

Learning Agreement

Examples

Dear School Social Work Students,

This document was created to assist you in completing the learning agreement as an Advanced Standing student and/or Post-MSW PEL student, currently completing a school social work internship to fulfill the requirements for the Professional Educator License with a School Social Work Endorsement (PEL: SSW). Use the examples provided for each competency to discuss specific tasks and opportunities which you will experience throughout your field placement. Alongside your field instructor, discuss opportunities for scaffolding learning activities, where appropriate. Additionally, please feel free to add task and responsibilities specific to the role and experiences of your school social work field instructor.

Share this document with your field instructor as you work together to complete your learning agreement.

*The highlighted statements included below are examples of the knowledge and skills measured by the ILTS School Social Work Content Test (238).

Welcome Statement

The Learning Agreement is a tool to be used as a roadmap to guide the students' internship experience. While each student is expected to achieve the course objectives/competencies for the field practicum (identified on the left column), each field experience is unique. Therefore, the Learning Agreement should incorporate the internship's learning objectives, the school's goals and learning opportunities, and the student's individual learning goals and interests. Below are some things to consider as you complete your learning agreement:

- Students are expected to demonstrate all the competencies listed on the learning agreement by the end of their internship experience. To facilitate this development, students should have a variety of tasks and learning activities. Please refrain from using the same activity for multiple competencies whenever possible.
- Dates are meant to serve as a guideline for when a certain competency has been experienced. Dates should vary, to reflect the continual growth of students throughout the internship.
- Although it is understood that students will continue to develop each competency throughout the internship, we ask that a specific date be listed for each competency to provide an avenue for tracking student development.
- AU acknowledges and expects that some customization will occur once the students' individualized learning strengths, interests and needs are understood.
- The field instructor may look to other schools and school social workers within the district for additional opportunities, if the school does not have opportunities available (i.e., experiences with various grade levels) to help the student meet the learning objectives.
- The Learning Agreement is to be completed as a joint effort by the student and field instructor. Please ensure the final document is signed by the field instructor before submission.

The Learning Agreement should be used as a part of the student's weekly supervision with the field instructor. Progress towards meeting objectives should be reviewed and used as an ongoing measure for the students' mid-evaluation and final evaluation.

Advanced Standing Students: Fully complete and attach the learning agreement to VIA within the first 75 hours of the field placement.

Post-MSW PEL Students: Fully complete and attach the learning agreement to Moodle within the first 75 hours of the field placement.

Examples

Student Name: _____



SCHOOL OF SOCIAL WORK
FIELD INSTRUCTION PROGRAM
**STUDENT/FIELD INSTRUCTOR
LEARNING AGREEMENT**

Student Name: _____ Student ID number: _____

Email Address: _____ Phone: _____

Date Learning Agreement Completed: _____

Primary MSW Field Instructor Name: _____

Agency Name: _____

Semester this agreement is completed: (Spring, Summer, or Fall): _____ Year: _____

Check your current Internship: _____ Specialization (SWK 6750 and SWK 6760)
_____ Post-PEL (SWK 6650 and SWK 6660)
_____ Post-CADC (SWK 6675)

Instructions:

Type student learning experiences within the table below. **A learning activity is needed for each practice behavior under each competency area.** Recording the same learning activity for different practice behaviors is permitted. Each practice behavior requires a learning activity within the internship. Please indicate the timeframe of the learning experience and which of the Core Competencies listed below will be taught through each experience.

Examples

Student Name: _____

Social Work Competencies and Practice Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Competency 1: Demonstrate Ethical and Professional Behavior	Learning Activities within the internship	Anticipated date of learning activity
Student applies ethical decision-making skills in clinical situations.	<ul style="list-style-type: none"> • Discuss ethical dilemmas and apply ethical decision-making skills during supervision. • Demonstrate tolerance for ambiguity in responding to ethical dilemmas. • Apply ethical decision-making skills in responding to students experiencing suicidal behaviors. • Apply ethical decision-making skills in responding to reports of abuse and/or neglect with PK-12th grade students, teachers/staff, and parents/guardians. • Communication with multi-disciplinary team, parents/guardians, PK-12th grade students, and community organizations. • Demonstrate ethical decision-making skills in identifying when to maintain Confidentiality and situations where Confidentiality cannot be maintained. • Attend and participate in school social work meetings and team/grade level meetings. • Apply knowledge of how to create and adapt social work-related learning opportunities and materials, establish expectations for student learning consistent with students' strengths and needs, and select and apply the most appropriate methods of intervention to enhance students' educational experience. 	<p>9/1/2020</p> <p>By 10/15/2020</p>

