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**Welcome Statement**

The Learning Agreement is a tool to be used as a roadmap to guide the students’ internship experience. While each student is expected to achieve the course objectives/competencies for the field practicum (identified on the left column), each field experience is unique. Therefore, the Learning Agreement should incorporate the internship’s learning objectives, the agency’s goals and learning opportunities, and the student’s individual learning goals and interests. Below are some things to consider as you complete your learning agreement:

* Students are expected to demonstrate all the competencies listed on the learning agreement by the end of their internship experience. To facilitate this development, students should have a variety of tasks and learning activities. Please refrain from using the same activity for multiple competencies whenever possible.
* AU acknowledges and expects that some customization will occur once the students’ individualized learning strengths, interests and needs are understood.
* The agency may look to outside opportunities (i.e., external of agency) if the agency does not have services available to help the student meet the learning objectives.
* The Learning Agreement is to be completed as a joint effort by the student and field instructor. Please ensure the final document is signed by the field instructor before submission.

The Learning Agreement should be used as a part of the student’s weekly supervision with the Field Instructor. Progress towards competency should be reviewed and used as an ongoing measure for the student’s mid-internship and final evaluation.

Please indicate the day and time of your weekly supervision session below.

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| Weekly Supervision Day/Time: |  |



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SCHOOL OF SOCIAL WORK

FIELD INSTRUCTION PROGRAM

STUDENT/FIELD INSTRUCTOR

LEARNING AGREEMENT

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| **Student Name:** |  |
| **Student ID Number:** |  |
| **Phone Number:** |  |
| **Email Address:** |  |
| **Date Learning Agreement Completed:** |  |
| **Primary Field Instructor:** |  |
| **Site Name:** |  |
| **Semester (Fall, Spring, Summer):** |  |
| **Year:** |  |
| **Check your current internship:** | * **Specialist MSW (SWK 6750 & SWK 6760)** * **PEL MSW (SWK 6755 & SWK 6756)** |
| **Check the minimum hour requirement for your internship:** | * **600 MSW Specialist Placement** |

**Instructions:**

Type student learning activities within the table below. **A learning activity is needed for every practice behavior under each competency area**.

**\*\*The “Potential Practice Behaviors” column lists suggestions. You are not required to use these for your learning activities. \*\***

**\*\*Activities listed in RED are required of all students and sites. \*\***

#### **Social Work Competencies and Practice Behaviors**

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession’s history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

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| **Competency 1: Demonstrate Ethical and Professional Behavior** | **\*\*Potential Learning Activities\*\***  *These activities are provided as a possible way to meet the competency listed. You can use them &/or list your own activities.* | **Identify Learning Activities unique to your internship** |
| Social workers apply ethical decision-making skills in clinical situations using the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations. | 1. Review NASW Code of Ethics & agency, state and federal policies and apply to work with clients.  2. Participate and complete agency required training  3. Apply ethical decision-making skills in groups and while working with teams and individuals. |  |
| Social workers assess personal biases in relation to clinical practice. | 4. Complete implicit bias test on: [https://implicit.harvard.edu/implicit/](https://implicit.harvard.edu/implicit/%20)  5. Create a reflective journal; Write a one-page reflection based on the result of the implicit bias test. |  |
| Social workers demonstrate professional behavior in compliance with the NASW Code of Ethics and the profession's history, mission, and responsibilities in relation to clinical social work. | 6. Review agency manual and policies and the AU SSW Field Manual.  7. Discuss professional behavior expectations with supervisor.  8. Discuss non-verbal communications |  |
| Social workers demonstrate ethical use of technology. | 11. Utilizing technology approved by site supervisor appropriately and professionally  12. Research newer technology that the site could utilize.  13. Share recommendations with site supervisor |  |
| Social workers use supervision and consultation to guide professional judgment and behavior. | 14. Participate in weekly, one hour supervision sessions. Come prepared with notes and questions from the week to discuss. |  |
| Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. | 15. Identify a self-care plan and discuss it with your field instructor in supervision.  16. Identify behaviors that indicate self-care is needed. |  |

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work’s role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

