Learning Agreement - Cover Sheet
1st Year Foundation

Instructions for completion and a sample Learning Agreement is available in your "Documents" or "School Documents" tab on your Sonia account in the Instructional Booklet.

Information:

| Student Name: | Field Instructor, Degree, & Title: | Agency/Organization: | Field Liaison: |

As part of this agreement, please specify the following:

1) Placement schedule (please include days & hours). Per the Field Education Manual, any time missed from field - beyond what is allowed (agency closures due to emergency; up to 2 sick days/semester; school holidays falling on regularly scheduled field day if agency is open) - is to be discussed with the Field Instructor in advance and made up by the student:

2) Supervision (include days, times, with whom, and details of supervisory expectations; i.e. agenda, process recordings, tape recording):

3) Other staff who might assign tasks or provide oversight to student (include names and titles)
Learning Agreement Signatures/Submissions:
The Learning Agreement is to be completed and signed by the Field Instructor and the Student. The Field Instructor is asked to utilize this agreement in supervisory sessions to track learning progress. The Field Liaison will have access to this form and will provide necessary feedback. This submission constitutes a signature and indicates agreement with the Learning Agreement.
<table>
<thead>
<tr>
<th>CSWE Competencies</th>
<th>Practice Behaviors</th>
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<tbody>
<tr>
<td><strong>2.1.1 Identifies as a professional social worker and conducts self accordingly.</strong></td>
<td>1) Advocates for client access to the services of social work&lt;br&gt; 2) Practices personal reflection and self-awareness to assure continual professional development&lt;br&gt; 3) Attends to professional roles and boundaries&lt;br&gt; 4) Demonstrates professional demeanor in behavior, appearance, and communication&lt;br&gt; 5) Engages career-long learning and growth&lt;br&gt; 6) Uses supervision and consultation effectively</td>
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<td><strong>2.1.2 Applies social work ethical principles to guide professional practice.</strong></td>
<td>7) Recognizes and manages personal values in ways that guide professional practice&lt;br&gt; 8) Makes ethical decisions by applying standards of NASW Code of Ethics&lt;br&gt; 9) Tolerates ambiguity/uncertainty in resolving ethical conflicts&lt;br&gt; 10) Applies strategies of ethical reasoning to arrive at principled decisions</td>
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<td><strong>2.1.3 Applies critical thinking to inform and communicate professional judgments.</strong></td>
<td>11) Distinguishes, appraises, and integrates multiple sources of knowledge, including research-based knowledge, and practice wisdom&lt;br&gt; 12) Analyzes models of assessment, prevention, intervention, and evaluation&lt;br&gt; 13) Demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues</td>
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<td><strong>2.1.4 Engages diversity and difference in practice.</strong></td>
<td>14) Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or enhance privilege and power&lt;br&gt; 15) Possesses sufficient self-awareness to eliminate the influence of personal biases in working with diverse client groups&lt;br&gt; 16) Recognizes and communicates her or his understanding of the importance of difference in shaping life experiences&lt;br&gt; 17) Identifies as a learner and engages those he or she works with as informants</td>
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<td><strong>2.1.5 Advances human rights and social and economic justice.</strong></td>
<td>18) Understands the forms and mechanisms of oppression and discrimination&lt;br&gt; 19) Advocates for human rights and social and economic justice&lt;br&gt; 20) Demonstrates skills in engaging in practices that advance social and economic justice</td>
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| 2.1.6 Engages in research-informed practice and practice-informed research | 21) Uses practice experience to inform scientific inquiry and  
22) Uses research evidence to inform practice. |
|-----------------------------|--------------------------------------------------------------------------------------------------|
| 2.1.7 Applies knowledge of human behavior and the social environment. | 23) Demonstrates skills in using practice experience to inform scientific inquiry  
24) Demonstrates skills at employing research evidence to inform practice |
| 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective services. | 25) Demonstrates skills in analyzing, formulating, and advocating for policies that advance social well-being  
26) Demonstrates skill in collaborating with colleagues and clients for effective policy action |
| 2.1.9 Responds to contexts that shape practice. | 27) Continuously discovers, appraises and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services  
28) Is skilled at providing leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services |
| 2.1.10 ENGAGE, ASSESS, INTERVENE, and EVALUATE with individuals, families, groups, organizations, and communities. | **ENGAGE**  
29) Substantively and effectively prepares for action with individuals, families, groups, organizations, and communities  
30) Uses empathy and other interpersonal skills  
31) Demonstrates ability to develop a mutually agreed-on focus of work and desired outcomes  
**ASSESS**  
32) Collect, organize, and interpret client data  
33) Assess client strengths and limitations  
34) Develops mutually agreed-on intervention goals and objectives  
35) Selects appropriate intervention strategies  
**INTERVENE**  
36) Initiate actions to achieve organizational goals  
37) Implement prevention interventions that enhance client capacities  
38) Help clients resolve problems  
39) Negotiate, mediate and advocate for clients  
40) Facilitate transitions and endings  
**EVALUATE**  
41) Demonstrates ability to critically analyze, monitor, and evaluate interventions |
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<th>GOALS</th>
<th>Fall Learning Assignments/Tasks</th>
<th>Competencies: Fall Edits to Learning Assignments/Tasks</th>
<th>Spring Edits to Learning Agreements/Tasks</th>
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AGREEMENTS/TASKS” COLUMN. WHEN YOU ARE READY TO SEND THE FORM TO YOUR FIELD INSTRUCTOR, PLEASE CLICK “STUDENT INITIAL SUBMIT”.

Has not been actioned

Field Instructor Comments:

SAVE DRAFT WILL ALLOW YOU TO MAKE CHANGES TO YOUR COMMENTS. WHEN YOU ARE READY TO SEND THE FORM BACK TO YOUR STUDENT, PLEASE CLICK "FIELD INSTRUCTOR SUBMIT".

Has not been actioned

PLEASE CLICK "STUDENT SECOND SUBMIT" ONLY AFTER YOU HAVE MADE ANY CHANGES YOUR FIELD INSTRUCTOR MAY HAVE REQUESTED IN THEIR COMMENTS ABOVE (changes should be recorded in the "Fall Edits" column). SUBMITTING WILL SEND THE FORM TO YOUR FIELD LIAISON FOR FINAL REVIEW.

Has not been actioned

Field Liaison Comments:

SAVE DRAFT WILL ALLOW YOU TO CONTINUE TO MAKE CHANGES TO YOUR COMMENTS. WHEN YOU ARE READY TO FINALIZE THE FORM AND RETURN IT TO THE STUDENT FOR FINAL SUBMIT, PLEASE CLICK "FIELD LIAISON SUBMIT".

Has not been actioned

PLEASE CLICK "STUDENT FINAL SUBMIT” TO INDICATE YOU AGREE WITH ANY COMMENTS YOUR FIELD LIAISON HAS MADE, AND HAVE MADE ANY CHANGES IF REQUESTED (changes should be added to the "Fall Edits" column). SUBMISSION WILL FINALIZE THIS FORM ("Fall/Spring Edits" will still be available for editing throughout the academic year).

Has not been actioned