<p>Student assesses personal biases in relation to clinical practice.</p>	<ul style="list-style-type: none"> • Identify and discuss personal biases. • Seek consultation during supervision and as necessary. • Apply a strengths-based approach. • Demonstrate empathy, and active listening in working with PK-12th grade students, parents/guardians, families and teachers/staff. • Assess your communication style and interviewing skills in speaking with PK-12th grade students, parents/guardians, and teachers/staff. • Demonstrate knowledge of differences in approaches to learning and performance, including different learning styles, performance modes, and variations of perception. • Apply knowledge of methods of inquiry; frameworks for self-assessment and self-improvement; and the use of supervision, consultation, and collaboration to identify areas for continuing education and ongoing professional development. 	
<p>Student demonstrates professional behavior in compliance with the NASW Code of Ethics and the profession's history, mission, and responsibilities in relation to clinical social work.</p>	<ul style="list-style-type: none"> • Maintain professional behavior and boundaries with PK-12th grade students, parents/guardians, teachers/staff, support personnel team, and outside organizations. • Learn and implement district policies. • Adhere to district's dress code and dress appropriately/professionally. • Adhere to cell phone use policies and expectations during internship hours. • Adhere to policies and expectations when using school property and district issued devices. • Attend scheduled internship days and times. • Arrive on-time to internship, PK-12th grade student sessions, and scheduled meetings. • Implement confidentiality and demonstrate understanding of the district's expectations and policies. • Complete process recording(s). • Refer to the NASW Code of Ethics when discussing the role of the school social worker in supervision. • Encourage and respect self-determination, dignity and self-worth within PK-12th grade students and their families. • Apply the NASW Code of Ethics when performing duties. • Demonstrate knowledge of how to use empathy in interpersonal relationships, strategies for modeling and promoting effective communication among group members or between groups, and ethical practices for confidential communication. • Demonstrate knowledge of the limits and boundaries of the professional role and the necessity of maintaining an awareness of 	

	<p>personal attitudes, perspectives, strengths, and needs as they relate to professional practice and service delivery.</p>	
<p>Student demonstrates ethical use of technology.</p>	<ul style="list-style-type: none"> • Adhere to the NASW Code of Ethics and district policies when communicating through text messages, social media, internet and email. • Identify the school district’s technology policy. • Documentation and written communication are timely and professional. • Provide education to PK-12th grade students and families (when appropriate) on effective use of social media. • Engage in appropriate technology use. • Attend trainings, workshops, and/or webinars. • Demonstrate knowledge of the purposes, characteristics, and limitations of various assessment techniques (e.g., observation, structured/clinical interviews, archival records, performance-based assessments) and ways to integrate and use technology for assessments, interventions, and information management. • Demonstrate knowledge of current available resources within the school and community and ways to empower students, their families, educators, and others to access and effectively use school and community resources, including technology-based resources. 	

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

<p>Competency 2: Engage Diversity and Difference in Practice</p>	<p>Learning Activities within the internship</p>	<p>Anticipated date of learning activity</p>
---	---	---

<p>Student explains how social work values relate to social, economic, and environmental justice.</p>	<ul style="list-style-type: none"> • Explain how social work values relate to social economic, and environment justice to a PK-12th grade student on your caseload and discuss this case during supervision. • Apply knowledge of ways to develop and help students create short- and long-term plans consistent with curriculum and students' diversity and strengths, life experiences, and social/emotional factors. • Apply knowledge of ways to help students work cooperatively and productively and how service learning and volunteerism promote the development of personal and social responsibility. 	
<p>Student responds to ways in which oppression, discrimination, poverty, marginalization, and alienation impact clients in clinical social work contexts.</p>	<ul style="list-style-type: none"> • Research and apply interventions specific to the PK-12th grade student's situation. • Research and apply interventions specific to PK-12th grade students' disabilities. • Recognize the impact of culture, race, and gender identification on a students' behavior and academics. • Participate in trainings, and workshops to further understanding and knowledge. • Provide interventions and education on students impacted by oppression, discrimination, and poverty who are marginalization and alienated. • Demonstrate knowledge of issues of second-language acquisition, ways in which similar behaviors may have different meanings in different cultures, the nature of the immigrant experience, and the need to develop strategies to support children/students and families for whom English is not a primary language. • Demonstrate knowledge of how to consider environmental factors (e.g., poverty, abuse/neglect, trauma, homelessness, transiency) when planning interventions to create an effective bridge between students' experiences and goals and ways to integrate students' life experiences and future career goals. 	
<p>Student identifies the ways in which clients' contexts of diversity and difference impact identity formation.</p>	<ul style="list-style-type: none"> • Discuss and learn from PK-12th grade students, and parents/guardians. • Participate in trainings, and workshops to further understanding and knowledge. • Identify environmental, economic, culture, and social needs of the PK-12th grade students on your caseload. • Research peer reviewed articles related to the population you serve. • Demonstrate knowledge of the ways students' learning is influenced by diverse characteristics (e.g., culture, race, ethnicity, gender, gender identity, gender expression, sexual orientation, age, language, religion, socioeconomic background, disability, prior 	

	<ul style="list-style-type: none"> learning, immigration status) and how to address individual student needs. • Demonstrate knowledge of the effects of diversity (e.g., culture, race, ethnicity, gender, gender identity, gender expression, sexual orientation, age, language, religion, socioeconomic background, disability, prior learning, immigration status) in the educational environment. • Demonstrate knowledge of language development, communication techniques, the role of communication in the learning environment, and how variations in beliefs, traditions, and values across cultures affect interactions among group members and between groups. 	
<p>Student explores the power and privilege they have as a clinician.</p>	<ul style="list-style-type: none"> • Consult with field instructor during supervision and as needed. • Engage in self-reflection, increase self-awareness and manage influence on service delivery. • Demonstrate knowledge of ways to encourage the development of a learning community in which students assume responsibility, participate in decision making, and work independently as well as collaboratively in learning activities. 	

