Directions for Completing the Advanced Level
Learning Agreement (MSW 2)

The Learning Agreement (LA) should be completed by the student in collaboration with the field instructor within the first month of the field placement. The LA is used to:

- ASSESS the student’s baseline level of experience at the beginning of the placement, so that the field instructor can select appropriate learning activities.
- CLARIFY expectations of the Division of Social Work, the student and the field instructor;
- STRUCTURE the field placement by identifying the specific activities the student will engage in to progress towards the desired outcomes; and
- MONITOR the success of the placement and the student’s performance.

When developing the LA, the student and field instructor should also review the end-of-semester Evaluation Form for an idea of the performance criteria for each desired outcome.

Learning Agreement Format
On the form entitled “Learning Agreement Activity List”, the field instructor should list all duties, responsibilities and activities the student will engage in during the year. Then, the student and the field instructor should review the attached list of Learning Objectives, and determine which objectives will be addressed with each Learning Activity. (Most activities will address more than one Learning Objective.)

If any Learning Objectives are not addressed by one of the listed activities, the field instructor and student should identify additional activities that will address those objectives. (The faculty liaison can be helpful in this process.)

Both the student and the field instructor should sign the LA and retain a copy of it. The original should be returned to the faculty liaison by the due date listed on the field calendar.

Although the LA should include activities that span the entire year, it can be modified at any time the field instructor and student wish. At minimum, the LA should be reviewed and revised at the beginning of the second semester.

When the LA is completed, the student and field instructor each should sign it, and keep a copy. The student should give a copy to the faculty liaison. Both student and field instructor should contact the liaison with any questions about the LA.

<table>
<thead>
<tr>
<th>Student's Signature:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s Printed Name:</td>
<td></td>
</tr>
<tr>
<td>Student’s Email:</td>
<td>Phone:</td>
</tr>
<tr>
<td>Faculty Liaison’s Name:</td>
<td></td>
</tr>
</tbody>
</table>
Category I: Developing a Professional Self

1. Demonstrates knowledge of NASW Code of Ethics and conducts self according to all aspects of the Code, especially regarding the key values of confidentiality self-determination, non-judgmental attitude and maintenance of appropriate boundaries. Recognizes ethical dilemmas and follows principles for ethical decision-making.

2. Recognizes own biases, values, attitudes and feelings about others’ backgrounds, ethnicities, cultures, religions, lifestyles, personalities. Recognizes potential impact of own history on perception of others.

3. Able to work with clients/client systems of various cultural, ethnic and racial backgrounds, regardless of gender, sexual orientation, age of disability, and with a variety of problems and value-sensitive issues.

4. Understands and applies SW values regarding social and economic justice. Recognizes impact of oppression and discrimination on clients and communities.

5. Knowledgeable about agency mission, organizational structure and protocols.

6. Demonstrates knowledge of significant social work trends and issues as they relate to the placement setting.

7. Adheres to agency expectations re: working hour, attire, conduct, professional demeanor, record-keeping.

8. Able to manage time, prioritize daily work tasks and client requests.


10. Takes advantage of additional learning opportunities (e.g., seminars, staffing, consultations). Uses professional literature.

11. Able to form effective working relationships with peers, supervisors, administrator and members of the community.

12. Demonstrates effective verbal communication skills according to agency expectations.

13. Demonstrates effective written communication skills according to agency expectations.
Category II: Developing Practice skills with Clients and Client Systems

14. Establishes effective working relationships with clients/client systems. Able to develop and maintain trust, communicate empathy and respect.

15. Able to conduct effective biopsychosocial assessments on clients and client systems, applying the strengths and ecological perspectives.

16. Able to do effective organization and community analyses (e.g., resource-mapping, needs assessments, analysis of power sources and dynamics, locating barriers to service, constituency identification, etc.) using a variety of information-gathering approaches and analytical modes.

17. Applies relevant theoretical models to assessment and intervention planning.

18. Implements effective interventions with individual clients and families, including counseling, case management, problems solving, advocacy, and brokering. Demonstrates familiarity with and ability to access appropriate resources, both agency-based and external.

19. Applies pertinent specialized knowledge and skill relevant to agency client population. (Includes knowledge of DMS, recovery-based strategies, etc.)

20. Demonstrates understanding of group dynamics and can apply this understanding in working with groups. Groups may be task-oriented, therapeutic, or psycho-educational.

21. Develops and implements appropriate organization & community development interventions, including task group development, event organizing, developing communication linkages, developing new resources, etc.

22. Recognizes impact of social and organizational policy on client populations. Familiarizes self with organizational, legislative and other policy-making processes in order to participate in the betterment of the lives of client/client systems. In policy-oriented placements, demonstrates policy analysis skills. In all placements, can identify agency policies and structure that may adversely affect clients (both initially and as populations or communities), and can suggest possible changes and ways of bringing about change. Acts on this knowledge in an effective and professional manner.

23. Develops multi-level interventions for clients and client systems, combining strategies identified in #16, 17, 18 and 19. Plan interventions for at least two levels (micro, meso, macro) simultaneously.

24. Takes leadership role in at least two levels of practice (micro, meso, macro) particularly in the areas of advancing culturally competence practice, and the achievement of social and economic justice.

25. Identifies and implements strategy for evaluating own practice within agency, demonstrates familiarity with evidence base for agency practice, identifies possible strategies for enhancing agency-based practice evaluation.
**Learning Agreement Activity List**

**Directions:** In the first column, list all duties, responsibilities and activities the student will have during the placement. In the second column, identify by **number** the Learning Objectives that each learning activity will foster. Refer to the attached list of Learning Objectives for a complete description. Each Learning Objective should correspond to at least one activity; most activities will correspond to more than one Learning Objective.

<table>
<thead>
<tr>
<th>Student Activities</th>
<th># of Corresponding Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Use additional paper if needed)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student's Signature:</th>
<th>Date: / /</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s Printed Name:</td>
<td></td>
</tr>
<tr>
<td>Field Instructor’s Signature:</td>
<td>Date: / /</td>
</tr>
<tr>
<td>Faculty Liaison’s Printed Name:</td>
<td></td>
</tr>
</tbody>
</table>