This learning agreement serves to articulate activities that support CSWE’s competencies, school and student’s learning objectives and to be a reflection of the student’s year in the field. These activities are site-specific, measurable, and individualized with the goal of promoting the student’s successful development of professional competencies.

This plan is negotiated between the student, Agency Field Instructor, and Agency Task Supervisor (if applicable), and provides the basis for evaluating the student’s professional development. The student’s plan should be comprehensive, with activities added as the year progresses, such that by the end of the year it reflects all the student’s activities. Faculty Field Liaison consultation is available as needed to support the development of this plan.

This plan should be completed no later than the 3rd week after the student internship begins. At the beginning of the second semester, the plan is updated to reflect changes and/or new opportunities.
1. Demonstrate Ethical and Professional Behavior
   b) Adhere to and model professional roles and boundaries.
   c) Demonstrate the ability to know when to seek out supervision.
   d) Demonstrate leadership in applying ethical reasoning in social work practice.
   e) Understand one’s role as a life-long learner in the area of diversity and culture.
   f) Utilize ethical decision-making models to resolve ethical dilemmas.
   g) Understand the ethical implications of emerging technologies and their use in professional practice.
   h) Maintain accurate and timely professional documentation.
   i) Demonstrate effective oral and written communication.

Learning Activities (include at least 2)
1) Keep notes on own behavior and thoughts during (or after) client meeting. Reflect on how personal assumptions impact professional conduct and interactions with clients.
2) Keep reflective journal/log of professional development and challenges; discuss in supervision. Discuss needed areas of growth in supervision and work on strategies toward growth.
3) Review the job description and/or performance standards for social workers at your agency. Discuss these standards/expectations with your Field Instructor and strive to fulfill them.
4) Follow agency dress-code, e-mail and social networking site rules, and professional expectations.
5) Attend and contribute to interdisciplinary team meetings / conferences.
6) Join a professional social work organization (NASW, ISCSW or OSSW, for example) to gain familiarity with various social workers and social work roles in the community.
7) Utilize journal of self-reflection to develop possible alternatives to current practices within the agency, potential outcome expectations, and discuss the same with Agency Field Instructor, Faculty Field Liaison, or with peers in seminar courses.
8) Discuss and integrate ideas surrounding cultural diversity, and manage client access of resources in a manner that is thoughtful to their individual strengths, values and beliefs.
9) Observe, participate in, and perform assessments in the role of social worker. Request assistance and feedback from supervisor on a consistent basis.
10) Present to weekly supervision meetings prepared (Bring a list of topics/cases to discuss, report back on learning activities, share reflections from week, etc.).
11) Document client strengths in case-notes and discuss strengths with both client(s) and supervisor.
12) Illustrate effective communication, either in chart notes, email professional memorandum, letters, and other written correspondence, as well as verbally and non-verbally.
13) Discuss NASW Code of Ethics with supervisor and discuss the role of ethics in the clinic’s model of service.
14) Read agency policy on client confidentiality, discuss with supervisor, and maintain client confidentiality throughout field experience.
15) Discuss ethical behaviors and application of NASW Code of Ethics within the agency with Agency Field Instructor, Faculty Field Instructor, and/or peers during practicum seminar.

16) Review and discuss additional ethical or governing policies which may impact the way in which the agency is able to provide services to its clientele (i.e. agency rules, Idaho Code, IDAPA Rules, HIPPA, FERPA, FMLA, SSI, AHCA, etc.).

17) Compare the NASW Code of Ethics with your agency’s employee code of conduct and/or other policies. Discuss differences with Agency Field Instructor.

18) Discuss ethical concerns using an ethical decision-making model as part of supervisory meetings.

2. Engage Diversity and Difference in Practice

   a) Transform one’s behavior in response to a recognition of one’s biases based in difference and culture.
   b) Apply knowledge and interventions in ways that meet the needs of oppressed and marginalized client groups.
   c) Consider, explore, and evaluate diverse life experiences of client groups and apply to micro, mezzo, macro practice.
   d) Establish a relationally based process that encourages clients to be equal partners in the treatment planning process while setting aside personal bias.
   e) Recognize how social context and structural barriers impact social work practice with diverse and vulnerable populations.

Learning Activities (include at least 2)

1) Utilize journaling, or some other method of reflection, to record personal beliefs, or values, regarding clients/staff who may be different than me (age, gender, race, religious affiliation, orientation, color, cultural background, marital status, family structure, class, physical ability, etc.), and how my beliefs/values impact my interaction with various clients. Discuss the same with Agency Field Instructor, Faculty Field Liaison, and/or during practicum seminar class, giving special attention to issues that may seem particularly difficult or confusing.

2) During supervision, identify and reflect on personal values and perceptions about culture and class that influence social work practice.

