- LEARNING AGREEMENT FORM -
2nd YEAR ADVANCED COMMUNITY PRACTICE, POLICY, AND ADVOCACY
2016-2017

HOW TO USE THE LEARNING AGREEMENT
AND FIELD EVALUATION DOCUMENTS

The Learning Agreement will be used to inform the Final Field Evaluation for all students in 2nd YEAR ADVANCED COMMUNITY PRACTICE, POLICY, and ADVOCACY field placement. The Student, Field Instructor, and Field Liaison will use the learning goals & assignments described in the Learning Agreement, along with the practice competencies and measurable practice behaviors listed on each page of the evaluation to guide learning as defined by the Council of Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS).

The Learning Agreement is a working document that can be updated and revisited throughout the practicum year. Identified goals and assignments are designed to promote the professional growth and development of the student through practical and hands-on tasks, projects, and applications of the social worker role. The Student and Field Instructor will collaboratively complete the Learning Agreement to determine the goals and expected professional development of the Student. Goals will focus on the particular needs of the Student as well as the mission of the social work profession. These goals will aid in integrating classroom learning with experiences in a real-world fieldwork setting, to maximize and make clear the student’s growth.

Students and Field Instructors are encouraged to add their own unique learning goals, experiences and activities to meet student and agency professional objectives, and to work in concert to create educationally sound learning experiences that help students meet learning outcomes.

The Evaluation addresses the core competencies required for Field Education. This form provides a guide for the evaluation of the student’s performance and represents competencies to be achieved by the end of the placement. The field evaluation is the primary method of documenting that students have acquired these competencies. Field education learning goals and assignments are directly related to the competencies and practice behaviors. Ratings should be provided for each individual practice behavior. Behaviors are to be assessed within agency context or as determined by student and supervisor. The comment section is used to highlight abilities as well as strategies to promote student learning.
LEARNING AGREEMENT

The Learning Agreement provides a broad framework for developing an individualized learning plan which is responsive to the needs of the student and the resources of the field agency. It is designed to give direction and learning structure to the field experience and is developed around the core practice competencies that are designated in the 2008 Educational Policy and Accreditation Standards (EPAS) by the Council on Social Work Education (CSWE). It is the joint responsibility of the Student and Field Instructor to negotiate the learning agreement content within the first weeks of the field placement. The Student is responsible for providing a copy of the Learning Agreement to the Field Liaison.

The Learning Agreement establishes learning objectives for the students that are feasible and attainable and serves as a tool to identify what the student will learn and what activities will be a part of the placement experience. The process of formulating a learning agreement also provides an early opportunity for students to take an active role in shaping their own learning and for students and field instructors to develop a good working relationship with each other. The agreement is considered to be a working document and should serve as a guide for supervision throughout the year.

Learning Goals & Assignments

There are two components to the learning agreement:

1. Learning goals/objectives: (What new knowledge, skills and values do students want to learn?);
2. Learning strategies, or assignments: (How will students reach their learning goals?)

The Student and Field Instructor should determine learning goals in partnership as they complete the Learning Agreement. Students are to identify learning goals they wish to achieve in their field placement. Students and Field Instructors may refer to the list of the EPAS 10 core competencies and their respective practice behaviors (pp. 4-5), in developing the Learning Agreement. Students will be evaluated and provided with feedback on all 37 practice behaviors. Field Instructors are expected to ensure that supervisory sessions have a clear plan and focus, adhere to agreements made, and provide student with critical feedback related to their performance and assignments. In developing learning goals, consideration should be given to the following:

- Field agency services and programs
- Field agency history, philosophy, policies and procedures
- Needs of the client population
- CSWE EPAS competencies and practice behaviors
- Student’s expressed goals, motivations and interests
- Student experience level and learning style
- Classroom assignments, listed in course syllabus (provided to the field instructor by the student)
Developing the Learning Agreement

Planning for the development of the learning agreement should begin during the first two weeks of the field placement. By the third week, a draft of the learning agreement should be developed, with the final version provided to the field liaison in the fourth week of the semester.

The following steps can be followed in developing the learning agreement:

1. The Learning Agreement may be drafted by the Student and given to the Field Instructor for review prior to the regularly scheduled supervision session; it would then be revised by the student to incorporate the instructor's changes. Or, the Student and Field Instructor can develop a draft together, in the context of a supervisory session.

