning of the Academic Year)

## I. IDENTIFYING INFORMATION

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Field Liaison:</th>
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<tbody>
<tr>
<td>E-mail:</td>
<td>E-mail:</td>
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<tr>
<td>Phone number:</td>
<td>Phone number:</td>
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<table>
<thead>
<tr>
<th>Agency Name and Address:</th>
<th>Field Instructor:</th>
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<tbody>
<tr>
<td></td>
<td>E-mail:</td>
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<td>Phone number:</td>
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<thead>
<tr>
<th>Preceptor:</th>
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<td>E-mail:</td>
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<td>Phone number:</td>
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## II. THE AGENCY AND THE COMMUNITY

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:
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:

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:

G. Please describe your plans for coverage over the winter break between fall and spring semester, if required by placement:

### IV. FIELD EDUCATION ASSIGNMENTS

#### A. Check all direct practice micro-level field education assignments student will be exposed to during the year.

<table>
<thead>
<tr>
<th>Adults</th>
<th>Individuals</th>
<th>Information and Referral</th>
<th>Discharge Planning</th>
<th>Diagnostic Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Families</td>
<td>Advocacy</td>
<td>Treatment Planning</td>
<td>Older Adults</td>
<td>Crisis Intervention</td>
</tr>
<tr>
<td>Children</td>
<td>Groups</td>
<td>Community Networking Linkages</td>
<td>Inter/Multidisciplinary Team Meetings</td>
<td>Short Term Intervention</td>
</tr>
<tr>
<td>Adolescents</td>
<td>Couples</td>
<td>Case Management</td>
<td>Psychosocial Assessment</td>
<td>Long Term Intervention</td>
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<td>Other (specify)</td>
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</tbody>
</table>

#### B. Check all direct practice mezzo or macro level field education assignments student will be exposed to during the year.

| Task Forces | Quality Assurance | Inter/Multidisciplinary Team Meetings | Fiscal Budgetary Issues |
| Committee Assignments | Grant Writing | Agency Staff and/or Board Meetings | Community Networking Linkages |
| Program Development | Consultation | Outreach/recruitment Efforts | |
| Program Evaluation | Case Conferences | Macro Project (specify) | |
| | | Other (specify) | |

#### C. Check other learning experiences

| Seminars, In-Service Training/Conferences | Other (specify) |
### V. SELF-AWARENESS ASSESSMENT – To be completed by student.

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?

### VI. STUDENT’S EXPECTATIONS FOR SUPERVISION IN FIELD/INSTRUCTION

A. 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):
### VII. FIELD INSTRUCTOR TEACHING PLAN - To be completed by field instructor

1. Detail your expectations of your student in supervision.

2. 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.

3. 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
SW 596 A/B
LEARNING AGREEMENT
AND
FOUNDATION (1st) YEAR
COMPREHENSIVE SKILLS EVALUATION

FALL AND SPRING

INSTRUCTIONS FOR RATING INTERNS:

Level 0 = Inadequate performance. Student demonstrates an inadequate understanding of the concept and has little to no ability to recognize the knowledge, values, skills, and cognitive and affective processes related to the practice behavior.

Level 1 = Developing performance. Student understands the concept and applies the knowledge, values, skills, and cognitive and affective processes related to the practice behavior but performance is uneven. Needs time and practice.

Level 2 = Competent performance. Student demonstrates competent application of the knowledge, values, skills, and cognitive and affective processes related to the practice behavior, and performance is consistent.

Level 3 = Highly competent performance. Student is skilled and demonstrates full application of the knowledge, values, skills, and cognitive and affective processes related to the practice behavior.

Level 4 = Superior performance. Student is highly skilled and demonstrates superior application of the knowledge, values, skills, and cognitive and affective processes related to the practice behavior.

N/O = Not observed. Student has not had the opportunity to demonstrate the knowledge, values, skills, and cognitive and affective processes related to the practice behavior.

FOR FOUNDATION YEAR MSW STUDENTS

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

- End of Spring Semester
  Students should demonstrate skills at Level 2 or 3.
  Please contact Field Liaison if student is below Level 2 in any objective.

- Narrative Sections
  Please comment on areas that need work, as well as on strengths. It is essential for both the Student and the School to have this section completed.
  Comments are required when student receives a Level 0 or a Level 4 evaluation in an objective.
LEARNING AGREEMENT INSTRUCTIONS: The shaded area under each competency is the Learning Agreement Plan. The Student and Field Instructor will identify learning activities specific to the agency and the student’s learning goals. The activities listed will provide opportunities for the student to demonstrate each competency. A minimum of two activities must be listed for each competency. You may add more rows if needed.

