LEARNING AGREEMENT & EVALUATION

Field Placement
Social Work Program
University of Wisconsin-River Falls

Student Name: _____ Phone: _____ Alt. Phone: _____

Field Instructor: _____ Agency: _____
Phone: _____ Alt. Phone: _____
E-Mail: _____
Mailing Address: _____ City: _____ State: _____ Zip: _____

Task Supervisor: _____
Phone: _____ E-Mail: _____

Faculty Liaison: _____ Phone: _____
E-mail: _____

CSWE accreditation standards require that a Bachelor in Social Work curriculum prepare its graduates for generalist practice through mastery of a set of 9 core competencies. Each competency describes the knowledge, values, skills, and cognitive and affective processes expected of a student and behaviors that represent components of the competencies. These competencies serve as a link between what may be observed or demonstrated in student of knowledge, values, skills, and cognitive and affective processes, and the program's curriculum expectations. In a general way, these competencies and the practice standards operationalize the educational objectives for students, faculty, and administration and provide a common set of definitions to gauge performance and behavior.

Students in field must complete a minimum of **225 hours** per semester in their placement. These hours must be completed by the end of the last week of class. Some hours worked during the winter break may be counted toward the second semester's hours with permission of the Faculty Liaison.

Students are responsible for working in conjunction with their Field Instructor to complete the *Learning Agreement* over the course of the field placement. All field forms and documents can be found on our social work website at www.uwrf.edu/sowk

Orientation Checklist

The following areas should be discussed between the student and Field Instructor (and Task Supervisor if relevant) during the **first 4 weeks** of placement. Please check boxes as areas are discussed:

___ Agency history, structure, philosophy, programs, practices and funding

___ Tour of agency

___ Client and community demographics

___ Agency staff demographics (including professional background and diversity)

___ Agency sexual/racial harassment policies

___ Agency confidentiality/HIPPA policies

___ Learning, teaching and communication styles of student and FI/TS as they impact supervision

___ Expectations of student and FI/TS with respect to supervision (e.g. format, preparation, roles of FI vs. TS, plans to monitor how supervision is going)

___ The types of data that will be used to evaluate student progress: Direct observation, process recordings, et. al.

___ Preferred ways of giving and receiving feedback (both positive and constructive critical)

___ Conflict: styles of addressing, plans for how conflict will be approached when it arises

___ Student's identified areas for development

___ Special areas of need, support, or challenge in field supervision

___ Expectations re: internships hours, university holidays and vacations

___ Expectations around use of technology (e.g., cell phones, computers, how to print and scan documents, etc.)

Student Placement Hours Agreement

A schedule for a student's time in the agency should be negotiated within the **first 2 weeks** of placement. Make sure to take into consideration holidays, vacations, and UWRF's academic calendar. This schedule serves as an agreement for the days and times a student will perform their practicum experience in the agency.

Students are expected to be in their placement Mondays, Wednesdays, and Fridays, unless otherwise negotiated with the Field Liaison. Students are expected to be on campus Tuesdays and Thursdays. This is nonnegotiable unless otherwise approved by UWRF faculty.

The student in this placement agrees to the following field schedule (include class time on schedule as well).

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
8:00-9:00					
9:00-10:00					
10:00-11:00					
11:00-12:00					
12:00-1:00					
1:00-2:00					
2:00-3:00					
3:00-4:00					
4:00-5:00					
5:00-6:00					

Agreement Signatures

This signature page outlines that both parties have reviewed the *Learning Agreement* and have discussed opportunities at the agency for the student to demonstrate attainment of the competencies. This signature page also confirms that the student has completed the baseline assessment of their levels of competence and drafted their goals. **A signed agreement should be submitted by the student in Canvas for SOWK 472 during the 4 week of field placement.**

The following is to verify that the Field Instructor and student have reviewed the learning agreement together and agreed upon its content.

The terms of this agreement will begin_____, 202___, and continue through (last day)_____, 202___.

_____
(Student)

_____
(Field Instructor)

☐   I, the Field Instructor, have reviewed the student's orientation checklist (page 2) and placement hour plan (page 3) and have agreed to the set schedule which includes consideration for holidays, vacations, and UWRF's academic calendar. I have also discussed the student's goals with them and reviewed their baseline levels of competence.