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

<p>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</p>	<p>Learning Activities within the internship</p>	<p>Anticipated date of learning activity</p>
<p>Student expresses recognition of human rights through adherence to the NASW Code of Ethics in clinical practice.</p>	<ul style="list-style-type: none"> • Complete Mandated Reporting Training. • Identify district policy on Mandated Reporting. • Discuss the rights of humans and current events that impact those rights. • Identify and provide community, state, and national resources. • Conduct a Needs Assessment. • Advocate for the human rights of all people. • Demonstrate knowledge of the professional code of conduct and ethical practice guidelines stated in the National Association of Social Workers (NASW) Standards for School Social Work Services, federal and state laws and regulations as they pertain to ethical practice, and the legal and ethical 	

<p>Student applies understanding of global interconnections of oppression and human rights violations to clinical contexts.</p>	<p>principles of confidentiality as they relate to the practice of school social work.</p> <ul style="list-style-type: none"> • Discuss with field instructor during supervision and as needed. • Discuss understanding on the impact of oppression, discrimination, and situations of human rights violations for PK-12th grade students and their families. • Discuss oppression and discrimination observed that impact PK-12th grade students and their families. • Identify students impacted by oppression and discuss how their human rights have been violated. • Identify a student on your caseload impacted by historical trauma, oppression, discrimination and identify strategies to intervene. • Assist PK-12th grade students and families with access to services in the school. • Identify disparities in resources available to PK-12th grade students and their families. • Demonstrate knowledge of evidence-informed engagement and intervention strategies appropriate to students' developmental stage, learning style, strengths, needs, and diverse characteristics (e.g., culture, race, ethnicity, gender, gender identity, gender expression, sexual orientation, age, language, religion, socioeconomic background, disability, prior learning, immigration status). • Apply knowledge of principles, practices, processes, and strategies for initiating, developing, and implementing consultative relationships with parents/guardians, teachers, administrators, other school personnel, and community agencies about students' needs. 	
<p>Student applies human right theory in response to human rights violations / needs in clinical contexts.</p>	<ul style="list-style-type: none"> • Assess the impact of a student's environment on their behavior and academic performance. • Identify factors that impact a student's well-being. • Write a letter to a legislator regarding legislation that creates barriers for PK-12th grade students and their families. • Create strategies and interventions to address human rights violations. • Implement activities/programs to promote and encourage human rights for all. • Conduct a training, workshop, in-service for teachers/staff. • Attend trainings, workshops, and/or webinars. • Apply knowledge of appropriate ways to identify areas of need, access or create resources and services, support students' transitions across environments, and advocate for students for the purpose of enhancing 	

	<p>students' functioning in the learning environment</p>	
<p>Student articulates strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably to advance the well-being of clients.</p>	<ul style="list-style-type: none"> • Discuss with field instructor factors that impact student's well-being. • Identify barriers that impact PK-12th grade students and their families. • Create strategies to assist PK-12th grade students and their families to eliminate barriers. • Collaborate with school/team/field instructor to implement strategies to address and eliminate barrier. • Conduct a training, workshop, in-service for teachers/staff. • Provide teachers/staff with classroom, school-wide strategies (when appropriate). • Attend trainings, workshops, and/or webinars. • Apply knowledge of strategies for developing services that promote multicultural sensitivity and social justice to decrease negative effects of cultural barriers on education. • Apply knowledge of methods for developing, facilitating, and providing training and educational programs in the school and community and for mobilizing the resources of the school and community to meet the needs of students and their families. 	

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

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

<p>Competency 4: Engage In Practice-informed Research and Research-informed Practice</p>	<p>Learning Activities within the internship</p>	<p>Anticipated date of learning activity</p>
<p>Student selects quantitative and qualitative research methods in the evaluation of clinical practice and program outcomes.</p>	<ul style="list-style-type: none"> • Apply practice-informed research and research-informed practice in evaluating services and program outcomes. • Collect and analyze data from behavioral interventions. • Conduct a Needs Assessment. • Conduct a School Climate Survey. • Evaluate PK-12th grade students progress in achieving goals. • Demonstrate knowledge of measurement theory; concepts of validity, reliability, and bias; scoring and interpretation of assessment results; and various types of research. 	
<p>Student incorporates principles of logic, scientific inquiry, and culturally informed and ethical</p>	<ul style="list-style-type: none"> • Conduct a Needs Assessment. • Assess the efficacy of interventions and PK-12th grade student's progress towards achieving goals. 	

