**MSW Children and Families Concentration -Student Learning Agreement**

*Used with SOCW 6520 and SOCW 6530*

**Agency Name:** [Type here]

**Agency Address: «**AddressBlock**»**

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| Student Information | Instructor/Supervisor Information | Faculty Liaison Information | Agency Info |
|  |  | Name: | Description:  Provide ongoing support to vulnerable populations to navigate the system. Provide one to one counseling support as well as advocate at the macro level for services needed for populations being served |
| Academic Term  Example: Summer 2021  Error! AutoText entry not defined. | **Course Number**  Example: SOCW 6520  SOCW 6520 |  | Population Served:  Seniors, family and children |

**Proposed Schedule:**

**I will be working 12 hours a week providing on going support to clients assigned. Each week the schedule is looked at as per need of the clients. As we work with individuals that fall under the homeless situations and there may be meetings on different days and times, the times change weekly. I consult with my on site field instructor a minimum of 2 hours a week. On the on set of my field placement my supervisor is ensuring I am aware of their policies, their procedures and conducting and facilitating the bridging needed for me to work with my clients. After meeting with clients, in conjunction to our 2 hour a week supervision, I will debrief with him.**

**Describe what your regular tasks will be at the agency:**

**I will be conducting needs assessments, meeting clients where they are at and assisting with navigating the systems. I will eventually be part of the team that assesses the populations needs and be part of the advocating team that meets with other funders and agencies that are continuously working in having the voices of these populations heard. I will also be providing one to one support at the micro level for families and assisting them to work through the challenges they are facing.**

**Importance of the Learning Agreement**

Purpose of the Learning Agreement: The learning agreement is designed to ensure students are mindful about the learning expectations in their field placement. It was developed to help students and supervisors/instructors plan a well-rounded experience that will help students meet the learning objectives.

Learning Objectives: The Council on Social Work Education (CSWE) requires students gain competency in nine areas of social work practice. These areas of practice are defined as *core competencies* of the profession. Each *core competency* requires particular behaviors students should be able to engage and gain competency in. Students should provide examples of activities in the agency they can participate in to help them meet the learning objectives. Some examples of activities are provided. This is not an exhaustive list, so others can be added. **Students must have an opportunity to complete tasks in all nine areas of competency.**

Connection to the Student Evaluation: Not only is the learning agreement a helpful tool to plan the learning goals for the term, but it connects directly to the evaluation points in the student evaluation. Field Instructors/supervisors will be asked to complete student evaluations. Each student is evaluated on the nine core competencies of social work. Having a solid learning agreement aligns the learning goals with the student’s evaluation, so no areas are missed.

**Instructions**

Negotiating the Agreement: The learning agreement should be completed by week 3 at the agency. This is a collaborative process, where the field instructor/supervisor and student meet to establish goals for the term. The student will then submit the agreement to the faculty liaison for feedback and comments. Once everyone is happy with the agreement, all parties sign the agreement. During the evaluation session, toward the end of the quarter, the student and instructor/supervisor should meet to discuss progress and challenges with the plan and develop ways to adjust the learning for the remainder of the placement and the next quarter.

Form Layout:

Each page/grid is devoted to one of the nine *Social Work Core Competencies***. Students must have experience in all nine competencies.**

**Section Descriptions:**

Expected Behaviors – the expected behaviors are those that are identified for the concentration area. These behaviors should be demonstrated by students during the term of the field placement/internship.

Agency Activities-These are examples of particular activities that students can do at the agency to demonstrate the expected behaviors. Most of these are general to all settings. However, if they don’t quite match, feel free to **add/change these to fit with the context of your agency.** Check all activities that apply.

Field Course Assignments-These are a few examples of field course assignments that help reinforce the *Social Work Core Competencies.* **Students will be required to complete all field course assignments.**

How to Complete the Form:

1. By week 2, students should complete all student designated sections on the learning agreement and discuss it with their supervisor/instructor.
2. By week 3, students should upload the learning agreement to Blackboard for the faculty liaison to review. (Only upload agreements that have been approved by your supervisor/instructor).
3. After the faculty liaison reviews and signs the agreement, the student and instructor should sign it.
4. After the agreement has been signed, the student will upload it to Meditrek.