The student is responsible for turning in (via Canvas) a copy of this signed page to their

Field Liaison no later than the 4th week of field placement.

Learning Agreement Instructions

1. Review and make sure you understand "**Bloom's Cognitive Levels of Complexity**" (see next page). This is the **scale (1-4)** that you will use to assess current and desired **levels of competence (LOC)**, and to benchmark your progress through your field experience.

2. For each competency area, there are a series of competency items (followed by a goal planning page). Use the scale to assess your level of competence (LOC) for each competency item. At the beginning of your field placement, it is expected that for some items your baseline LOC will be 0, and that it will be rare for your LOC to be higher than a 2.

3. On the basis of your assessment and in consultation with your field instructor, develop **10-12 meaningful learning goals**. You should have at least one goal for every competency. Consult with your field instructor about what is achievable. You may choose more goals in a competency that is of particular interest to you or relevant to your placement. Each goal should be specific and measurable (e.g., I will be able to accurately describe to my field instructor the major laws, policies, and procedures that guide social work practice in my unit/agency).

4. You and your field instructor will use this same document to complete the mid-year and final evaluation, as well as to make changes in your placement throughout the year with respect to goals and learning strategies. We will discuss the status of your goals at all site visits.

5. The learning contract is intended to be a flexible tool to aid you and your FI/TS in developing and evaluating the field experience. Use it creatively! If you or your FI/TS have any questions about whether you are using it appropriately, contact your field liaison.

6. At the end of your placement, review your completed learning contract with your field instructor (and task supervisor if you have one), make revisions if needed, then all should sign. Give copies of the signed contract to your field liaison, field instructor (and task supervisor). The contract is not final until the field instructor has signed it.

Bloom's Cognitive Levels of Complexity
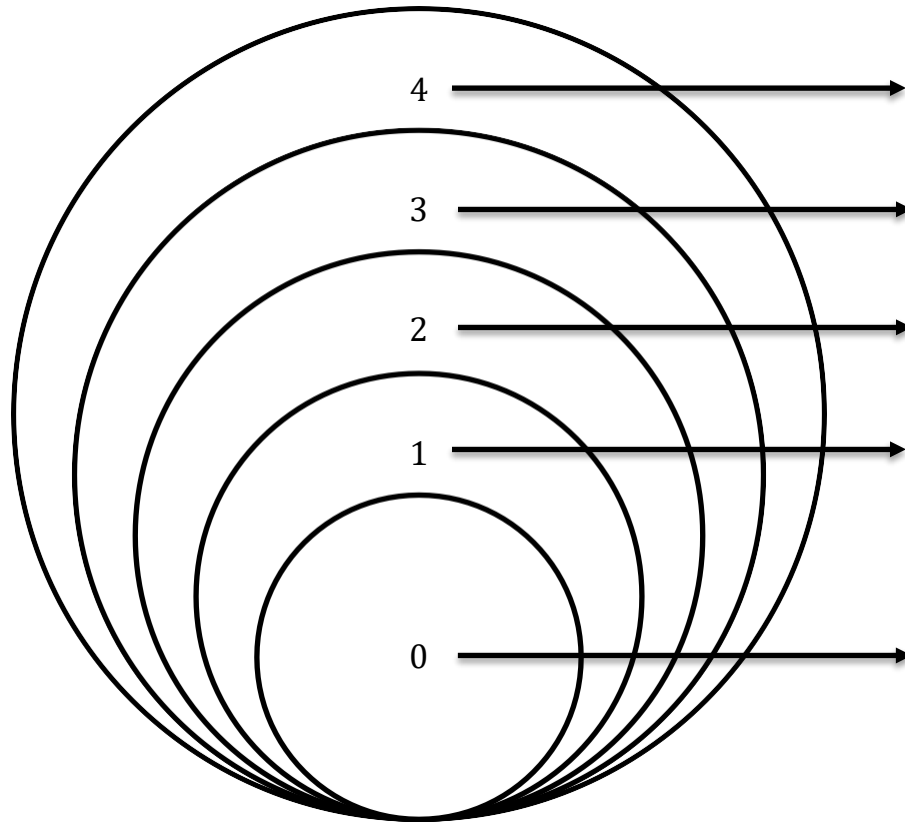
Advanced Practice (Master's level practice)
Analyzing: taking information apart and exploring relationships
Categorize, examine, compare/contrast, organize
Evaluating: critically examining information and making judgements
Judge, test, critique, defend, criticize
Creating: Using information to create something new.
Design, build, construct, plan, produce, invent, devise

