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 1st YEAR FOUNDATION 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?); --and--

(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 41 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. 8 – 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 41 practice behaviors (pgs. 4-5) 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. 6-7) to assist students and field instructors in developing appropriate goals and assignments. Please consult your Field Liaison if you have additional questions.
List of Ten Core Competencies and Corresponding Practice Behaviors (CSWE)

Educational Policy and Accreditation Standards (EPAS):

2.1.1. **Identify as a professional social worker and conduct oneself accordingly.**

*Practice Behaviors:*
1. Advocate for client access to the services of social work
2. Practice personal reflection and self-correction to assure continual professional development
3. Attend to professional roles and boundaries
4. Demonstrate professional demeanor in behavior, appearance and communication
5. Engage in career-long learning
6. Use supervision and consultation

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

*Practice Behaviors:*
7. Recognize and manage personal values in a way that allows professional values to guide practice
8. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics
9. Tolerate ambiguity in resolving ethical conflicts
10. Apply strategies of ethical reasoning to arrive at principled decisions

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

*Practice Behaviors:*
11. Distinguish, appraise and integrate multiple sources of knowledge, including research based knowledge and practice wisdom
12. Analyze models of assessment, prevention, intervention and evaluation
13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues

2.1.4. **Engage Diversity and Difference in Practice.**

*Practice Behaviors:*
14. Recognize the extent to which a culture’s structure and values may oppress, marginalize, alienate, create or enhance privilege and power
15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
16. Recognize and communicate his/her understanding of the importance of difference in shaping life experiences
17. View themselves as a learner and engage those with whom they work as informants

2.1.5. **Advocate for human rights and social justice.**

*Practice Behaviors:*
18. Understand the forms and mechanisms of oppression and discrimination
19. Advocate for human rights and social and economic justice
20. Engage in practices that advance social and economic justice

2.1.6. **Engage in research-informed practice and practice-informed research.**

*Practice Behaviors:*
21. Use practice experience to inform scientific inquiry and
22. Use research evidence to inform practice.
List of Ten Core Competencies and Corresponding Practice Behaviors (CSWE) continued

2.1.7. Apply knowledge of human behavior in the social environment.
   Practice Behaviors:
   23. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
   24. Critique and apply knowledge to understand person and environment.

2.1.8. Engage in policy practice to advance social and economic well-being.
   Practice Behaviors:
   25. Analyze, formulate, and advocate for policies that advance social well-being; and
   26. Collaborate with colleagues and clients for effective policy action.

2.1.9. Respond to contexts that shape practice.
   Practice Behaviors:
   27. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
   28. Provide 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.
   Practice Behaviors:
   Engagement:
   29. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
   30. Use empathy and other interpersonal skills
   31. Develop a mutually agreed-on focus of work and desired outcomes
   Assessment:
   32. Collect, organize, and interpret client data
   33. Assess client strengths and limitations
   34. Develop mutually agreed-on intervention goals and objectives
   35. Select appropriate intervention strategies
   Intervention:
   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
   Evaluation:
   41. Social workers critically analyze, monitor, and evaluate interventions
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.

**EXAMPLES**

<table>
<thead>
<tr>
<th>Goals:</th>
<th>EPAS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ex. 1</strong> Understand how grief may affect development across the life cycle and learn to provide supportive intervention to individuals and families in clinical and community/home setting</td>
<td>2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.7, 2.1.10</td>
</tr>
<tr>
<td><strong>Ex. 2</strong> Learn about group dynamics and group leadership skills with bereaved spouses/partners</td>
<td>2.1.1, 2.1.2, 2.1.3, 2.1.4</td>
</tr>
<tr>
<td><strong>Ex. 3</strong> Learn to identify, and take steps to address, signs of burnout in the course of providing support for bereaved individuals, families, and groups</td>
<td>2.1.1</td>
</tr>
<tr>
<td><strong>Ex. 4</strong> Learn about the resources available for individuals and families coping with loss, and the impact of agency structure and healthcare policy on individuals and families</td>
<td>2.1.5, 2.1.8, 2.1.9</td>
</tr>
<tr>
<td><strong>Ex. 5</strong> Learn about evidence-based interventions in work with bereaved populations, and their use in the agency setting.</td>
<td>2.1.6</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Assignments:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ex. (Goal #1)</strong></td>
</tr>
<tr>
<td>a. <strong>Student will be assigned 4 clients to begin and will carry out home visits and psychosocial assessments with each.</strong></td>
</tr>
<tr>
<td>b. <strong>Student assignment will include a diverse client population to facilitate a deeper understanding of how grief impacts individuals at different stages of life and with differing cultural identification(s).</strong></td>
</tr>
<tr>
<td>c. <strong>Student will provide process recordings of work with at least two clients.</strong></td>
</tr>
<tr>
<td>Ex. (Goal #2)</td>
</tr>
<tr>
<td>Ex. (Goal #3)</td>
</tr>
</tbody>
</table>
| Ex. (Goal #4) | a. Student will read agency policy and procedure manual  
   b. Student will meet other staff in the agency and gain a better understanding of their roles and function  
   c. Student will become familiar with a range of resources for individuals and families, and the funding sources and application process for each |
| Ex. (Goal #5) | a. Student will review (2) articles on intervention with grief and loss and discuss with supervisor  
   b. Student will evaluate the outcome of an intervention with a client/family/group by looking at change in the presenting problem over time. |

Comments:
BRYN MAWR COLLEGE  |  GRADUATE SCHOOL OF SOCIAL WORK AND SOCIAL RESEARCH
Office of Field Education
Learning Agreement – Cover Sheet

1st Year (FOUNDATION)

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):

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 Sonia 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.

<table>
<thead>
<tr>
<th>Goals:</th>
<th>EPAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
</tr>
</tbody>
</table>
Describe the field assignments to be undertaken related to each goal. All 41 “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.)

<table>
<thead>
<tr>
<th>Assignments:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal #1</td>
<td></td>
</tr>
<tr>
<td>Goal #2</td>
<td></td>
</tr>
<tr>
<td><strong>Goal #3</strong></td>
<td></td>
</tr>
<tr>
<td>Goal #4</td>
<td></td>
</tr>
<tr>
<td>Goal #5</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**