**Learning Agreement**

Social Work Core Competency 1 – Demonstrate Ethical and Professional Behavior

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| Expected Behaviors – You will be evaluated on these at the end of the quarter | Agency Activities to help you achieve the expected behaviors- Check ALL that apply AND add other activities specific to your agency. | Field Course Assignments – Complete these in the course when assigned. |
| Makes appropriate decisions based on the NASW Code of Ethics and other local, state, and federal legal statutes and regulations related to children and families.  Identifies and manages personal values to provide service delivery to children and families, according to professional values and standards.  Incorporates professional behavior when engaging children, families, colleagues, and other stakeholders.  Evaluates the ethical and appropriate use of technology to facilitate delivery of social work services to children and family.  Integrates principles of supervision and consultation to guide professional judgement and behavior.  Demonstrates professional development by identifying the specialized skills and knowledge needed to work with children and families. | Adhere to ethical standards outlined by the NASW and other state, local, and federal regulations.  Discuss personal values in supervision when they conflict with the values of the profession and adjust practice as needed.  Recognize personal triggers that could impede effectiveness with clients. Discuss those triggers with your supervisor.  Discuss case scenarios with my supervisor and faculty liaison that require ethical reasoning.  Seek guidance when you experience and ethical dilemma.  Maintain professional boundaries with clients and others and discuss and potential boundary challenges in supervision.  Use professional communication and interaction with clients, colleagues, and others.  Recognize your professional responsibility to the client, the profession, and the agency.  Adhere to agency polices about technology and record keeping. Discuss with your supervisor any potential ethical challenges that may arise because of the use of technology.  **Add other activities here:** | SOCW 6520 (Field III) Assignments:  Self-Assessment Assignment (Week1)  Blog post on confidentiality (Week 2)  Blog Post safety in field (Week 3)  Blog Post on Supervision (Week 4)  Blog on Ethics (Week 5)  Use of Self Blog (Week 8) |
| For Student: After reviewing the Agency Activities and Field Course Assignments, describe how these expectations and activities will help you increase competence in ethical and professional behavior. For example how will you use your strengths, improve knowledge, develop skills, and address any areas you need to improve as a professional (be specific)?  The following are activities that will keep me gain ethical and professional behaviors:   1. I will be mindful to check in with myself and assess where I am at by doing frequent check ins with myself to ensure that I keep aware of my personal and professional beliefs and values when working with clients and other professionals and agency personnel. This impacts all aspect of practice from being diligent for the client, to oneself and to the agency. It brings a sense of importance to take into considerations various variables such as safety concerns of one self as a practitioner as well as where there may be opportunities for growth through collaboration and consultation. 2. I will maintain professional integrity even if conflicts arise within the agency and if there is any concern will address with my supervisor. It’s imperative especially working with high risk and vulnerable populations to ensure that one is self-aware. | | |
| For Student: Write two goals that you want to achieve to help you develop as a professional social worker (these goals should address areas of growth and professional development).   1. To attend to professional roles and boundaries that provides the experience to apply practice at the macro level. 2. To consult with my supervisor at a minimum weekly and discuss topics of concerns with my supervisor or to bring up any issues. I will ensure to prepare these topics for discussions and make notes so I can continue to grow and enhance my professional development.   For Student: Write down any questions you have for your instructor/supervisor or faculty liaison:   1. How does the agency assist their employees, volunteers, and or interns to enhance mindfulness and self awareness and how is this followed up?   Boundaries training, code of ethics and code of conduct as per company’s policy, regular check ins with the supervisor, and staff meetings.  Instructor/Supervisor’s Feedback for Evaluation: (To be completed during evaluation). | | |