COMPETENCY #1 – ETHICAL AND PROFESSIONAL BEHAVIOR
INTERN DEMONSTRATES ETHICAL AND PROFESSIONAL BEHAVIOR

LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE
COMPETENCY #1 (list at least 2 activities; may add more)

1. 

2. 

3. 

EVALUATION

<table>
<thead>
<tr>
<th>COMPETENCY #1 ETHICAL AND PROFESSIONAL BEHAVIOR</th>
<th>FALL</th>
<th>SPRING</th>
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<tbody>
<tr>
<td>1. Demonstrates professional social work roles and boundaries</td>
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<td>2. Demonstrates professional demeanor in behavior, appearance and communication</td>
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<td>3. Demonstrates professional time management skills and accountability: punctuality, attendance, paperwork and assignments</td>
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<tr>
<td>4. 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.</td>
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<tr>
<td>5. 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.</td>
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<tr>
<td>6. 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.</td>
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<tr>
<td>7. Uses technology ethically and appropriately to facilitate practice outcomes.</td>
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</table>
Comments required for all ratings at the end of each semester. Please contact the Liaison about any 0 ratings.

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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**
(list at least 2 activities; may add more)

1. 
2. 
3. 

**EVALUATION**

<table>
<thead>
<tr>
<th>COMPETENCY #2 – DIVERSITY AND DIFFERENCE</th>
<th>FALL</th>
<th>SPRING</th>
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<tbody>
<tr>
<td>1. Applies self-awareness and self–regulation to eliminate the influence of personal biases and values in working with diverse client systems.</td>
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<tr>
<td>2. Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in their practice with diverse client systems.</td>
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<tr>
<td>3. 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.</td>
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<tr>
<td>4. Demonstrates effective oral communication in working with individuals, families, groups, organizations, communities and colleagues.</td>
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Comments required for all ratings at the end of each semester. Please contact the Liaison about any 0 ratings.
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(list at least 2 activities; may add more)

1. 
2. 
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EVALUATION

<table>
<thead>
<tr>
<th>COMPETENCY #3 SOCIAL JUSTICE AND HUMAN RIGHTS</th>
<th>FALL</th>
<th>SPRING</th>
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<tbody>
<tr>
<td>1. Applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system level.</td>
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<tr>
<td>2. Engages in practices that advance social, economic, and environmental justice.</td>
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<tr>
<td>3. Develops case planning strategies to address discrimination, barriers, gaps and fragmentation that impede client access, functioning, and optimum use of resources and opportunities.</td>
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Comments required for all ratings at the end of each semester. Please contact the Liaison about any 0 ratings.

COMPETENCY #4 - RESEARCH AND PRACTICE
INTERN ENGAGES IN PRACTICE-INFORMED RESEARCH AND RESEARCH–INFORMED PRACTICE

LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE
COMPETENCY #4 (list at least 2 activities; may add more)

1. 
2. 
### COMPETENCY #4 RESEARCH AND PRACTICE

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<th>FALL</th>
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<tbody>
<tr>
<td>1.</td>
<td>Uses practice experience and theory to inform scientific inquiry and research.</td>
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<tr>
<td>2.</td>
<td>Apply critical thinking to engage in analysis of quantitative and Qualitative research methods and research findings.</td>
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<tr>
<td>3.</td>
<td>Demonstrates knowledge of how to consult and utilize research evidence to inform and improve practice, policy, and service delivery.</td>
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Comments required for all ratings at the end of each semester. Please contact the Liaison about any 0 ratings.

### COMPETENCY #5 – POLICY PRACTICE

**INTERN ENGAGES IN POLICY INFORMED PRACTICE**

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<tr>
<th></th>
<th>FALL</th>
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<tbody>
<tr>
<td>1.</td>
<td>Identify policies at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</td>
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<tr>
<td>2.</td>
<td>Assess how social welfare and economic policies impact the delivery and access to social services.</td>
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<tr>
<td>3.</td>
<td>Critically analyzes and promotes policies that advance human rights and social and economic justice.</td>
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</table>

Comments required for all ratings at the end of each semester. Please contact the Liaison about any 0 ratings.
COMPETENCY #6 – ENGAGEMENT
INTERN ENGAGES WITH INDIVIDUALS, GROUPS, ORGANIZATIONS AND COMMUNITIES

LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE
COMPETENCY #6 (list at least 2 activities; may add more)