3) Treat all clients with respect and courtesy regardless of personal bias, and establish initial goals with the client/patient to ensure self-determination, as well as equal and just treatment to all clients/patients of the agency.

4) Review and discuss NASW’s Cultural competency standards with your Field Instructor.
Work to incorporate these expectations/practice behaviors into your social work practice.

5) Become aware of and make referrals to community agencies that reflect the values and cultural beliefs of client / family.
6) Use interpreters when interviewing and working with people from diverse cultures when English is not their primary language.
7) Use assessments that include sections of diversity/culture/spirituality as identified by client.
8) Identify client differences using a strengths perspective.
9) Discuss cultural structure and values and their effect(s) on different clients with supervisor.
10) Complete readings on cultural competence in clinical communication. Discuss with Field Instructor strategies for implementing these strategies into practice with clients.

3. Advance Human Rights and Social, Economic, and Environmental Justice
   a) Advocate for client systems in a way that addresses barriers and works for equitable distribution of resources and services.
   b) Demonstrate necessary knowledge and skills to change social institutions to be more humane and responsive.
   c) Work collaboratively with others to affect systemic change.
   d) Demonstrate understanding of global context of human rights violations and the social, economic, environmental injustice and its impact on client groups.

Learning Activities (include at least 2)
1) Identify and review key concepts of social empowerment strategies. Discuss these strategies with field instructor and practice with clients.
2) Develop professional contacts with members of advocacy organizations that serve my client population.
3) Identify and discuss with Agency Field Instructor, Faculty Field Liaison, or peers in practicum seminar, various theories about human behaviors as may be observed when working with clients (biological, social, cultural, psychological, and/or spiritual).
4) Identify agency population being served and social policies that have created, and/or continue to create, oppressive circumstances for the life course of the individuals/group being served and consider possible solutions or suggestions that may be implemented either at client or agency level.
5) Demonstrate critical thinking and problem solving skills by finding potential solutions and discussing the same with Agency Field Instructor, Faculty Field Liaison, and/or peers in practicum seminar.
6) Attend a community event that focuses on the needs of an underserved population.
7) Identify common economic barriers to care. Discuss with your Agency Field Instructor.
8) Identify the institutionally embedded barriers to an individual client’s progress. Discuss them with your Field Instructor.

4. Engage in Practice-Informed Research and Research-Informed Practice
   a) Demonstrate an understanding on how to evaluate social work practice and services using scientific methods.
   b) Apply evidence based research to inform use of social work interventions.
   c) Critically analyze and evaluate current research studies and trends to inform clinical practice.

Learning Activities (include at least 2)
1) Complete research class assignment (single-subject design; research study, etc.) and discuss findings with Field Instructor.
2) Analyze and/or acquire evidence-based methods being utilized within the agency.
3) Attend trainings and/or in-services that focus on research and best practice interventions.
4) Conduct a literature review to identify evidence-based practice models relevant to your field agency. Review your findings with your Field Instructor.
5) Compare evidence-based methods employed by the agency with methods being discussed in various classes. Discuss questions with Agency Field Instructor, Faculty Field Liaison, and/or peers in practicum seminar.

5. Engage in Policy Practice
   a) Analyze, evaluate, and formulate policy practice; e.g. organizational, community, local, state, and federal, that responds to emerging local, regional, and societal trends to advance service delivery and well-being.
   b) Analyze specific policies and policy practice; e.g. organizational, community, local, state, and federal, and their impact on diverse and oppressed populations.
   c) Advocate for social welfare policy practice; e.g. organizational, community, local, state, and federal, that is congruent with the mission and values of the social work profession.
Learning Activities (include at least 2)
1) Attend a hearing at the Legislature that focuses on a policy issue affecting my client population.
2) Research a minimum of one policy that directly affects the well-being of client population. Discuss impact of this policy on your clients and policy change ideas with Field Instructor.
3) Identify relevant organizational and informational websites that provide social policy information relevant to your agency’s service population, or serve as clearinghouses for legislative issues. Review them with your Field Instructor. Consider creating a web directory for your agency.
4) Research and/or otherwise observe client advocacy activities supported by the agency which promote benefits for at risk populations.
5) Track and analyze local news stories relevant to policy issues that affect your clients. Present your findings at a staff meeting.
6) Identify policy that impacts client population at regional, state, and/or federal level and advocate for change.
7) Participate in social work day at the Idaho Legislature.
8) Write a letter to your state or federal representative about a social policy that negatively or positively affects your client population.
9) Track legislative initiatives relevant to your agency’s client population. Create a fact sheet to educate the public about the importance of the initiative and/or issue.