Social Work Core Competency 2 – Engage Diversity and Difference in Practice

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| Expected Behaviors – You will be evaluated on these at the end of the quarter | Agency Activities to help you achieve the expected behaviors- Check ALL that apply AND add other activities specific to your agency. | Field Course Assignments – Complete these in the course when assigned. |
| Demonstrates cultural awareness by recognizing and integrating diverse populations’ values about family roles, structure, norms, and beliefs.  Demonstrates cultural humility by managing personal biases when partnering with families.  Communicates in a culturally responsive way recognizing various family structures, norms, and values. | Practice with those who are different from you based on age, SES, color, culture, disability, ethnicity, gender, religion, sexual orientation, etc.  Discuss in supervision and in class the strengths of engaging diversity and the challenges you have when engaging difference.  Engage in self-refection about personal biases related to client population and discuss with supervisor and be able to demonstrate that you can have a personal view and a professional view in practice.  Develop a diversity/cultural competency plan that allows you to learn about the cultural needs of client groups and be culturally responsive when communicating with clients.    **Add other activities here:** | SOCW 6520 (Field III) Assignments:  Agency Assignment – describe the population (Week 4)  Diversity Blog (Week 7) |
| For Student: After reviewing the Agency Activities and Field Course Assignments, describe how these will help you engage diversity and difference in practice. For example, how will you use your strengths, improve knowledge, develop skills, and address any areas you need to improve as a professional (be specific)?  The organization works with various populations that tap into social service programs. They work with homeless seniors and people, work with families and children that are in poverty and who come from various cultural backgrounds. The organization takes a person centered approach and are proactive in ensuring that within the practice of what we do we culturally sensitive and diverse in our practice. My background is working with families and children that are of various background. This is the first time where I will be working with the homeless senior population and look forward on enhancing my skills in diversity and being proactive in being self aware and knowledge about ageism, culture and in general diversity. I haven’t every applied the impacts of the barriers of ageism that seniors face and look forward to grow my learning in this area. | | |
| For Student: Write two goals that you want to achieve to engage diversity and difference in practice (these goals should address areas of growth and professional development).   1. Be mindful and self-aware of my lack of experience in working with this one populations and to ensure that I manage my personal values in a way that allows for professional values to guide practice. 2. Apply strategies of ethical reasoning within clinical practice and discuss in supervision.   For Student: Write down any questions you have for your instructor/supervisor or faculty liaison:  Instructor/Supervisor’s Feedback for Evaluation: (To be completed during the evaluation). | | |

Social Work Core Competency 3- Advance Human Rights and Social, Economic, and Environmental Justice

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| Expected Behaviors – You will be evaluated on these at the end of the quarter | Agency Activities to help you achieve the expected behaviors- Check ALL that apply AND add other activities specific to your agency. | Field Course Assignments – Complete these in the course when assigned. |
| Examines the effects of oppression, discrimination, structural social inequality, and historical trauma with children and families, and their community systems to guide intervention planning.  Chooses social work practices that promote human rights and social, economic, and environmental justice for children and families. | Identify barriers clients face when accessing services at my agency or at other agencies and discuss during supervision.  Develop a plan to learn about the effects of oppression, discrimination, inequality, and trauma on clients.  Use evidence-based practices that consider the unique challenges clients have when faced with oppression, discrimination, social inequality, and historical trauma.  Discuss with supervisor about how social, economic, and environmental factors affect client outcomes.  Work with instructor/supervisor to engage advocacy for needs and services for clients.  Collaborate with a local or national organization that advocates for your population.  **Add other activities here:** |  |
| For Student: After reviewing the Agency Activities and Field Course Assignments, describe how these will help you advance human rights and social, economic, and environmental justice. For example, how will you use your strengths, improve knowledge, develop skills, and address any areas you need to improve as a professional (be specific)?  This organization work with high risk and vulnerable populations. By addressing this competency and what is captured I will be able to assess strengths and limitations within our systems at a mezzo and macro level and really assess the barriers and gaps. For example, with this program we are assisting this client who takes homeless seniors that have suffered from addictions and who are in need for rehabilitation. We assist in advocating for the supports needed to provide this support to these individuals and work with other funders and stakeholders to assist in facilitating this service. One challenge that is faced is that the communications among the various service providers is not effective which then results in gaps for services for the clients. In my role as an intern, I will be learning about accessibility to services and the steps that are needed to obtain these services if the clients are wanting. This learning will enhance my ability to navigate and understand where systems are at and how to approach and navigate systems to better service my clients. | | |
| For Student: Write two goals that you want to achieve to help you advance human rights and justice (these goals should address areas of growth and professional development).   1. To implement using assessment tools that I have learned at school as well as what has been laid out by the organization. This will enhance my skill set in gathering data and meeting the client where they are currently at, assess what has worked in the past and what has not and give a deeper understanding what the client needs and wants. 2. Review treatment and or prevention models to determine effectiveness the populations I am working with.   For Student: Write down any questions you have for your instructor/supervisor or faculty liaison:  Instructor/Supervisor’s Feedback for Evaluation: (To be completed during the evaluation) | | |