Applying: Using information in a new (but similar) situation.
Use, diagram, make a chart, draw, apply, solve, calculate

Understanding: Making sense out of information.
Interpret, summarize, explain, infer, paraphrase, discuss

Remembering: Find or remember information.
List, find, name, identity, locate, describe, memorize, define

No knowledge: Expected level for a new practice setting.

Adapted from: https://lsa.umich.edu/iss/knowledge-base/active-learning-/bloom_s-taxonomy-history-and-development/history-and-development.html

Competency #1 - Demonstrate Ethical and Professional Behavior

Behavioral Components	Baseline LOC Self	Midyear LOC Self	Midyear LOC FI	Final LOC Self	Final LOC FI
Student demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication S					
Student adheres to agreed upon practicum schedule and arrives to the practicum on time S					
Student maintains weekly supervision schedule (1 hour per week) S					
Student comes to supervision prepared with an agenda S					
Uses supervision and consultation to guide professional judgment and behavior S, C/A					
Demonstrates a working knowledge of the NASW Code of Ethics and is able to identify and apply in practice S, K					
Makes ethical decisions by recognizing and applying relevant laws and regulations K, S, V					
Makes ethical decisions by demonstrating ethical conduct in research and scholarly work K, S, V					
Able to recognize and resolve ethical dilemmas through ethical decision-making K, V, S, C/A					
Able to identify one's personal values and biases and how they impact professional practice K, V, S, C/A					
Able to regulate self when personal values and biases conflict in professional situations K, V, S, C/A					
Demonstrates ability to establish engaging, purposeful helping relationships S, C/A					
Uses technology ethically and appropriately to facilitate practice outcomes S,V					
Total					
Average Level of Competency					
Knowledge					
Values					
Skills					
Cognitive/Affective Processes					

Competency #1 - Demonstrate Ethical and Professional Behavior

Goals	Mid-Year Progress		Final Progress	
	Self – Comments	FI - Comments	Self – Comments	FI - Comments

Competency 2: Engage Diversity and Difference in Practice

Behavioral Components	Baseline LOC Self	Midyear LOC Self	Midyear LOC FI	Final LOC Self	Final LOC FI
Examines knowledge and skills regarding working with diverse populations and identifies areas of personal growth K, S, C/A					
Demonstrates skills in building on client and community strengths, traditions and values K, V, S, C/A					
Demonstrates ability to analyze the impact of diversity on client systems K, V, S, C/A					
View themselves as a learner and engages those with whom they work as informants K, V, S, C/A					
Demonstrates sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups K, V, S, C/A					
Total					
Average Level of Competency					
Knowledge					
Values					
Skills					
Cognitive/Affective Processes					

Competency 2: Engage Diversity and Difference in Practice

Goals	Mid-Year Progress		Final Progress	
	Self – Comments	FI - Comments	Self – Comments	FI - Comments

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Behavioral Components	Baseline LOC Self	Midyear LOC Self	Midyear LOC FI	Final LOC Self	Final LOC FI
Analyzes policy issues from a micro, mezzo, and macro perspective that address human rights and social, economic, and environmental justice K, V, S, C/A					
Advocates for human rights and social, economic, and environmental justice K, V, S, C/A					
Utilizes the NASW Code of Ethics in supervision to discuss human rights and social, economic, and environmental justice K, V, S, C/A					
Engages in practices that advance social, economic, and environmental justice K, V, S, C/A					
Demonstrates an understanding of the ways clients and communities are affected by oppression K, V, S, C/A					
Total					
Average Level of Competency					
Knowledge					
Values					
Skills					
Cognitive/Affective Processes					