<p>approaches to evaluating clinical practice and program outcomes.</p>	<ul style="list-style-type: none"> • Develop social/emotional and behavioral S.M.A.R.T goals for students on your caseload. • Utilize CASEL competencies to develop goals for students. • Conduct a School Climate Survey. • Apply knowledge of methods for gathering and interpreting information to document and assess environmental, emotional, cultural, psychosocial, socioeconomic, educational, biological, medical, and legal factors that affect students' learning and for presenting assessment results in an easily understandable manner. 	
<p>Student discerns quality and evidence-based research for application to the process of decision-making in practice and program contexts.</p>	<ul style="list-style-type: none"> • Apply research, peer reviewed literature, experience, knowledge, and consultation with field instructor to inform service delivery. • Implement evidence-based curriculum and interventions to address students social/emotional, behavioral and academic concerns. • Apply knowledge of strategies for designing, implementing, and evaluating programs that enhance a student's social participation in school, family, and community. 	
<p>Student translates research findings into effective decision-making in practice and program contexts.</p>	<ul style="list-style-type: none"> • Conduct a professional development/ training for teachers/staff. • Work collaboratively with PK-12th grade students to discuss strengths, challenges and, progress to inform goals. • Work collaboratively with PK-12th grade parents to discuss strengths, challenges, and progress to inform goals. • Demonstrate knowledge of the effects of biological, psychological, family, social, health, and cultural factors on human development and functioning, including various disabilities, giftedness, and special needs, and their implications for learning. • Demonstrate knowledge of strength-based assessments and practices that support growth and development as well as evidence-informed resources available for intervention and program development. 	

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

<p>Competency 5: Engage in Policy Practice</p>	<p>Learning Activities within the internship</p>	<p>Anticipated date of learning activity</p>
---	---	---

<p>Student identifies how social welfare and services are mediated by policy and its implementation at the agency level.</p>	<ul style="list-style-type: none"> • Create/update community resource brochure through contacting agencies to identify policies and qualifications for services. • Identify current legislation and policies that impact students in the school setting. • Discuss understanding of how funding impacts the services and policies provided to PK-12th grade students and families. • Demonstrate knowledge of the importance of understanding and abiding by current legal directives and school policies and procedures and of participating in various district activities (e.g., policy design, curriculum implementation, staff development, and parent/guardian/ student organization meetings). 	
<p>Student identifies ways in which policy impacts human rights and social justice and therefore impacts the well-being of clients.</p>	<ul style="list-style-type: none"> • Attend a Board Meeting. • Attend Advocacy/Legislative Day. • Demonstrate understanding of IDEA. • Discuss understanding of Section 504 of the Rehabilitation Act. • Discuss understanding of the district's organizational chart and the procedures to implement policies. • Identify current legislation and policies that impact students in the school setting. • Demonstrate knowledge of legal issues in education (e.g., persons with disabilities and special needs, child welfare, mental health, juvenile justice, children's and adolescents' rights), current federal and state laws and regulations, and the importance of promoting the rights of students. 	
<p>Student fulfills their role in policy development, analysis, implementation, and evaluation within their practice setting.</p>	<ul style="list-style-type: none"> • Read and implement district policies. • Participate and/or observe district team meetings to develop, analyze, and evaluate district policies. • Participate in addressing policies that negatively impact the well-being of clients. • Learn the district's organizational chart and the procedures to implement policies. • Discuss understanding of the impact of school, local, state, and federal policies on service delivery. • Write a letter to a legislator regarding legislation that creates barriers for PK-12th grade students and their families. • Demonstrate knowledge of strategies for promoting understanding of factors that affect the educational environment and for working with administrators and other school personnel to facilitate systems improvement. • Apply knowledge of processes and strategies for working as a change agent and for conducting needs assessments and resource development to create and plan for service delivery in general, gifted, and special education. 	

	<ul style="list-style-type: none"> • Demonstrate knowledge of the importance of understanding and abiding by current legal directives and school policies and procedures and of participating in various district activities (e.g., policy design, curriculum implementation, staff development, and parent/guardian/ student organization meetings). 	
<p>Student collaborates with clients to advocate for and with them and to incorporate client voices into advocacy at the organizational, local, state, and federal levels.</p>	<ul style="list-style-type: none"> • Advocate for PK-12th grade students to receive services from school, organizations and community agencies. • Attend Advocacy/Legislative Day. • Identify specific policies that enhance or create barriers for PK-12th grade students and their families to receives services. • Write a letter to a legislator regarding legislation that creates barriers for PK-12th grade students and their families. • Apply knowledge of the collaborative process, including collaborative decision making and problem solving, with parents/guardians, school personnel, community-based organizations, and agencies to enhance students' safety and educational functioning and promote student success. • Demonstrate knowledge of when and how to make referrals for programs and services at the district, community, state, and federal levels. 	
<p>Student adheres to the policies affecting social work to which they are accountable at the organizational, local, state, and national levels.</p>	<ul style="list-style-type: none"> • Understand and communicate the limits of confidentiality. • Adhere to Mandated Reporting laws. Report child abuse and neglect. • Understand and implement the district's policy on Erin's Law. • Understand and implement the district's policy on AnnMarie's Law. • Understand and adhere to IDEA. • Understand and adhere to Section 504 of the Rehabilitation Act. • Discuss understanding of the truancy laws and policies of the district. • Identify current legislation, policies, and laws that impact students in the school setting. • Determine eligibility for special education services. • Demonstrate knowledge of the principles of organizational functioning, the school's role within the context of the larger community, and the organization and operation of school systems. • Demonstrate knowledge of legal issues in education (e.g., persons with disabilities and special needs, child welfare, mental health, juvenile justice, children's and adolescents' rights), current federal and state laws and regulations, and the importance of promoting the rights of students. 	