6. Engage with Individuals, Families, Groups, Organizations, and Communities
   a) Develop and maintain therapeutic relationships with clients utilizing a strengths-based perspective.
   b) Demonstrate use of effective engagement techniques to engage with diverse clients and client systems.

Learning Activities (include at least 2)
1) Employ empathy and other interpersonal skills with diverse clientele. Journal and analyze personal bias when not in session with a client and discuss cognitive dissonance with AFI, FFL or peers during seminar sessions.
2) Utilize tools during assessment and treatment such as genograms, ecomaps, etc. that allow the client to fully participate in explaining the problem and identifying a solution that helps him/her be successful in managing daily challenges.
3) Complete a policy or organizational analysis.
4) Engage with and interview clients/families to determine strengths and challenges. Develop interviewing and rapport-building skills.
5) Review literature on relationship-building and apply concepts to my own interviewing technique.

7. Assess Individuals, Families, Groups, Organizations, and Communities
   a) Independently conduct assessments as a continuing and dynamic process that guides goal and objective setting with clients and client systems at multiple levels.
   b) Apply bio-psycho-social theories and diagnostic criteria in formulation of comprehensive assessments.
   c) Differentially select and implement strategies for assessment utilizing evidence based practice and best practice methods.
   d) Assess client readiness and capacity for change.
   e) Assess the multi-system dimension of client problems and challenges.
   f) Apply leadership and management theories and frameworks in organizational and community practice.

Learning Activities (include at least 2)
1) Begin working with client assessment responsibilities and graduate to participation in the intervention phase with direct/indirect agency supervision as may be necessary.
2) Observe Field Instructor or other staff member conduct 2 client intake sessions. Debrief the session with your Field Instructor discussing what assessment techniques were used during interview.
3) While working independently in the assessment phase with clients, discuss proposed intervention options with AFI or task supervisor to illustrate ability to move to intervention phase independently and knowledge of applicable interventions as may be appropriate for the client.
4) Identify the strengths and deficits of 2 screening instruments.
5) Perform bio/psycho/social/spiritual assessments for clients and include information in client notes about client capacity for change.
6) Identify and discuss with Agency Field Instructor, Faculty Field Liaison, or peers in practicum seminar, various theories about human behaviors as may be observed when working with clients (biological, social, cultural, psychological, and/or spiritual).
7) Review your agency’s assessment tools or forms. Compare with an assessment form from at least one other agency. Discuss what theoretical models influence the structure and format of the different assessments (e.g. assessment from a substance abuse agency v. elder
services).
8) Identify and apply social work theories as they may apply to the process of assessment, intervention or evaluation of clients/patients within the agency.

8. Intervene with Individuals, Families, Groups, Organizations, and Communities
   a) Synthesize and differentially apply theories and frameworks of human behavior and the social environment to guide clinical practice with individuals, families, and groups.
   b) Select intervention techniques utilizing evidence based practice and best practice methods.
   c) Demonstrate the use of evidence based clinical interventions for a range of presenting concerns identified throughout the assessment and treatment process.
   d) Advocate and assist client groups to identify and access resources.
   e) Collaborate with other professionals to coordinate treatment planning.

Learning Activities (include at least 2)
   1) Observe, reflect, and apply practice skills that assist individuals and/or groups to enhance their well-being from a strengths-based perspective.
   2) Identify appropriate community resources to serve clients and collaborate in community response to service provision.
   3) Create a list or guide (or utilize/update existing) of resources relevant to your client population. Share this resource with clients as needed.
   4) Participate in multidisciplinary team conferences to discuss treatment plans for client.

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
   a) Evaluate practice interventions across multiple systems levels.
   b) Evaluate clinical practice effectiveness and outcomes.
   c) Demonstrate the ability to elicit feedback from diverse clients and apply to practice.
   d) Produce professional presentations and documents that could include case presentations, journal articles, grant applications, CEU trainings, or legislative brief/summary.
Learning Activities (include at least 2)

1) Develop a single system design to determine a client’s progress.
2) Observe effective facilitation of groups at micro, mezzo, and/or macro levels, and facilitate, or co-facilitate groups when appropriate.
3) Conduct “shadow” charting on client/Field Instructor interventions and interactions. Discuss essential elements of charting / record-keeping with Field Instructor.
4) Identify common measures used by agency staff in evaluating a client’s progress. Discuss how information is shared with clients with staff members. Discuss findings with Field Instructor.
5) Identify and attend current community training sessions such as Continuing Education courses offered by local colleges or through NASW or other organizations offering training.
6) Identify needs within scope of agency (not needs of clients) and analyze how to satisfy such needs through community, local or national programs that may be available (i.e. grants, fund raising, community partners, etc.).

Signatures

Student: __________________________
Agency Field Instructor: __________________________
Agency Task Supervisor: __________________________
Faculty Field Liaison: __________________________