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| **Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice** | **\*\*Potential Learning Activities\*\***  *These activities are provided as a possible way to meet the competency listed. You can use them &/or list your own activities.* | **Identify Learning Activities unique to your internship** |
| Social workers advocate for human rights at the individual, family, organizational and community system levels through adherence to the NASW Code of Ethics in clinical practice. | 1. Research human rights issues that affect the agency and community.  2. Discuss with your supervisor how to apply to the client population.  3. Watch:  <https://www.americanprogress.org/issues/race/news/2016/02/03/130524/protecting-america-from-racism-in-the-water/> |  |
| Social workers apply understanding of global interconnections of oppression and human rights violations to clinical contexts. | 5. List ways that you could advocate for social, racial, economic and environmental justice within the agency setting or within the community the agency serves.  6. <http://playspent.org/>  7. Watch: <https://www.revealnews.org/episodes/school-haze/>  8. Watch:  <https://womenswealthgap.org/vide>  9. Complete a case study and reflection on trauma in refugee or immigrant populations. |  |
| Social workers engage in practice that advances human rights to promote social, racial and environmental justice. | 10. Advocacy campaign for an environmental justice issue impacting a marginalized community. |  |

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture’s structures and 9 values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

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| **Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice** | **\*\*Potential Learning Activities\*\***  *These activities are provided as a possible way to meet the competency listed. You can use them &/or list your own activities.* | **Identify Learning Activities unique to your internship** |
| Social workers demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels | 1. Complete implicit bias test on: https://implicit.harvard.edu/implicit  2. Integrate voter registration into agency services (e.g., add question to intake form)  3. Research and apply culturally responsive clinical interventions  4. The intern facilitates a support or psychoeducational group for individuals affected by racial trauma or systemic oppression (e.g., a support group for people of color dealing with micro aggressions in the workplace or school).  5. The intern assesses the organizational policies and practices of their internship site to determine whether they align with anti-racist and anti-oppressive frameworks. They identify areas where the organization can improve. |  |
| Social workers demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences | 6. Listen to:  <https://www.theclowdergroup.com/gensilent>  7. Identify Ted Talks or podcasts related to social work and self-awareness and self-regulation  8. Watch: <https://www.ted.com/talks/nate_silver_does_racism_affect_how_you_vote>  9. Listen to: <https://www.thisamericanlife.org/490/trends-with-benefits> |  |
| Social workers understand societal and historical roots of social and racial injustices and display cultural humility within clinical contexts. | 10. Attend a cultural humility workshop or training and complete reflective journaling.  11. Reflect on training in supervision and determine how best to implement practices in clinical settings. |  |

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

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

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| **Competency 4: Engage In Practice-informed Research and Research-informed Practice** | **\*\*Potential Learning Activities\*\***  *These activities are provided as a possible way to meet the competency listed. You can use them &/or list your own activities.* | **Identify Learning Activities unique to your internship** |
| Social Workers apply research findings to inform and improve practice, policy, and programs | 1. Create a needs assessment of the agency  2. Share your focus group questions and action steps with you site supervisor |  |
| Social workers identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work. | 3. Develop a focus group or survey instruments related to a need in the agency  4. Assess the differential impact of voting policies on diverse populations.  5. Design a community research project. |  |
| Social workers incorporate principles of logic, scientific inquiry, and culturally informed and ethical approaches to evaluating clinical practice and program outcomes. | 6. Create a proposal or action plan based on needs assessment. Present finding to supervisor for feedback.  7. Evaluate a clinical intervention with cultural sensitivity. |  |

Competency 5: Engage in Policy Practice

Social workers identify social policies at the local, state, federal, and global level that affect wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

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| **Competency 5: Engage in Policy Practice** | **\*\*Potential Learning Activities\*\***  *These activities are provided as a possible way to meet the competency listed. You can use them &/or list your own activities.* | **Identify Learning Activities unique to your internship** |
| Social workers use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services | 1. Use the following website to use the toolkits on how to do a general advocacy campaign, media advocacy campaign, or policy implementation campaign; <https://www.grsproadsafety.org/resources/advocacy-tools/>.  2. Assess specific policies that could be affecting your site's clients.  3. Discuss with your site supervisor policy barriers you have identified and potential solutions to them. |  |
| Social workers apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice | 4. Read social work voting toolkit ([https://votingissocialwork.org/#](https://votingissocialwork.org/)) and develop a plan for implementation within the agency.  5. Run a voter registration event at your agency  6. Host local elected officials at your agency to provide a virtual meeting and discuss advocacy |  |
| Social workers collaborate with clients to advocate for and with them and to incorporate client voices into advocacy at the organizational, local, state, and federal levels. | 7. Research ways to advocate for the client at their local, state and federal levels. Discuss findings with supervisor and present resources to client. |  |
| Social workers adhere to the policies affecting social work to which they are accountable at the organizational, local, state, and national levels. | 8. Read Field Manual, agency policy manual, state and federal policies that impact internship and clinical work with clients. |  |
| Social workers explain the Social Work licensing process and how to navigate that process. | 9. Review: <https://www.aswb.org/> for licensing requirements and steps. Create a one-page outline breaking down the steps to licensing.  10. Reflect on the above process and create goals for the next 5 years in the field of social work. |  |