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Goals	Mid-Year Progress		Final Progress	
	Self – Comments	FI - Comments	Self – Comments	FI - Comments

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

Behavioral Components	Baseline LOC Self	Midyear LOC Self	Midyear LOC FI	Final LOC Self	Final LOC FI
Demonstrates the ability to use research findings as a knowledge base for providing both direct and indirect services to individuals, families, groups, organizations and communities K, S					
Utilizes current research and critical thinking skills for knowledge development and practice applications K, S, C/A					
Applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings K, S, C/A					
Uses supervision to discuss the role of research at the agency K, S					
Applies research evidence to recognize "holes" in practice and advocates for changes at the agency level K, V, S, C/A					
Uses and translates research evidence to inform and improve agency-based services K, V, S, C/A					
Total					
Average Level of Competency					
Knowledge					
Values					
Skills					
Cognitive/Affective Processes					

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

Goals	Mid-Year Progress		Final Progress	
	Self – Comments	FI - Comments	Self – Comments	FI - Comments

Competency 5: Engage in Policy Practice

Behavioral Components	Baseline LOC Self	Midyear LOC Self	Midyear LOC FI	Final LOC Self	Final LOC FI
Identifies social policy at the **local level** that impacts well-being, service delivery, and access to social services K, S					
Identifies social policy at the **state level** that impacts well-being, service delivery, and access to social services K, S					
Identifies social policy at the **federal level** that impacts well-being, service delivery, and access to social services K, S					
Assesses how social welfare and economic policies impact the **delivery** of social services K, V, S, C/A					
Assesses how social welfare and economic policies impact **access** to social services K, V, S, C/A					
Discusses policy action and has taken a leadership role to promote human rights and justice K, V, S, C/A					
Total					
Average Level of Competency					
Knowledge					
Values					
Skills					
Cognitive/Affective Processes					

Competency 5: Engage in Policy Practice

Goals	Mid-Year Progress		Final Progress	
	Self – Comments	FI - Comments	Self – Comments	FI - Comments

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

Behavioral Components	Baseline LOC Self	Midyear LOC Self	FI	Final LOC Self	FI
Applies and integrates knowledge of **human behavior and the social environment** into culturally responsive engagement with clients/client systems and constituencies K, V, S, C/A					
Applies and integrates knowledge of **person-in-environment** into culturally responsive engagement with clients/client systems and constituencies K, V, S, C/A					
Applies and integrates knowledge of **multidisciplinary theoretical frameworks** into culturally responsive engagement with clients/client systems and constituencies K, V, S, C/A					
Uses **empathy** to effectively engage diverse clients/client systems and/or constituencies K, V, S, C/A					
Uses **reflection** to effectively engage diverse clients/client systems and constituencies K, V, S, C/A					
Uses **interpersonal skills** to effectively engage diverse clients/client systems and constituencies K, V, S, C/A					
Total					
Average Level of Competency					
Knowledge					
Values					
Skills					
Cognitive/Affective Processes					

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

Goals	Mid-Year Progress		Final Progress	
	Self – Comments	FI - Comments	Self – Comments	FI - Comments

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

Behavioral Components	Baseline LOC Self	Midyear LOC Self	Midyear LOC FI	Final LOC Self	Final LOC FI
Able to conduct assessments from a strengths-based, culturally informed perspective and presents information clearly and effectively. K, V, S, C/A					
Applies and integrates knowledge of **human behavior and the social environment** in the analysis of assessment data from clients/client systems and constituencies K, V, S, C/A					
Applies and integrates knowledge of **person-in-environment** in the analysis of assessment data from clients/client systems and constituencies K, V, S, C/A					
Applies and integrates knowledge of **multidisciplinary theoretical frameworks** in the analysis of assessment data from clients/client systems and constituencies K, V, S, C/A					
Develops mutually agreed-on intervention goals and objectives based on the critical assessment of **strengths** within the client/client system and constituencies K, V, S, C/A					
Develops mutually agreed-on intervention goals and objectives based on the critical assessment of **needs** within the client/client system and constituencies K, V, S, C/A					
Develops mutually agreed-on intervention goals and objectives based on the critical assessment of **challenges** within the client/client system and constituencies K, V, S, C/A					
Selects appropriate intervention strategies based on the **assessment** of clients/client systems and constituencies K, S, C/A					
Selects appropriate intervention strategies based on **research knowledge** of clients/client systems and constituencies K, S, C/A					
Selects appropriate intervention strategies based on the **values and preferences** of clients/client systems and constituencies K, V, S, C/A					
Total					
Average Level of Competency					
Knowledge					