	<ul style="list-style-type: none"> Apply knowledge of the role of school personnel as mandated reporters of child abuse and neglect as well as strategies for assisting mandated reporters in relaying and documenting information to the state's child welfare agency. Demonstrate knowledge of the role of and methods for advocacy and facilitation at all levels of the system and of ways to develop skills in advocacy, case management, community organization, consultation, and in-service training. 	
Student explains the Social Work licensing process and how to navigate that process.	<ul style="list-style-type: none"> Explain the social work licensing process during supervision. Adhere to the procedures set forth by the Illinois State Board of Education. 	

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	Learning Activities within the internship	Anticipated date of learning activity
Student respectfully engages with clients as part of an ongoing component of the therapeutic relationship.	<ul style="list-style-type: none"> Provide individual social/emotional services to PK-12th grade students. Facilitate groups (i.e., psycho-educational, anger management, grief, social skills, coping skills, problem-solving, conflict-resolution, restorative justice, divorce/separation, anxiety, etc.). Complete process recording(s). Co-facilitate a group. Deliver whole classroom SEL lesson. Implement crisis intervention. Create and explain goals with PK-12th grade students on your caseload. Check for understanding. Explain goals to the parent/guardian and provide the opportunity for questions and discussion. Demonstrate skills to build and maintain rapport. Apply a strengths-based approach. Actively maintain caseload. Demonstrate knowledge of system theories as they relate to classrooms and schools. Demonstrate knowledge of the importance of audience and purpose when selecting ways to communicate ideas, effective communication modes that can be used with diverse target groups, and how formal and informal political implications affect communication. 	

<p>Student demonstrates the importance of human relationships within the clinical process.</p>	<ul style="list-style-type: none"> • Conduct a parent interview for an initial and reevaluation for a social developmental study/social history. • Conduct a PK-12th grade student interview for an initial and reevaluation for a social developmental study/social history. • Properly prepare PK- 12th grade students for termination (communicate end date when applicable and discuss reasons for termination,). • Properly terminate (plan a termination activity and provide resources/ reinforce skills learned to assist the PK- 12th grade student/address future concerns). • Provide an introduction letter/email to teachers/staff. • Meet with school support personnel to learn about their roles (i.e., nurses, psychologist, speech pathologist, occupational therapist, physical therapist, hearing itinerant, counselor etc.). • Consult with principals and teachers/staff. • Co-facilitate a group. • Lead a group. • Deliver whole classroom SEL Lessons. • Implement crisis intervention. • Demonstrate skills to build and maintain rapport. • Maintain communication and seek involvement of the parents and teachers/staff in conducting assessments, interventions and evaluations. • Seek supervision when necessary and maintains on-going communication with field instructor. • Demonstrate knowledge of restorative practices, mediation, and conflict resolution strategies, and ways to develop these programs within the school environment, including theories of and strategies for crisis intervention. • Demonstrate knowledge of the importance of parents'/guardians' participation in fostering students' positive development and strategies for promoting the active participation of parents/guardians within the educational environment. 	
<p>Student applies theories of human behavior and the social environment within the clinical context.</p>	<ul style="list-style-type: none"> • Include theories in creating social/emotional goals, interventions and/or lesson plans/treatment plan. • Apply solution focused techniques. • Apply family systems theory. • Conduct an Eco-map and/or Genogram. • Apply knowledge of learning theories, behavioral theories, and human development as they apply to the content and curriculum of educational planning and intervention. • Demonstrate knowledge of the application of social learning and behavioral theories to identify and develop broad-based prevention and interventions, methods of school social work service delivery, the person-in-environment context of social work, and ways to integrate content knowledge for service delivery. 	