2. The Learning Agreement is signed by Student and Field Instructor (pg. 9 – Cover Sheet) and uploaded by the student to Moodle by the end of the 4th week (for Advanced Standing students: by July 1, 2016; for students beginning in the fall: by September 23, 2016) for the Field Liaison’s review. If the Field Liaison has no recommended changes, a hard copy of the Agreement is then signed by the Field Liaison. The Field Liaison may recommend additional changes to Agreement; these changes are to be made by the Student in consultation with the Field Instructor. Following these changes, a revised Learning Agreement is uploaded by the student to Moodle and the Field Liaison reviews the Agreement for final approval.

3. The Learning Agreement may be amended at the end of the first semester or beginning of the second semester in consultation with the Field Instructor. Revisions are made as some objectives are met and new ones are added and as the Student's activities and learning needs change. Revisions are provided to the Field Liaison within the first month of the second semester. Students do not need to rewrite the learning agreement, but merely create an addendum. If changes are made, the corresponding box on the cover sheet should be checked and the revised Learning Agreement (with Addendum) uploaded to Moodle within the first month of the second semester (no later than January 31, 2017). If no change is made, the original Learning Agreement remains in effect in the second semester.

Learning Agreement and EPAS

The Learning Agreement is designed to give direction and learning structure to the field experience and is developed around the 10 core practice competencies that are designated in the 2008 Educational Policy and Accreditation Standards (EPAS) by the Council on Social Work Education (CSWE). CSWE has operationalized these competencies by identifying 44 practice behaviors (pgs. 4-6) defined as “a set of measurable practice behaviors that are comprised of knowledge, value and skills.” The field placement plays a key role in teaching practice behaviors to students while measuring and reflecting the student’s ability to demonstrate capacity in the ten core competency areas identified by CSWE. The goal is for students to achieve proficiency in each competency listed below, to become competent in the corresponding Practice Behaviors, and to find ways to integrate classroom knowledge with practice experience.

A sample Learning Agreement is included (pg. 7-8) to assist students and field instructors in developing appropriate goals and assignments. Please consult your Field Liaison if you have additional questions.
List of CSWE Ten Core Competencies and Corresponding GSSWSR Advanced Community Practice, Policy & Advocacy Concentration Practice Behaviors

CSWE Educational Policy and Accreditation Standards (EPAS) Competencies:
2.1.1. Identify as a professional social worker and conduct oneself accordingly.

GSSWSR Advanced Community Practice, Policy & Advocacy Concentration Practice Behaviors:
1. Actively engage in a commitment to social justice and human rights
2. Effectively use reflection, supervision, and self-correction on both personal level and collective (community, identity group(s), organizational, regional, national, etc.) levels
3. Appropriately undertake self-directed, autonomous action, and collective action following the lead of multiple stakeholders and constituencies
4. Balance the variety of roles, relationships, and priorities within which macro social workers practice
5. Demonstrate an ability to (a) build, (b) take part in, (c) evaluate, and (d) improve collaborations and project teams
6. Effectively communicate, individually and collectively, using a variety of modes (written, oral, multimedia)

2.1.2. Apply social work ethical principles to guide professional practice.

GSSWSR Advanced Community Practice, Policy & Advocacy Concentration Practice Behaviors:
7. Apply ethical standards and values from NASW, CSWE, IFSW/IASSW to work with organizations and communities
8. Promote justice within organizations and communities, through investigating, understanding, and addressing historical and present power relationships and modes of domination and oppression
9. Apply ethical reasoning to sort through the ambiguities and conflicting priorities in macro social work

2.1.3. Apply critical thinking to inform and communicate professional judgments.

GSSWSR Advanced Community Practice, Policy & Advocacy Concentration Practice Behaviors:
10. Critically evaluate multiple frameworks and approaches to make reasoned decisions for action
11. Demonstrate an ability to work flexibly within ambiguous and rapidly-shifting situations
12. Demonstrate the application of empirically sound and reasoned steps toward collaborative problem solving across diverse constituencies

2.1.4. Engage Diversity and Difference in Practice.

GSSWSR Advanced Community Practice, Policy & Advocacy Concentration Practice Behaviors:
13. Demonstrate an ability to reflect on, act responsibly on, and communicate about personal and collective positionality, power, and biases, including how these dynamics affect communities and organizations, social movements, and policy development
14. View as experts, engage with, and ensure the participation of diverse and marginalized community and organizational constituents by identifying and accommodating multilingual and non-literate needs, gender power dynamics, and access for disabilities in assessing, planning and implementing interventions
15. Be able to discuss the historical and present tensions of within social work with communities and organizations, including (a) the role of historical trauma and collective resilience; (b) the dynamics of insider/outsider tensions; and (c) the practical and philosophical issues regarding work that crosses multiple, interconnected factors including (but not limited to) age, race, class, color, nationality, culture, disability, ethnicity, gender, gender identity, religion, political ideology, immigration status, sex and sexual orientation

