Boise State University  
Social Work Program  

MSW Foundation (1st Year) Learning Agreement

Student:  
Semester:  
Year:  
Faculty Field Liaison:  
Agency:  
Agency Field Instructor:  
Agency Task Supervisor: (if applicable)  

This Learning Agreement serves to articulate activities that support the CSWE’s competencies as outlined in the 2015 Educational Policy and Accreditation Standards. The Agreement represents the learning objectives of both the school and the student, and it is 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 (where 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 all of the student’s activities are represented. 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’s internship begins. At the beginning of the second semester, the plan is updated to reflect changes and/or new opportunities.

Competencies, Practice Indicators and Student Learning Activities:

1. Demonstrate Ethical and Professional Behavior:
   - Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
   - Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
   - Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
   - Use technology ethically and appropriately to facilitate practice outcomes;
   - Use supervision and consultation to guide professional judgment and behavior.
2. Engage Diversity and Difference in Practice:

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Present oneself as a learner and engage clients and constituencies as experts of their own experiences;
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

3. Advance Human Rights and Social, Economic, and Environmental Justice:

- Apply one’s understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;
- Engage in practices that advance social, economic, and environmental justice.

4. Engage in Practice-Informed Research and Research-Informed Practice:

- Use practice experience and theory to inform scientific inquiry and research;
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;
- Use and translate research evidence to inform and improve practice, policy, and service delivery.
5. Engage in Policy Practice:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services;
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

6. Engage with Individuals, Families, Groups, Organizations, and Communities:

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
7. Assess Individuals, Families, Groups, Organizations, and Communities:

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of the clients and constituencies.

**Learning Activities** (include at a minimum 2)

8. Intervene with Individuals, Families, Groups, Organizations, and Communities:

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

**Learning Activities** (include at a minimum 2)
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities:

- Select and use appropriate methods for evaluation of outcomes;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes;
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

**Learning Activities (include at a minimum 2)**

**Signatures:**

Student: ____________________________

Agency Field Instructor: ____________________________

Agency Task Supervisor: ____________________________

Faculty Field Liaison: ____________________________