	<ul style="list-style-type: none"> • Demonstrate knowledge of system theories as they relate to families and communities, theories of and strategies for working with families (e.g., family counseling/therapy, crisis intervention, casework, consultation), and community organization services to enhance students success in the educational process. 	
<p>Student explains roles and responsibilities as part of the interprofessional team.</p>	<ul style="list-style-type: none"> • Explain the social workers role when speaking with parents/guardians, teachers, and PK-12th grade students. • Explain role during Domain meeting, IEP meeting, 504 meeting, and/or parent/guardian meeting. • Provide an introduction letter/email to administrators, principals and/or teachers/staff. • Introduction letter/email to parents/guardian and PK-12th grade students. • Attend Open House. • Attend Parent Night. • Attends district’s orientation/institute days. • Intern attends AU Field Fair to represent district and inform interested interns of their roles and responsibilities. • Apply knowledge of principles, practices, processes, and strategies for initiating, developing, and implementing consultative relationships with parents/guardians, teachers, administrators, other school personnel, and community agencies about students' needs. • Demonstrate knowledge of ways to encourage professional relationships among colleagues to promote a positive learning environment. 	
<p>Student utilizes self-reflection and supervision in their clinical work.</p>	<ul style="list-style-type: none"> • Meet once a week for an hour of structured supervision. • Discuss interns’ strengths, challenges and areas for improvement. • Discuss social worker’s role in the district, and expectations of the field instructor. • Complete the mid-evaluation. • Complete the final evaluation. • Complete time logs. • Seek consultation from field instructor as needed. • Communicate with field instructor (through phone, email, and/or text) prior to missing or being late for a scheduled internship day, PK-12th grade student session, team meeting and parent/guardian meeting. • Attend supervision prepared with questions, concerns, and task completed. • Discuss caseload- interventions, strengths, goals, progress, challenges, etc. • Demonstrate knowledge of strategies for organizing workloads to fulfill responsibilities and clarify the critical roles of the social worker within the educational mission of the school and practices related to the maintenance and reporting of accurate data and records relevant to school social work services. 	

	<ul style="list-style-type: none"> • Demonstrate knowledge of the importance of taking responsibility for self-evaluation as a competent and ethical practitioner, how to use self-assessment and performance evaluations to identify areas for professional growth, and ways to actively seek consultation to improve professional practice. • Demonstrate knowledge of the importance of assuming the roles of learner and facilitator/educator in maintaining a broad knowledge base and of active participation and leadership in professional activities and organizations that promote and enhance school social work practice. 	
--	---	--

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	Learning Activities within the internship	Anticipated date of learning activity
<p>Student utilizes assessment as an ongoing and dynamic process in clinical social work.</p>	<ul style="list-style-type: none"> • Complete a Bio-psychosocial Assessment. • Conduct an Adaptive Behavior Assessment. • Complete universal screenings. • Complete a social developmental study/social history. • Assess PK-12th grade students' strengths and challenges through observations and direct services. • Assess PK-12th grade students' strengths and challenges from the teachers/staff. • Complete progress notes. • Explain goals with PK-12th grade student and check for understanding. • Explain goals to the parent/guardian and provide the opportunity for questions and discussion. • Demonstrate knowledge of assessments that can be used to evaluate a student's emotional, cognitive, and physical development; a student's behavior and attitude in different settings; and family history and cultural factors that influence a student's overall functioning. • Apply knowledge of how to use assessment results to identify student learning needs, assist in aligning and modifying instruction, design intervention strategies, determine the efficacy of intervention and programs, and make referrals for additional services or resources to assist students with diverse learning needs. • Demonstrate knowledge of the social-developmental study with its focus on a student's functioning within the educational environment; how assessment and evaluation results can be used to develop student interventions, including recommendations for 	

	<ul style="list-style-type: none"> eligibility and placement; and how to interpret and utilize research as a guide in developing interventions. Apply knowledge of strategies used to collect, analyze, interpret, and maintain relevant data to assist in planning, management, and evaluation of school social work and for evaluating and modifying interventions when necessary. 	
<p>Student applies theories of human behavior and the social environment during ongoing clinical assessment.</p>	<ul style="list-style-type: none"> Observe field instructor, and school social workers (at different grade levels) providing interventions and social/emotional services. Complete Bio-psychosocial Assessment. Attend trainings, workshops, and/or webinars. Demonstrate knowledge of theories of development in early childhood, middle childhood, adolescence, and early adulthood and their application to all students. Demonstrate knowledge of the effects of biological, psychological, family, social, health, and cultural factors on human development and functioning, including various disabilities, giftedness, and special needs, and their implications for learning. Demonstrate knowledge of system theories as they relate to classrooms, schools, families, and community and the uses of varied interview techniques and written communication with all persons within a student's system. 	
<p>Student employs appropriate methods of assessment with diverse clients and integrates knowledge of their specific contexts to advance practice effectiveness.</p>	<ul style="list-style-type: none"> Observe field instructor/ school social worker (at different grade levels) in Domain meetings. Participate in Domain Meetings. Conduct parent interview for social developmental study/social history. Conduct Adaptive Behavior Assessment. Complete universal screenings. Conduct Needs Assessment. Conduct Suicide/Depression Assessment/Screenener. Demonstrate knowledge of how to interpret information about students' families, cultures, and communities in assessments, interventions, and evaluations of student progress. Demonstrate knowledge of the social-developmental study with its focus on a student's functioning within the educational environment; how assessment and evaluation results can be used to develop student interventions, including recommendations for eligibility and placement; and how to interpret and utilize research as a guide in developing interventions. 	
<p>Student utilizes interprofessional processes and collaboration in assessment.</p>	<ul style="list-style-type: none"> Conduct a Functional Behavior Assessment and Behavior Intervention Plan. Complete a bio-psychosocial Assessment. Consult with school support personnel (i.e., nurses, psychologist, speech pathologist, occupational therapist, physical therapist, hearing itinerant, counselor, etc.). Consult with principal, teachers/staff, special education teacher, resource teacher, deans, etc. Collaborate with other school social workers. Conduct a Needs Assessment. 	