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

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| **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities** | **\*\*Potential Learning Activities\*\***  *These activities are provided as a possible way to meet the competency listed. You can use them &/or list your own activities.* | **Identify Learning Activities unique to your internship** |
| Social workers respectfully engage with clients as part of an ongoing component of the therapeutic relationship. | 1. Attend agency meetings. Interact within a multidisciplinary team.  2. Perform a biopsychosocial-environmental assessment on a client.  3. Develop a treatment plan based on the above assessment that includes considerations to the client’s biopsychosocial-environmental well-being. |  |
| Social workers use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies. | 4. Complete a cultural identity reflection worksheet that prompts the intern to examine their personal cultural background; core values & beliefs influenced by their background; biases or preconceptions they might hold regarding clients from different cultural contexts. Discuss in supervision.  5. Review research about the specific client population to better understand their social, cultural, and systemic challenges. Discuss in supervision; consider sharing with other staff/interns. |  |
| Social workers apply theories of human behavior and the social environment within the clinical context. | 5. Research and apply theories of human behavior with clients or community at large. Develop interventions based on the theory chosen and reflect on it in supervision. |  |
| Social workers utilize self-reflection and supervision in their clinical work to understand how bias, power and privilege as well as their personal values and personal experiences may affect their ability to effectively engage with diverse clients and constituencies. | 6. Utilize a self-reflection journal throughout the week and discuss as part of weekly supervision. |  |

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

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| **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities** | **\*\*Potential Learning Activities\*\***  *These activities are provided as a possible way to meet the competency listed. You can use them &/or list your own activities.* | **Identify Learning Activities unique to your internship** |
| Social workers utilize assessment as an ongoing and dynamic process in clinical social work. | 1. Student will provide biopsychosocial assessment on own  2. Student will interpret data provided by client  3. Student will make appropriate referrals, as needed  4. Student will continue to assess clients and update charts accordingly |  |
| Social workers employ collaborative methods of assessment with diverse clients and integrate knowledge of their specific contexts to advance clinical practice effectiveness. | 5. Student will work with client and agency to develop goals (treatment goals/action goals)  6. Select possible interventions to use with client  7. Discuss interventions with supervisor prior to implementation |  |
| Social workers apply theories of human behavior and the social environment during ongoing clinical assessment. | 8. Research outside sites and resources that the clients can utilize |  |

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

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| **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities** | **\*\*Potential Learning Activities\*\***  *These activities are provided as a possible way to meet the competency listed. You can use them &/or list your own activities.* | **Identify Learning Activities unique to your internship** |
| Social workers choose and implement culturally responsive, evidence-informed clinical interventions based on dynamic, collaborative assessment and client goals. | 1. Research interventions that the site could utilize with individuals and community.  2. Research outside sites and resources that the clients can utilize.  3. Discussed mutually agreed-on goals for client’s future |  |
| Social workers incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies. | 4. Develop plan to utilize interventions.  5. Research advocacy related to the agency and client population.  6. Research ways to work with clients in an ethical and culturally responsive manner in all stages of treatment.  7. Consult with NASW Ethics Line on ways to terminate; share feedback with client/supervisor. |  |
| Social Workers engage in interprofessional collaboration to strengthen the outcomes of clinical intervention. | 8. Training: Skills training in affect and interpersonal regulation (STAIR) [Skills Training in Affective and Interpersonal Regulation (STAIR) - PTSD: National Center for PTSD (va.gov)](https://www.ptsd.va.gov/professional/continuing_ed/STAIR_online_training.asp) 9. Participate in an interprofessional case meeting within your internship site. |  |

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

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| **Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities** | **\*\*Potential Learning Activities\*\***  *These activities are provided as a possible way to meet the competency listed. You can use them &/or list your own activities.* | **Identify Learning Activities unique to your internship** |
| Social workers develop and use culturally responsive methods for evaluation of outcomes which considers the client’s context. | 1. Research ways that agency has evaluated goals of clients.  2. Discuss goals with site supervisor |  |
| Social workers critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities to improve clinical outcomes. | 3. Discuss with client goals for future with family and social circles.  4. Evaluate client's environment and what outcomes for the future the client hopes to achieve.  5. Provide feedback to the site relating to the micro, mezzo, and macro levels of treatment and care.  6. Discharge planning, referrals, and transitional support systems. |  |

Student's Signature:

**Field Instructor's Signature:**