

**Boise State University  
Social Work Program**

***Sample MSW Foundation (1<sup>st</sup> Year) Learning Agreement***

**Student:** [Redacted]  
**Semester:** [Redacted] **Year:** [Redacted]  
**Faculty Field Liaison:** [Redacted]  
**Agency:** [Redacted]  
**Agency Field Instructor:** [Redacted]  
**Agency Task Supervisor: (if applicable)** [Redacted]

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 3<sup>rd</sup> 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.

## **Learning Activities: (include at least two).**

- 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.*
- 3) *Discuss needed areas of growth in supervision and work on strategies toward growth.*
- 4) *Discuss appropriate roles and boundaries of a student intern with Field Instructor and other agency staff; practice behaviors that demonstrate commitment to appropriate roles and boundaries (e.g. not exchanging personal contact information with clients; being mindful of use of social media, etc.).*
- 5) *Illustrate effective communication, either in chart notes, email professional memorandum, letters, and other written correspondence, as well as verbally and non-verbally.*
- 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) *Exhibit a professional attitude by arriving to the Field Practicum Site dressed appropriately, clean, smiling with a positive outlook, prepared mentally and emotionally to solve problems with staff and clients, and prepare to learn.*
- 8) *Dress according to agency policy.*
- 9) *Present to weekly supervision meetings prepared (Bring a list of topics/cases to discuss, report back on learning activities, share reflections from week, etc.)*
- 10) *Consult with agency staff when appropriate to discuss social work related issues.*
- 11) *Discuss personal/ethical/value dilemmas with supervisor / Field Instructor and reflect on how they influence work with clients.*
- 12) *Journal personal biases or judgments that may hinder appropriate behaviors and discuss managing the same with Agency Field Instructor, Faculty Field Liaison, and/or peer in practicum seminar.*
- 13) *Identify agency and client ethical dilemmas caused by external factors (funding cuts, etc.)*
- 14) *Discuss ethical behaviors and application of NASW Code of Ethics within the agency with Agency Field Instructor, Faculty Field Liaison, and/or peers during practicum seminar.*
- 15) *Openly discuss ethical conflicts / situations with Field Instructor.*
- 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) *Use an ethical-decision making model to work through a situation that presents an ethical dilemma; discuss in supervision.*
- 18) *Staff cases at multidisciplinary meetings or with colleagues.*
- 19) *Maintain accurate, respectful and professional written client records (as appropriate). Be open to feedback from Field Instructor or other staff with regards to documentation.*
- 20) *Identify and attend current community training sessions such as Continuing Education courses offered by local colleges or through NASW or other organizations offering training.*
- 21) *Assist with or participate in local trainings or workshops relevant to agency issues.*

## **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.

**Learning Activities: (include at least two)**

- 1) *Strive to be assigned a diverse caseload of clients.*
- 2) *Discuss cultural structure and values and their effect(s) on different clients with supervisor.*
- 3) *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.*
- 4) *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.*
- 5) *Review and discuss NASW's Cultural competency standards with your Field Instructor. Work to incorporate these expectations/practice behaviors into your social work practice.*
- 6) *Research and apply knowledge related to diversity to enhance client well-being.*
- 7) *Use assessments that include sections of diversity/culture/spirituality as identified by client.*
- 8) *Identify client differences using a strengths perspective.*

**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.

**Learning Activities: (include at least two)**

- 1) *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.*
- 2) *Familiarize self with current political events and their impact on clients.*
- 3) *Identify forms of oppression / discrimination of a particular client group; discuss with supervisor.*
- 4) *Identify common economic barriers to care. Discuss with your Agency Field Instructor.*
- 5) *Identify the institutionally embedded barriers to an individual client's progress. Discuss them with your Field Instructor.*
- 6) *Follow a bill promoting civil rights for a marginalized group. Educate others and encourage advocacy related to this bill.*
- 7) *Contact legislator about a current client population need.*
- 8) *Attend a public hearing or organizational meeting focused on increasing social and economic justice.*
- 9) *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.*

- 10) *Identify and review key concepts of social empowerment strategies. Discuss these strategies with field instructor and practice with clients.*
- 11) *Develop professional contacts with members of advocacy organizations that serve my client population.*

#### **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.

#### **Learning Activities: (include at least two)**

- 1) *Discuss specific cases with Agency Field Instructor, including problem, proposed solution(s), proposed plan of action, and/or proposed measurable outcomes.*
- 2) *Read professional journal articles that relate to practice and discuss with supervisor.*
- 3) *Interview members of a treatment team for varying perspectives on practice and various models/approaches used. Discuss findings with Field Instructor and strengths / appropriateness of each approach.*
- 4) *Be open to feedback on practice from clients and supervisor to improve social work skills*
- 5) *Solicit feedback from agency staff to learn about effective forms of intervention use with client population.*
- 6) *Read professional journal articles relevant to agency population.*
- 7) *Analyze and/or acquire evidence-based methods being utilized within the agency.*
- 8) *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:**

- 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.