	<ul style="list-style-type: none"> • Demonstrate knowledge of the pre-referral process, strategies and intervention techniques to enhance student success, procedures for initiating referrals and linkages to community agencies, and methods for following up on services on behalf of identified students and their families as appropriate. • Demonstrate knowledge of parents'/guardians' and students' rights regarding assessment and evaluation and strategies for informing parents/guardians of those rights. • Demonstrate knowledge of assessment tools used by other professionals in the school, strategies for collaborating with other professionals and parents/guardians regarding the assessment process, and techniques for involving students in self-assessment activities to help them become aware of their strengths and needs and establish goals. • Demonstrate knowledge of diagnostic assessments; the relationship between assessment, eligibility, and placement decisions; and eligibility conferences for special education and other programmatic options (e.g., Individualized Education Program [IEP], Functional Behavior Assessment [FBA], Behavior Intervention Plan [BIP], educational and transition planning). 	
<p>Student recognizes and manages how their personal experiences may affect their assessment and decision-making in a clinical context.</p>	<ul style="list-style-type: none"> • Attend trainings, workshops, and/or webinars. • Attend annual school social work conference. • Attend the district's professional development/institute days. • Attend department/team meetings. • Seek consultation from field instructor. • Documentation includes an objective summary (completed within # hours of session). • Apply knowledge of how to use various techniques (e.g., research, professional literature, observations, professional experiences) to enhance professional growth and to guide evaluation of professional practice. • Apply knowledge of methods of inquiry; frameworks for self-assessment and self-improvement; and the use of supervision, consultation, and collaboration to identify areas for continuing education and ongoing professional development. 	

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration

<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p>	<p>Learning Activities within the internship</p>	<p>Anticipated date of</p>
--	---	-----------------------------------

		learning activity
<p>Student chooses and implements appropriate clinical interventions based on dynamic assessment.</p>	<ul style="list-style-type: none"> • Create social/emotional (IEP) goals for special education students. • Create social/emotional goals for general education students. • Complete process recording(s). • Identify and provide community resources. • Apply clinical interventions with individual PK-12th grade students and groups. • Provide professional development to teachers/staff. • Provide parent education. • Video record social/emotional (SEL) lessons for PK-12th grade students to review. • Create a virtual classroom with interventions, and resources for PK-12th grade students, families, and/or teachers/staff. • Engage in crisis intervention. • Implement appropriate clinical strategies and interventions based on PK-12th grade students presenting problem, disability, etc. • Participate on crisis team. • Demonstrate knowledge of ways to develop and help students create short- and long-term plans consistent with curricula and students' diversity and strengths, life experiences, and social/emotional factors. 	
<p>Student facilitates the use of evidence-informed interventions to achieve the goals of clients.</p>	<ul style="list-style-type: none"> • Create SEL lesson plans that include evidence-informed interventions for PK-12th grade students exhibiting a specific disability. • Create a lesson plan and list of resources to address concerns as a result of the pandemic. • Provide professional development/training to teachers/staff. • Provide education, resources, trainings to parents/guardians and families. • Research and compile evidence-informed interventions to utilize with individuals, small groups and in whole groups (classroom settings). • Complete process recording(s). • Facilitate/Co-facilitate a group. • Provide direct individual services. • Participate on crisis team. • Apply knowledge of strategies for the provision of individual and group counseling/therapy, casework, and consultation to enhance success in the educational process, including the use of trauma-informed practices. • Demonstrate knowledge of evidence-informed engagement and intervention strategies appropriate to students' developmental stage, learning style, strengths, needs, and diverse characteristics (e.g., culture, race, ethnicity, gender, gender identity, gender expression, sexual orientation, age, language, religion, socioeconomic background, disability, prior learning, immigration status). 	