Social Work Core Competency 4 – Engage in Practice-Informed Research and Research-Informed Practice

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| Expected Behaviors – You will be evaluated on these at the end of the quarter | Agency Activities to help you achieve the expected behaviors- Check ALL that apply AND add other activities specific to your agency. | Field Course Assignments – Complete these in the course when assigned. |
| Critically evaluates evidence based and “best practice” treatment interventions with children and families.  Develops family intervention plans that are grounded in best available research and “best practices”. | Research the evidence-based treatment interventions associated with the context of your agency.  Use critical thinking to evaluate the benefits and challenges of the evidence-based interventions used with clients. Discuss your ideas with your supervisor.  Develop treatment plans for clients that are evidence-based.  **Add other activities here:** | SOCW 6520 (Field III) Assignment:  Intervention Treatment Plan Assignment  SOCW6530 (Field IV) Assignment:  Intervention Treatment Plan Assignment part II |
| For Student: After reviewing the Agency Activities and Field Course Assignments, describe how these will help you engage in practice-informed research and research-informed practice. For example, how will you use your strengths, improve knowledge, develop skills, and address any areas you need to improve as a professional (be specific)?  My concentration field experience will be give further opportunities to work with clients utilizing an evidence based lens. I will have regular supervision from my field instructor as well as supervisor where I will have opportunities to share my learning and obtain constructive feedback which will in turn enhance my learning in a wrap around structure that will foster my skills set and enhance my level of professionalism.  I will be part of the assessment and evaluations of the clients we will serve and report back to my supervisor the desired outcomes or the clients we serve. There will be touch points with my supervisor to evaluate what is working and what is not and to continue to assess and evaluate what is needed to better our clients quality of lives. | | |
| For Student: Write two goals that you want to achieve to help you improve use research in your practice justice (these goals should address areas of growth and professional development).   1. I would like to be part of the intake process, the assessment, evaluation, and implementation of services. 2. To continue to utilize research evidence to informed practice   For Student: Write down any questions you have for your instructor/supervisor or faculty liaison:  Instructor/Supervisor’s Feedback for Evaluation: (To be completed during evaluation). | | |