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

Values					
Skills					
Cognitive/Affective Processes					

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

Goals	Mid-Year Progress		Final Progress	
	Self – Comments	FI - Comments	Self – Comments	FI - Comments

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

Behavioral Components	Baseline LOC Self	Midyear LOC Self	Midyear LOC FI	Final LOC Self	Final LOC FI
Critically **chooses** interventions to achieve practice goals and enhance capacities of clients and constituencies K, V, S, C/A					
Critically **implements** interventions to achieve practice goals and enhance capacities of clients and constituencies K, V, S, C/A					
Applies and integrates knowledge of **human behavior and the social environment** in interventions with clients/client systems and constituencies K, V, S, C/A					
Applies and integrates knowledge of **person-in-environment** in interventions with clients/client systems and constituencies K, V, S, C/A					
Applies and integrates knowledge of **multidisciplinary theoretical frameworks** in interventions with clients/client systems and constituencies K, V, S, C/A					
Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes K, S, C/A					
Negotiates and mediates with and on behalf of diverse client/client systems and constituencies K, V, S, C/A					
Advocates with and on behalf of diverse client/client systems and constituencies K, V, S, C/A					
Facilitates effective transitions and endings that advance mutually agreed-on goals K, S, C/A					
Total					
Average Level of Competency					
Knowledge					
Values					
Skills					
Cognitive/Affective Processes					

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

Goals	Mid-Year Progress		Final Progress	
	Self – Comments	FI - Comments	Self – Comments	FI - Comments

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

Behavioral Components	Baseline LOC Self	Midyear LOC Self	Midyear LOC FI	Final LOC Self	Final LOC FI
Discusses evaluation methods and selection to benefit programs or services of the agency in supervision K, S					
Demonstrates ability to select and use appropriate methods for evaluation of programs and provides leadership in program/agency discussion around evaluation K, V, S, C/A					
Applies and integrates knowledge of **human behavior and the social environment** in the evaluation of outcomes K, V, S, C/A					
Applies and integrates knowledge of **person-in-environment** in the evaluation of outcomes K, V, S, C/A					
Applies and integrates knowledge of **multidisciplinary theoretical frameworks** in the evaluation of outcomes K, V, S, C/A					
Critically analyzes intervention and program processes and outcomes K, V, S, C/A					
Evaluates program intervention and program processes and outcomes K, S					
Applies evaluation findings to improve practice effectiveness at the **micro level** K, V, S, C/A					
Applies evaluation findings to improve practice effectiveness at the **mezzo level** K, V, S, C/A					
Applies evaluation findings to improve practice effectiveness at the **macro level** K, V, S, C/A					
Total					
Average Level of Competency					
Knowledge					
Values					
Skills					
Cognitive/Affective Processes					

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

Goals	Mid-Year Progress		Final Progress	
	Self – Comments	FI - Comments	Self – Comments	FI - Comments

Mid-Year Overall Field Instructor Comments:

Mid-Year Signatures

This signature page outlines that both parties have reviewed the completed *Learning Agreement* and have discussed the student's ability to demonstrate attainment of the competencies. **A signed mid-year agreement should be submitted by the student in Canvas for SOWK 472 during the last week of Fall semester.**

The following is to verify that the Field Instructor and student have reviewed the learning agreement together and agreed upon its content.

_____
(Student)

_____
(Field Instructor)

Final Overall Field Instructor Comments:

Final Signatures

This signature page outlines that both parties have reviewed the completed *Learning Agreement* and have discussed the student's ability to demonstrate attainment of the competencies. **A signed final agreement should be submitted by the student in Canvas for SOWK 472 during the last week of field placement.**

The following is to verify that the Field Instructor and student have reviewed the learning agreement together and agreed upon its content.

_____
(Student)

_____
(Field Instructor)