Boise State School of Social Work
Advanced MSW Learning Agreement

Student

Semester   Year

Faculty Field Liaison

Agency

Agency Field Instructor

Agency Task Supervisor
(if applicable)

This learning agreement serves to articulate activities and behavioral achievements that support CSWE’s competencies as outlined in the 2015 Educational Policy and Accreditation Standards, as well as the learning objectives of the student and school. It is a reflection of the student’s year in the field. The 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) Utilize ethical decision-making models to resolve ethical dilemmas.
   f) Understand the ethical implications of emerging technologies and their use in professional practice.
   g) Maintain accurate and timely professional documentation.
   h) Demonstrate effective oral and written communication.

Learning Activities (include at a minimum 2)

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, and macro practice.
   d) Establish a relationally based process that encourages clients to be equal partners in the treatment process while setting aside personal bias.
   e) Recognize how social context and structural barriers impact social work practice with diverse and vulnerable populations.
   f) Understand one’s role as a life-long learner in the area of diversity and culture.

Learning Activities (include at a minimum 2)
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 the global context of human rights violations and how
   social, economic, and environmental injustice impacts client groups.

Learning Activities (include at a minimum 2)

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) Demonstrate the use of evidence based research to inform treatment planning for social
   work interventions.
c) Critically analyze and evaluate current research studies that inform clinical practice.

Learning Activities (include at a minimum 2)
5. Engage in Policy Practice
   a) Analyze, evaluate, and formulate policy practice (e.g. organizational, community, local, state, and federal policy) 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 policy) and their impact on diverse and oppressed populations.
   c) Advocate for social welfare policy practice (e.g. organizational, community, local, state, and federal policy) that is congruent with the mission and values of the social work profession.

Learning Activities (include at a minimum 2)

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.
   c) Continually employ and model conscious use of self.

Learning Activities (include at a minimum 2)
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 biopsychosocial 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) Utilize leadership and management theories and frameworks in organizational and community practice.

Learning Activities (include at a minimum 2)

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/advanced direct practice 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 a minimum 2)
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 a legislative brief/summary.

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**Signatures**

Student: ____________________________________________

Agency Field Instructor: ______________________________

Agency Task Supervisor: ______________________________

Faculty Field Liaison: ________________________________