Social Work Core Competency- 5- Engage in Policy Practice

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| Expected Behaviors – You will be evaluated on these at the end of the quarter | Agency Activities to help you achieve the expected behaviors- Check ALL that apply AND add other activities specific to your agency. | Field Course Assignments – Complete these in the course when assigned. |
| Critically evaluates and creates awareness about agency and/or government policies and regulations that impact the well-being of families and children.  Applies critical thinking to analyze, formulate, and advocate for policies that support the needs of children and families. | Consider policies and regulations that affect the lives of your clients and discuss those challenges with your supervisor.  Use critical thinking to examine the negative impact of policies on clients and advocate when needed.  Explore how social problems are connected to social policy.  Explore how agency funding is connected to policy.  **Add other activities here:** | SOCW 6520 (Field III) Assignment:  Week 10 focuses on Organizational Policy  Social Problem/Policy Assignment  SOCW6530 (Field IV) Assignment:  Agency Funding and Policy Implication Assignment |
| For Student: After reviewing the Agency Activities and Field Course Assignments, describe how these will help you engage in policy practice. For example, how will you use your strengths, improve knowledge, develop skills, and address any areas you need to improve as a professional (be specific)?  I have many years working in the social service field and am a director of an agency that has gone through the accreditation process and have some practical experience in developing policies and procedures. I also have worked on several committees over the last 25 years of service where we would evaluate the policies that are in place for the Ministry of Children and Families and provide consultive feedback. As most of my experience are in the realm of children and families, I am super excited to be part of an organization that works with grass roots organization and assisting them in legitimizing what they do with the support of government funded bodies. It will be an incredible professional experience to be part of the development of policies and procedures in organizations that are providing valuable services and working with several organizations collaboratively in developing and assisting putting these structures in place that captures adhering to provincial and federal regulations and brining a voice to the work of front line workers. | | |
| For Student: Write two goals that you want to achieve to engage in policy practice (these goals should address areas of growth and professional development).   1. To familiarize myself with provincial and federal regulations and policies. 2. To Analyze and advocate for policies that advance social well-being.   For Student: Write down any questions you have for your instructor/supervisor or faculty liaison:  Instructor/Supervisor’s Feedback for Evaluation: (To be completed during evaluation) | | |

Social Work Core Competency 6- Engage with Individuals, Families, Groups, Organizations, and Communities

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| Expected Behaviors – You will be evaluated on these at the end of the quarter | Agency Activities to help you achieve the expected behaviors – Check ALL that apply AND add other activities specific to your agency. | Field Course Assignments – Complete these in the course when assigned. |
| Individuals  Uses empathy, reflection, interpersonal skills, and knowledge of development theories and family systems to engage children and family members.  Families  Uses empathy, reflection, interpersonal skills, and knowledge of human behavior and the social environment and family systems to engage with families  Groups  Engages conversations with interprofessional teams in schools, hospitals, and other agencies that have interactions with children and families.  Organizations  Engages with organizations that provide services, support, advocacy, and resources to families and children.  Communities  Identifies and actively participates in opportunities to communicate with community leaders and members about services and resources to support families and children. | Show care, empathy, and genuineness with clients to initiate therapeutic relationships.  Use a strengths-based approach when engaging with individuals, groups, and families.  Use active listening and other engagement skills.  Consult with organizations to assist with client needs.  X Engage in professional communication in interprofessional team meetings from the social work perspective.  Connect and work with community organizations that provide services related to the clients you serve.  **Add other engagement activities:** | SOCW 6520 (Field III) –First 11 weeks  Process Recording (Week 5)  Process Recording (Week 7)  Week 9 focuses on Individual, Family, and Group contexts  SOCW6530 (Field IV)- Second 11 weeks  Week 1 & Week 2 Focus on Engagement  Blog on Engagement (Week 2)  Process Recording (Week 3) |
| For Student: After reviewing the Agency Activities and Field Course Assignments, describe how you will engage with the following target systems in the context of your agency:  Individuals: We will assess where the clients are at and what their needs are and goals and meet them where they are at. As a clinician it’s important for me to have an understanding where they are at and assess what is needed whilst using a person centered lens. Active listening, observation, evaluation tools will need to be used and developing a trusting working relationship.  Families: We will assess where the clients are at and what their needs are and goals and meet them where they are at. As a clinician it’s important for me to have an understanding where they are at and assess what is needed whilst using a person centered lens. Active listening, observation, evaluation tools will need to be used and developing a trusting working relationship.  Groups: I will not be facilitating groups in a clinical fashion but rather be part of team building wrap around services and supports for the clients we serve so they can better their quality of life. This will be done at a micro and mezzo level.  Communities: I will be part of the round table where community partners meet monthly and discuss priority servicer and assess how we can as a community support our clients. We as a group will advocate for the populations that we serve and to assist in having the voices and needs heard at ta macro level.  Organizations: We will collaboratively with other organizations and see where we can bridge services for our clients among existing organizations and with the assistance of community partners and stakeholders we will be able to assess the strengths of what is working and what is not and assess the limitations and where the gap needs to be bridged.  In summation my field experience and course assignments I will be provided with tools that will assist me to identify strength-based approach to support the clients to self-determinate. I will be working collaboratively with wrap around team supports where I will be partaking in meetings, integrated care team meetings, and provide input when it is appropriate. One of my roles as an intern is assisting clients to have the information so they can make informed decisions. | | |
| For Student: Write two goals that you want to achieve to help you develop your engagement skills (these goals should address areas of growth and professional development).     1. Use empathy and other interpersonal skills when working with clients at all levels (micro, mezzo and macro) 2. Assess client strengths and limitations within the macro level structures to better equip for advocacy.   For Student: Write down any questions you have for your instructor/supervisor or faculty liaison:  Instructor/Supervisor’s Feedback for Evaluation: (To be completed during the evaluation)  If I client is not engaging or is not engaging how is this addressed or if there is another service that is deemed as more appropriate who facilitates this conversation and what are the steps for referral as well as transition? | | |