1. 
2. 
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EVALUATION

<table>
<thead>
<tr>
<th>COMPETENCY #6 – ENGAGEMENT</th>
<th>FALL</th>
<th>SPRING</th>
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</thead>
<tbody>
<tr>
<td>1. Applies knowledge of human behavior and the social environment to engage with individuals, families, groups, organizations and communities.</td>
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<tr>
<td>2. Uses knowledge of practice context to shape engagement with client systems.</td>
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<tr>
<td>3. Uses empathy, reflection, and interpersonal skills to engage diverse client systems.</td>
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<tr>
<td>4. Demonstrates the ability to work with individuals, families and groups to identify and work towards accomplishment of shared goals.</td>
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Comments required for all ratings at the end of each semester. Please contact the Liaison about any 0 ratings.
COMPETENCY #7 – ASSESSMENT
INTERN ASSESSES INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES

LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #7
(list at least 2 activities; may add more)

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EVALUATION

<table>
<thead>
<tr>
<th>COMPETENCY #7 – ASSESSMENT</th>
<th>FALL</th>
<th>SPRING</th>
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</thead>
<tbody>
<tr>
<td>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.</td>
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<tr>
<td>2. Collects, organizes, and critically analyzes and interprets information from individuals, families, groups, organizations, and communities;</td>
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<tr>
<td>3. Develops mutually agreed-on intervention goals and objectives.</td>
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<tr>
<td>4. Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preference of the individual, family, group, community or organization.</td>
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<tr>
<td>5. Demonstrates capacity to conduct a comprehensive, collaborative, unbiased assessment that follows legal and ethical guidelines and identifies strengths and needs.</td>
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Comments required for all ratings at the end of each semester. Please contact the Liaison about any 0 ratings.
### COMPETENCY #8 – INTERVENTION
INTERN INTERVENES WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES

**LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #8 (list at least 2 activities; may add more)**

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### EVALUATION

<table>
<thead>
<tr>
<th>COMPETENCY #8 – INTERVENTION</th>
<th>FALL</th>
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<tbody>
<tr>
<td>1. Implements interventions to achieve practice goals and enhance capacities of client systems, organizations, and communities.</td>
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<tr>
<td>2. Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</td>
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<tr>
<td>3. Negotiates, mediates, and advocates with and on behalf of diverse client systems, organizations, and communities.</td>
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<tr>
<td>4. Facilitates effective transitions and endings that advance mutually agreed-on goals. Demonstrates capacity to sensitively terminate work.</td>
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</table>

Comments required for all ratings at the end of each semester. Please contact the Liaison about any 0 ratings.
COMPETENCY # 9 – EVALUATION
INTERN EVALUATES PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES

LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #9 (list at least 2 activities; may add more)

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EVALUATION

<table>
<thead>
<tr>
<th>COMPETENCY # 9 – EVALUATION</th>
<th>FALL</th>
<th>SPRING</th>
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<tbody>
<tr>
<td>1. Selects and uses appropriate methods for evaluation of outcomes.</td>
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<tr>
<td>2. Critically analyzes, monitors, and evaluates intervention and program processes and outcomes.</td>
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<tr>
<td>3. Applies evaluation findings to improve practice effectiveness.</td>
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<tr>
<td>4. Demonstrates beginning ability to systematically monitor, analyze and evaluate interventions, applying a knowledge-for-action approach to determine future action.</td>
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Comments required for all ratings at the end of each semester. Please contact the Liaison about any 0 ratings.
COMPREHENSIVE SKILLS EVALUATION: FALL SEMESTER

Summary assessment: student’s strengths and areas needing further development

Thank you for your commitment to social work education and to the profession!
COMPREHENSIVE SKILLS EVALUATION

FALL SEMESTER

Number of hours completed__________ A minimum of 216 hours required

_________________________________________  __________________________
Field Instructor Signature                  Date

_________________________________________  __________________________
Preceptor Signature (if applicable)         Date

_________________________________________  __________________________
Student Signature                           Date

_________________________________________  __________________________
Field Liaison 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

Summary assessment: student’s strengths and areas needing further development

Thank you for your commitment to social work education and to the profession!
COMPREHENSIVE SKILLS EVALUATION

SPRING SEMESTER

Number of hours completed________ A minimum of 284 hours required

_________________________________________  __________________________
Field Instructor Signature  Date

_________________________________________  __________________________
Preceptor Signature  Date

_________________________________________  __________________________
Student Signature  Date

_________________________________________  __________________________
Field Liaison Signature  Date

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