2.1.5. Advocate for human rights and social justice.

GSSWSR Advanced Community Practice, Policy & Advocacy Concentration Practice Behaviors:
16. Discuss and critically evaluate the historical and political contexts of, and macro social work's traditions around, human rights and social and economic justice, including legacies of structural power arrangements
17. Be able to use existing and develop new evaluative indicators to determine collective (social, economic, political, and environmental) wellbeing
18. Individually and collectively advocate for human rights

2.1.6. Engage in research-informed practice and practice-informed research.
GSSWSR Advanced Community Practice, Policy & Advocacy Concentration Practice Behaviors:
19. Collectively and individually demonstrate skills in collecting, organizing, and analyzing quantitative and qualitative data and in using data to prepare and present professional products for community agencies
20. Manage group and community-based research efforts, including the following and/or integration of members of communities and organizations in all steps of research (goals, questions, design, collection, analyses, interpretation)
21. Identify and utilize best practice, evidence-informed research to understand issues and to develop and implement community and organizational interventions

2.1.7. Apply knowledge of human behavior in the social environment.
GSSWSR Advanced Community Practice, Policy & Advocacy Concentration Practice Behaviors:
22. Assess and analyze communities and organizations as social systems with life cycles and arrangements of connections
23. Utilize the potential and/or realized connections between and among individuals, collectives, and places in all stages of macro practice
24. Actively engage with communities and organizations to plan, recommend, and evaluate interventions emphasizing diverse contexts (cultural, historical, social, economic, and political)

2.1.8. Engage in policy practice to advance social and economic well-being.
GSSWSR Advanced Community Practice, Policy & Advocacy Concentration Practice Behaviors:
25. Analyze policies from historical, current, and global perspectives with particular understanding of the role of social, economic, and political forces on policy formulation, and the implications for less powerful and oppressed groups
26. Work collaboratively to formulate and promote policies that advance social justice, the effectiveness of social services, and collective wellbeing

2.1.9. Respond to contexts that shape practice.
GSSWSR Advanced Community Practice, Policy & Advocacy Concentration Practice Behaviors:
27. Strengthen and aid in the development of communities, groups, and organizations through (a) collaboration in all stages of macro practice (engagement, assessment, intervention, and evaluation); (b) joint problem identification and strategic planning; and (c) leadership development of self and others
28. Actively discover and utilize strengths and knowledge (both new and old) from the cultural, geographical, political, legal, economic, environmental, technological, and scientific contexts within communities and organizations to inform macro practice

2.1.10. Engage, assess, intervene and evaluate with individuals, families groups, organizations and communities.
GSSWSR Advanced Community Practice, Policy & Advocacy Concentration Practice Behaviors:
29. Demonstrate networking, facilitative, and technical knowledge and skills needed for collaborative efforts within community and organizational engagement, assessment, intervention, and evaluation (e.g. distributive leadership, facilitation, participatory problem/priority identification, decision making, conducting effective meetings, team building, communication, supervision, conflict resolution, management of individuals and task groups, budgeting, fundraising)
30. Actively draw on multiple theories and frameworks within community and organizational engagement, assessment, intervention, and evaluation (e.g. organizational and systems theories; theories of change; theories of community development/organization; theories of policy advocacy)
31. Demonstrate effective, logical movement through the engagement-assessment-intervention-evaluation cycle, including constructing and using logic models to guide the process

**Engagement:**
32. Engage with communities and organizations in a kind, collaborative, transparent manner that reflects mutuality
33. Demonstrate effective verbal and nonverbal communication skills

**Assessment:**
34. Develop relevant and mutually agreed-upon questions for assessment
35. Undertake a variety of strategies and presentation formats for community assessments
36. Demonstrate skills in collecting, organizing, and analyzing quantitative and qualitative data for an assessment (e.g. surveys, interviews, focus groups, visual methods)
37. Articulate attempts at navigating insider/outsider tensions, including conflicts between “prescribed” goals and community priorities in needs assessments
38. Appreciate the differences among research led by, done with, and done on communities

**Intervention:**
39. Use an assessment to draw logical, collaborative implications for programmatic and policy interventions
40. Design collaborative programmatic and policy interventions, using well-reasoned theories of change strategies selected from a well-considered range of theories and strategies
41. Communicate, orally and in writing, effective proposals for intervention plans across areas of macro practice, including organizations, communities, and policy areas

**Evaluation:**
42. Differentiate between and be able to isolate the advantages and disadvantages of different types of evaluation, including summative and formative; process and outcome
43. Critically evaluate why programs succeed or fail, including theories of program cause and effect and issues of implementation
44. Understand and use theories of change for evaluation of various program and policy issues
The final version of the learning agreement is signed by the student and field instructor, and is retained by the faculty liaison. Copies should be kept by the student and field instructor.