<p>Student applies theories of human behavior and the social environment to effectively intervene with clients.</p>	<ul style="list-style-type: none"> • Provide professional development/training to teachers/staff. • Provide education, resources, trainings to parents/guardians and families. • Complete process recording(s). • Create a proposal for a new social/emotional school program/group. • Facilitate/Co-facilitate a group. • Provide direct individual services. • Maintain a caseload. • Participate on the crisis team. • Consult with teachers and provide classroom management strategies. • Apply knowledge of small- and large-group dynamics and effective interventions within a group or classroom. • Demonstrate knowledge of methods for analyzing educational environments, strategies for effective behavior and social management within the school environment, and ways of working effectively to create or enhance a supportive learning climate. • Apply knowledge of strategies for facilitating a learning community in which individual differences are respected and for utilizing students' diversity to enrich the educational experiences of all students. 	
<p>Student engages in interprofessional collaboration to strengthen the outcomes of clinical intervention.</p>	<ul style="list-style-type: none"> • Consultation with teachers. • Complete bio-psychosocial assessment. • Observe field instructor, and school social workers completing # social histories. Discuss their approach and interventions selected. • Complete universal screeners. • Conduct teacher interview. • Report # social developmental histories and adaptive behavior assessments at a special education Eligibility meeting. • Observe school social worker /participate in a special education Eligibility meeting and IEP meeting. • Observe school social worker/participate in a Domain meeting. • Observe school social worker /participate in a 504 meeting. • Implement Tier 1 & Tier 2 interventions. • Participate on crisis team. • Observe school social worker/participate in Transition Planning meeting. • Refer parent/family to community resources. • Advocate for PK-12th grade students to receive services from organizations/community agencies. • Discuss PK-12th grade students' strengths, limitations, and progress with field liaison, student support team/crisis team, deans, teachers. • Participate in Response to Intervention and/or Multi-Tiered Systems of Support meetings. • Participate in Positive Behavioral Intervention and Support Team meetings. • Collaborate and implement RTI/MTSS/PBIS. • Apply knowledge of methods for developing and implementing multi-tiered systems of support that 	

	<p>enable children/students to benefit from their educational experiences.</p> <ul style="list-style-type: none"> • Demonstrate knowledge of how individuals' attitudes within the educational environment influence the behavior of others, strategies for encouraging motivation and engagement through mutual respect and cooperation, and methods for promoting the effective utilization of school social work services. • Apply knowledge of strategies for leading and participating in interdisciplinary teams and ways to facilitate a collaborative relationship between general and special education systems to promote a unified system of education. 	
--	--	--

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

<p>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>	<p>Learning Activities within the internship</p>	<p>Anticipated date of learning activity</p>
<p>Student develops an evaluation process which considers the client's context.</p>	<ul style="list-style-type: none"> • Review the PK-12th grade students' grades, attendance, and discipline records. • Complete PK-12th grade student file review. • Implement and evaluate the efficacy of a Check-In/Check Out. • Implement and evaluate the efficacy of a behavior chart. • Evaluate services provided to PK-12th grade individual students, groups, families, and teachers/staff. • Evaluate Tier 1 & Tier 2 interventions. • Apply knowledge of how to evaluate patterns of achievement and adjustment at critical points in a student's growth and development and patterns of interpersonal relationships in all spheres of the student's environment. • Demonstrate knowledge of a variety of nondiscriminatory formal and informal tools and techniques (e.g., observation, interview, archival records, performance-based assessments, standardized instruments) to evaluate the progress and performance of students in the school environment. 	
<p>Student applies relevant qualitative methods in evaluation of clinical outcomes.</p>	<ul style="list-style-type: none"> • Discuss types of evaluation tools utilized by field instructor. • Conduct progress monitoring. • Complete progress reports. • Discuss progress with PK-12th grade students. • Discuss PK-12th grade student progress with parent/guardian. 	

	<ul style="list-style-type: none"> • Research evaluation tools. • Evaluate services provided to PK-12th grade students. • Evaluate Tier 1 & Tier 2 interventions. • Apply knowledge of methods for conducting formal and informal assessments of adaptive and maladaptive behavior, self-esteem, social skills, attitudes, interests, and emotional/mental health and methods for making accurate mental health diagnoses based on the most current version of the <i>Diagnostic and Statistical Manual of Mental Disorders</i>. 	
<p>Student applies relevant quantitative methods in evaluation of clinical outcomes.</p>	<ul style="list-style-type: none"> • Discuss types of evaluation tools utilized by field instructor. • Conduct progress monitoring. • Complete progress reports. • Discuss progress with PK-12th grade students. • Discuss progress with parent/guardian. • Research evaluation tools. • Evaluate Tier 1 & Tier 2 interventions. • Evaluate services provided to PK-12th grade students. • Apply knowledge of methods for conducting formal and informal assessments of adaptive and maladaptive behavior, self-esteem, social skills, attitudes, interests, and emotional/mental health and methods for making accurate mental health diagnoses based on the most current version of the <i>Diagnostic and Statistical Manual of Mental Disorders</i>. 	

Additional comments regarding this learning agreement:

Student Signature/date: _____

Field Instructor (Supervisor) Signature/date: _____

*** Typed signatures will not be accepted

*** If needed, use the AU printers to “scan and send” the documents to your AU email address as a pdf file. You can then use that pdf file to upload the learning agreement to VIA (Advanced Standing Students Only) or Moodle (Post-MSW PEL Student Only).