Social Work Core Competency 7-Assess Individuals, Families, Groups, Organizations, and Communities

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| Expected Behaviors – You will be evaluated on these at the end of the quarter | Agency Activities to help you achieve the expected behaviors- Check ALL that apply AND add other activities specific to your agency. | Field Course Assignments – Complete these in the course when assigned. |
| Individuals  Conducts assessments that provide information about the biopsychosocial-spiritual needs of children and families.  Uses critical thinking to apply the strengths perspective, theories of development, and family systems when analyzing and interpreting assessment information.  Develops mutually agreed-upon goals and interventions that consider best practice, culture, values, and safety.  Families  Conducts family assessments to understand family roles, functioning, relationships, resources, and support needs.  Uses critical thinking to apply theories of family systems when analyzing and interpreting family functioning, support, and dynamics to select appropriate interventions  Groups  Identifies the professional role of the social worker in the inter-professional group context and assesses how that role contributes to the group's purpose  Organizations  Assesses how the agency’s mission, structure, vision, connect to client outcomes.  Uses critical thinking to consider the strengths and limitations of children and family services available for clients.  Communities  Develops knowledge about community resources, governance, political climate, and initiatives to strengthen families and support children.  Uses critical thinking to consider the strengths and limitations of the community resources and how those impact children and families. | Utilize agency appropriate forms, tools, and processes to complete clinical assessments.  Utilize developmentally, and strengths-based approaches to assessment.  Assist clients in developing mutually agreed upon goals and interventions to enhance well-being.  Assess family functioning, relationships and support needs in the context of the agency’s practice.  Work with groups to assess needs and to inform group intervention goals and treatment strategies.  Assess ways you can participate in inter-professional and supervision meetings from the social work perspective.  Assess how other organizations assist with client needs and where there may be gaps in services.  Assess the role the community plays in providing services for your clients (financial, legislative, representative, etc.) Discuss your findings with your supervisor.  **Add other assessment activities:** | SOCW6520 (Field III) – First 11 weeks  Process Recording (Week 5)  Week 9 Focus on Individuals, Families, and Groups  SOCW 6510 (Field II)- Second 11 weeks  SOCW 6530 (Field IV)- Second 11 weeks  Week 3 and 4 devoted to the assessment process, with assignments of blogs and process recordings. |
| For Student: After reviewing the Agency Activities and Field Course Assignments, describe how you will assess the following target systems in the context of your agency:  Individuals: will ensure to review any information that is provided and conduct assessments with the clients and be an active listener. It is imperative part of our role to meet the client where they are at and to have the approach that is used incorporate the person themselves so there is a clear understanding what their wants and needs are.  Families: will ensure to review any information that is provided and conduct assessments with the clients and be an active listener. It is imperative part of our role to meet the client where they are at and to have the approach that is used incorporate the person themselves so there is a clear understanding what their wants and needs are.  Groups: in groups it’s important as it is working with individuals and families to be active in listening but also ensure that they have the information needed so they can make informed decisions. By being in active in assisting the facilitation with information will provide the opportunity for the group and individuals within to build trust with the practitioner and with the group.  Organizations: I will be working along side with my supervisor with other organizations and working collaboratively in assessing our clients needs and reaching out where needed for assistance, with the consent of our clients. I will be an active observer, participant and advocate in this role.  Communities: I will be working along side with my supervisor with community partners and working collaboratively in assessing our clients needs and reaching out where needed for assistance from a community perspective. I will be an active observer, participant and advocate in this role.  In my role as a social worker interns I will have opportunities to assess and identify goals of our clients and determine what are some of the barriers that are impeding the ability for our clients in obtaining what they need to better their quality of life. I will be using critical thinking skills and will work with clients in identifying their strengths and to assist in empowering them by facilitating the services and structures needed for them to be able to achieve or work towards their goals and self determinate. | | |
| For Student: Write two goals that you want to achieve to help you develop your assessment skills (these goals should address areas of growth and professional development).   1. To use strength based evidence based practices to meet the clients where they are at and provide the tools needed for them to self determinate. 2. To actively utilize assessment tools to assess where the clients are at and throughout our interaction so I can better assist my clients and have an underlying understanding what is going on and what is needed.   For Student: Write down any questions you have for your instructor/supervisor or faculty liaison:  When the client’s goals are different from organizations they are associated with or systems, how is this addressed and what strategies are implemented in working through this? What is the process? For example, someone has a transition home grass root level and is wanting to legitimize what they do, but struggle with the bureaucratic red tape.  Instructor/Supervisor’s Feedback for Evaluation: (To be completed during supervision) | | |