List at least 5 learning goals you hope to accomplish in your field placement site over the course of the year. Referring to the list on the previous pages, indicate the CSWE Educational Policy and Accreditation Standards (EPAS) core competency to which the goal relates. All 10 EPAS competencies must be reflected among the goals. Goals may reflect multiple competencies.

<table>
<thead>
<tr>
<th>EXAMPLES</th>
<th>Goals:</th>
<th>EPAS</th>
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<tbody>
<tr>
<td>Ex. 1</td>
<td>Demonstrate ability in managing and supervising a group while maintaining the goal of increasing awareness regarding social inequalities</td>
<td>2.1.1, 2.1.3, 2.1.9, 2.1.10</td>
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<td>Ex. 2</td>
<td>Increase communication skills toward effective provision of feedback</td>
<td>2.1.1, 2.1.2, 2.1.3, 2.1.10</td>
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<td>Ex. 3</td>
<td>Increase knowledge of services to hotline caller, including referral to appropriate resources and advocacy</td>
<td>2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8, 2.1.9, &amp; 2.1.10</td>
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<td>Ex. 4</td>
<td>Improve knowledge of development, including grant-writing and fundraising</td>
<td>2.1.8, 2.1.9</td>
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<td>Ex. 5</td>
<td>Improve understanding of relationships with organizational stakeholders, including members of the board, volunteers, staff and clients</td>
<td>2.1.3, 2.1.8</td>
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Describe the field assignments to be undertaken related to each goal. Ensure that all practice behaviors associated with EPAS competencies are reflected among the assignments. Each assignment may reflect multiple practice behaviors.

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<th>Assignments:</th>
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| Ex. (Goal #1)| a. Provide assistance and guidance to new hotline volunteers during the orientation period  
b. Develop comprehensive knowledge of training materials for hotline volunteers  
c. Developing competence in administrative duties in the establishment of special task force  
d. Work with supervisor in the area of recruiting, interviewing, and hiring new hotline counselors. |
| Ex. (Goal #2)| a. Carry out the role of hotline counselor and refine listening skills with callers.  
b. Provide feedback to hotline volunteers during training and supervision  
c. Work with coordinator to assist with recording of participant interaction in special task force meeting |
| Ex. (Goal #3)| a. Complete hotline counselor training  
b. Learn about multiple resources for providing social and legal information |
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<tr>
<th>Ex. (Goal #4)</th>
<th>Assist supervisor with grant-writing and donor appeals</th>
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<td>Ex. (Goal #5)</td>
<td>a. Attend board meetings</td>
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<td>b. Assist in the development and implementation of a cultural competency training for new volunteers</td>
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Comments:
2nd Year (Advanced Community Practice, Policy and Advocacy)

Student Name: _________________________________________________________________

Field Instructor, Degree & Title: __________________________________________________

Field Placement 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; 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):

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<th>Name</th>
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**Learning Agreement Signatures:**

The Learning Agreement is to be completed and signed by the Field Instructor and the Student. The Field Instructor is asked to retain a copy and to utilize this agreement in supervisory sessions to track learning progress. The Student is to upload to Moodle a copy of the Agreement and submit a hard copy with signatures to the Liaison’s GSSWSR mailbox. The Liaison will provide necessary feedback. This signature indicates agreement with the Learning Agreement.

Student Signature: _______________________________ Date (1st Sem.): __________ Date (2nd Sem.): __________

Change ☐ No Change ☐

Field Instructor Signature: ___________________________ Date (1st Sem.): __________ Date (2nd Sem.): __________

Change ☐ No Change ☐
The final version of the learning agreement is signed by the student and field instructor, and is retained by the faculty liaison. Copies should be kept by the student and field instructor.

List at least 5 learning goals you hope to accomplish in your field placement site over the course of the year. Referring to the list on the previous pages, indicate the CSWE Educational Policy and Accreditation Standards (EPAS) core competency to which the goal relates. All 10 EPAS competencies must be reflected among the goals. Each goal may reflect multiple competencies.

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Describe the field assignments to be undertaken related to each goal. All 45 “practice behaviors” associated with EPAS competencies must be reflected among the assignments. Each assignment may reflect multiple practice behaviors. (“Practice behaviors” do not need to be noted here, but must be reflected in the assignments upon which student will be evaluated.)

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<tbody>
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**Comments:**