#### **Learning Activities: (include at least two)**

- 1) *Participate in a community advocacy event.*
- 2) *Attend NASW/Advocacy Days and meet with legislators regarding policy issues.*
- 3) *Discuss laws that affect agency with supervisor.*
- 4) *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.*

- 5) *Identify relevant organizational and informational web sites 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.*
- 6) *Research and/or otherwise observe client advocacy activities supported by the agency which promote benefits for at risk populations.*
- 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:**

- 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.

#### **Learning Activities: (include at least two)**

- 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) *Discuss personal/ethical/value dilemmas with supervisor / Field Instructor and reflect on how they influence work with clients.*
- 3) *Journal personal biases or judgments that may hinder appropriate behaviors and discuss managing the same with Agency Field Instructor, Faculty Field Liaison, and/or peer in practicum seminar.*
- 4) *Discuss cultural structure and values and their effect(s) on different clients with supervisor.*
- 5) *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*
- 6) *Research and apply knowledge related to diversity to enhance client well-being.*
- 7) *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).*
- 8) *Seek feedback from supervisor about ways to build rapport and trust with clients*
- 9) *Identify areas of comfort and discomfort in client engagement and discuss in supervision.*
- 10) *Demonstrate ability to empathize and use appropriate interpersonal skills with clients.*
- 11) *Engage with and interview clients/families to determine strengths and challenges. Develop interviewing and rapport-building skills.*
- 12) *Review literature on relationship-building and apply concepts to my own interviewing technique.*

## **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 least two)**

- 1) *Maintain accurate, respectful and professional written client records (as appropriate). Be open to feedback from Field Instructor or other staff with regards to documentation.*
- 2) *Use assessments that include sections of diversity/culture/spirituality as identified by client.*
- 3) *Identify client differences using a strengths perspective.*
- 4) *Identify and apply social work theories as they may apply to the process of assessment of clients/patients within the agency.*
- 5) *Become familiar with different assessment tools and the strengths/limitations of each tool.*
- 6) *Understand developmental stages of client population and integrate this understanding into assessment process.*
- 7) *Observe client assessment and write/organize/interpret client data (could be shadow process).*
- 8) *Do a family genogram and/or eco-map as part of an assessment.*
- 9) *Develop a written assessment of client that includes client's strengths and weaknesses.*
- 10) *Work with a client or client system to develop an intervention plan.*
- 11) *Develop or revise a community resource guide.*
- 12) *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).*
- 13) *Research and illustrate knowledge of planned change processes, including assessment and planning, as may be appropriate at either the micro, mezzo, or macro level.*

## **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 least two)**

- 1) *Determine commonly used resources for clients and most effective referral process.*
- 2) *Staff cases at multidisciplinary meetings or with colleagues.*
- 3) *Contact legislator about a current client population need*
- 4) *Attend a public hearing or organizational meeting focused on increasing social and economic justice.*
- 5) *Solicit feedback from agency staff to learn about effective forms of intervention use with client population.*
- 6) *Analyze and/or acquire evidence-based methods being utilized within the agency.*
- 7) *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*
- 8) *Identify and apply social work theories as they apply to the process of intervention with clients/patients within the agency.*
- 9) *Understand developmental stages of client population and integrate this understanding into intervention process.*
- 10) *Utilize specific interventions to increase understanding of client in environment.*
- 11) *Participate in a community advocacy event.*
- 12) *Attend Advocacy Days and meet with legislators regarding policy issues.*
- 13) *Plan, develop and carry out a support group.*
- 14) *Observe effective facilitation of groups at micro, mezzo, and/or macro levels, and facilitate, or co-facilitate groups when appropriate.*
- 15) *Facilitate referral process of client to another agency, when appropriate.*
- 16) *Review client progress throughout termination phase; prepare client for final sessions/meetings*
- 17) *Observe, reflect, and apply practice skills that assist individuals and/or groups to enhance their well-being from a strengths-based perspective.*
- 18) *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).*
- 19) *Research and illustrate knowledge of planned change processes, including intervention and termination, as may be appropriate at either the micro, mezzo, or macro level.*

### **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 least two)**

- 1) *Be open to feedback on practice from clients and supervisor to improve social work skills*

- 2) *Identify and apply social work theories as they apply to the process of evaluating outcomes of clients/patients within the agency.*
- 3) *Continually review goals and objectives with client to monitor progress.*
- 4) *Review client file(s) to determine progress toward agreed upon goals*
- 5) *Evaluate assessments/data collection and intervention practices during supervision.*
- 6) *Maintain communication and follow-up with client to determine client outcomes and potential success.*
- 7) *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).*
- 8) *Research and illustrate knowledge of planned change processes, including evaluation and follow-up, as may be appropriate at either the micro, mezzo, or macro level.*

### **Signatures:**

Student: (*[Student Name]*): [Click to sign Completed Document](#)

Field Instructor: (*[Agency Field Instructor Name]*): [Click to sign Completed Document](#)

Task Supervisor (if applicable): (*[Task Supervisor Name]*): [Click to sign Completed Document](#)

Faculty Field Liaison: (*[Faculty Field Liaison Name]*): [Click to sign Completed Document](#)

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