Social Work Core Competency 8-Intervene with Individuals, Families, Groups, Communities, and Organizations

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| Expected Behaviors – You will be evaluated on these at the end of the quarter | Agency Activities to help you achieve the expected behaviors- Check ALL that apply AND add other activities specific to your agency. | Field Course Assignments – Complete these in the course when assigned. |
| Individuals  Implements interventions based on the strengths perspective, biopsychosocial needs, and current theories appropriate for the setting and client needs.  Utilizes appropriate resources and services for children and family members.  Families  Implements family interventions based on the strengths perspective, family culture, family systems theories, and evidence-based practice.  Utilizes appropriate resources, services, and interventions for families.  Groups  Provides social work perspective that assists with the purpose and function of interprofessional teams that address the needs of children and families.  Organizations  Participates in opportunities to improve agency/organization service delivery that will support the needs of children and families.  Communities  Explores and actively participates in opportunities to advocate for community services and support mental health services. | Use agency-appropriate and developmentally- appropriate intervention strategies and techniques.  Use relevant prevention strategies with children and families.  Explore various evidence-based interventions and discuss those with your supervisor.  Intervene with families using appropriate family theories.  Explore and utilizes resources to provide holistic care.  Talk with supervisor about planning for termination or transitions with clients.  Consults with supervisor about ways to be involved in service delivery improvement at the agency.  Consults with supervisor about opportunities to be involved in advocacy.  **Add other activities here:** | SOCW 6520 (Field III) First 11 weeks  Week 9 focuses on Individuals, Families, and Groups  Discuss with supervisor evidence-based practices used in agency setting  SOCW 6530 (Field IV) Second 11 weeks  Weeks 5 and 6 focus on intervention with assignments of blogs and process recordings.  Week 9 focuses on Termination with clients |
| For Student: After reviewing the Agency Activities and Field Course Assignments, describe how you will intervene with all of the following target systems in the context of your agency:  In all categories I will utilize my field supervision, class learning and assigned reading to enhance my opportunity to professionally grow. This is where I as an intern can ask questions and receive feedback and guidance. With the combination of class learning with on the field work I am provided with the structure where i can grow in structure that is safe and allows for deeper and insightful learning. | | |
| For Student: Write two goals that you want to achieve to help you apply appropriate intervention strategies (these goals should address areas of growth and professional development).   1. To plan and work on prevention strategies and to implement to assist the client to enhance the their quality of life. 2. To discuss with wrap around team members and the client and to facilitate open collaborative conversation at team meetings on strategies and to understand the process behind the strategy and why its effective.   For Student: Write down any questions you have for your instructor/supervisor or faculty liaison:  Instructor/Supervisor’s Feedback for Evaluation: (To be completed during evaluation) | | |

Social Work Core Competency 9- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

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| Expected Behaviors – You will be evaluated on these at the end of the quarter | Agency Activities to help you achieve the expected behaviors- Check ALL that apply AND add other activities specific to your agency. | Field Course Assignments – Complete these in the course when assigned. |
| Individuals  Evaluates the effectiveness of intervention strategies with children and family members.  Utilizes evaluation data to inform new intervention strategies for children and families.  Families  Evaluates the effectiveness of intervention strategies used to improve family functioning and support.  Utilizes evaluation data to inform new intervention strategies and resources.  Groups  Evaluates the effectiveness of group related processes.  Utilizes evaluation data to inform future group processes.  Organizations  Evaluates the effectiveness of social services and intervention strategies provided by agencies that serve children and families.  Utilizes evaluation data to inform advocacy initiatives to improve services for children and families.  Communities  Evaluates the effectiveness of community services and resources for children and families.    Utilizes evaluation data to inform advocacy and/or policy initiatives for children and families. | Considers the effectiveness of therapeutic interventions and makes changes to treatment plans as needed.  Consults with supervisor about treatment plan outcomes to consider potential alternatives.  Evaluate the effectiveness of social services provided organizations and communities and advocate where needed.  Meet with clients to assess the progress of their goals and make changes in treatment plans as necessary.  Participate in data collection, needs assessments, and other research efforts to inform advocacy or awareness initiatives.  **Add other activities here:** | SOCW 6520 (Field III) First 11 weeks   Week 9 focuses on Individuals, Families, and Groups    SOCW 6530 (Field IV) Second 11 weeks  Weeks 7 and 8 focuses on evaluation of client success with assignments of blog posts and process recordings. |
| For Student: After reviewing the Agency Activities and Field Course Assignments, describe how you will evaluate with all of the following target systems in the context of your agency:  Individuals:  Families:  Groups:  Organizations:  Communities:  In all the context I will assess, evaluate and self reflect on my practice and the outcomes of my clients by being proactive and diligent in assessing the needs and services that my client has and what we provide. By accessing and collaborating with the wrap around team/multidisciplinary team and having the input of the client, we can in turn assess the needs and make appropriate referrals for services. This will continue the level of support that the client may need to continue to work on existing goals to continue to work in bettering their life circumstances. This may require further research as to what resources may be available and who has the authority to do the referral. By analyzing and evaluating and assessing where the client is at in achieving the identified outcomes, could be the information required to see what else is needed to assist the client to self-determinate. | | |
| For Students: Write two goals that you want to achieve to help you understand how to evaluate clients and other systems (these goals should address areas of growth and professional development).   1. To learn what is the funders expectations on outcomes are and what measuring tools can facilitate providing the information needed. 2. If the goals of the clients are not being reached, at what point is this addressed? Who is part of the decision process aside to the client in assessing what is working and what is not and what will be the next steps.   For Students: Write down any questions you have for your instructor/supervisor or faculty liaison:  How are the outcomes of what has been implemented communicated to the funders?  Instructor/Supervisor’s Feedback for Evaluation: (To be completed during evaluation) | | |