

Berkeley Social Welfare

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SAMPLE Student Learning Agreement (direct practice)

Students and their agency Field Instructors work together to develop this learning agreement, which specifies the tasks, activities, and projects that are intended to help students develop identified competencies during this placement. The learning agreement provides the basis for the first semester and final evaluations of students' field learning. Field Consultants typically visit agencies to review the learning agreements with students and their Field Instructors and are available for consultation as needed.

MSW students are expected to engage in tasks related to the below competencies:

1. Engagement with Individual, Families, Groups, Organizations, and Communities
2. Consultation, Coordination, and Collaboration
3. Assessment of Individuals, Families, Groups, Organizations, and Communities
4. Intervention Planning and Implementation
5. Systemic Intervention
6. Professional Communication
7. Professional Ethics
8. Professional Conduct
9. Professional Growth and Development

INSTRUCTIONS

The student is responsible for drafting the learning agreement, and the Field Instructor is responsible for final approval. You may request revisions from your student if necessary. **If you are co-supervising a student, only one field instructor should complete and submit this form.**

Most of this form should already be completed by your student. It is expected that you and your student collaborate *before they complete this form* to determine the student's overall learning goals and primary projects for their field placement this year. For each competency, students are asked to list specific activities and/or tasks that will support their learning and growth related to that competency. **At the bottom of this form, there are several sections (shaded red) that must be completed by Field Instructors--these sections cannot be completed by students. Please review the form, make any comments, and complete these sections.** You can submit the form by clicking on the "Field Instructor Submit" button at the bottom of this form.

If you have questions about how to develop this learning agreement, please contact your assigned field consultant to request consultation.

Note: This document is confidential communication intended for review only by the field instructor, student, and Berkeley Social Welfare.

Student Information

First Name	Hermione
Preferred Name	Herme
Last Name	Granger

Local Address (please update if blank or incorrect)

Address	Hogwarts Castle
Address 2	120 Haviland Hall
City	Berkeley
State	CA - California
Zip Code	94707
Country	United States

Field Placement and Instruction

Agency Name Note: This is for reference only. Make changes or updates in the space to the right. TEST-Harry Potter Universe	If your Agency or Agency Name has changed, please update it here. County District Attorney's Office, Victim Services Unit
Primary Field Instructor	Janet Nunez, LCSW
Secondary Field Instructor Name (if applicable)	James Washington, MSW

Field Placement Schedule

Please indicate the start and end DATE for this placement.	Start Date 9/26/2018	End Date 5/2/2019
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Please indicate the start and end TIME for each field placement day.	8:30 AM	5:00 PM
This field placement will occur on standard days: Wednesdays and Thursdays.	Yes	If other schedule, please describe here. Student is encouraged to attend staff meetings on Tuesdays, when possible.
Designated Supervision	Day and Time Thursday 10-11 am	Name of Person providing Supervision Janet Nunez, LCSW

Placement Overall Learning Goals and Projects

Please describe your primary learning goals for this placement.	<p>My primary goals at this placement:</p> <ol style="list-style-type: none"> 1. To understand the immediate psychosocial impact that violent crime has upon victims and their families; 2. To learn how the police and District Attorney's offices work and to be an effective member of criminal justice teams; 3. To provide effective psychosocial support and advocacy to victims of crime as they consider or pursue criminal prosecution; 4. To consider the kinds of psychosocial support outside of the legal system that victims of crime need to enhance their development over the life course.
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Please describe the projects and activities (that you and your field instructor identified for you to work on) that support your learning goals.

Primary assignments include:

1. 4-hour drop-in shift, providing triage and crisis intervention to victims of crime;
2. Carrying a diverse caseload of 4-8 victims of violent crime and providing assessment, safety planning, supportive counseling, criminal justice advocacy, court accompaniment, case management to community resources, and referrals to psychotherapy;
3. Working effectively with police investigators, district attorneys, and eligibility workers for the victims compensation fund to serve victims of violent crime;
4. Developing and implementing a follow-up protocol to check in with victims of crime 6-12 months after services were rendered to reassess psychosocial well-being and offer additional support.

1. ENGAGEMENT WITH INDIVIDUAL, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES: Establishes contact, builds rapport, forms working relationships, and invites a diverse array of clients and/or constituents to participate in clinical services and/or administrative projects.

Please describe specific tasks, activities, and projects related to this competency below.

During the drop-in shift, the primary task will be to engage new clients who have dropped in for service and to conduct follow-up calls to clients who have not contacted the office but appear to be in a high risk category. These clients are primarily adults and come from diverse communities and walks of life with many of them being immigrants who may not be familiar with how criminal justice systems work in this country and may be concerned about deportation. Since all of the clients have experienced a crime, a trauma-informed approach to engagement will be critical. For clients that are too afraid to leave their homes, we sometimes arrange a home visit to them, and the student will conduct 1-2 of these per semester.

2. CONSULTATION, COORDINATION, AND COLLABORATION: Obtains information from a variety of collaterals, constituents, and/or other formal or informal sources; Integrates collateral information into an effective and coordinated service and/or project plan.

Please describe specific tasks, activities, and projects related to this competency below.

In this position, the primary consultation, coordination, and collaboration is with police investigators on the clients' cases and then, eventually, the prosecutor, particularly if charges are brought, and sometimes the claims specialist who processes the victim compensation applications. In addition, many clients are accompanied to court or the office by their partners, spouses, and family members, often who have their own reactions and concerns related to the crime that may or may not match the client's. In addition to the clients, all of these contacts must also be engaged in a professional working relationship.

3. ASSESSMENT OF INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES: Collects, analyzes, and applies relevant information and develops relevant, well-formed goals to guide the effective delivery of clinical services and/or the effective execution of

administrative and planning projects.

Please describe specific tasks, activities, and projects related to this competency below.

Assessment primarily consists of completing a 4-page psychosocial assessment form adapted from the Adult Needs and Strengths Assessment (ANSA). In addition, a detailed assessment of client safety related to suicidality and re-victimization from the alleged perpetrator are completed with special protocols for victims of intimate partner violence and stalking.

4. INTERVENTION PLANNING AND IMPLEMENTATION: Selects intervention methods to support goal acquisition based upon assessment, the best available evidence and/or knowledge, and client or constituent preferences. Evaluates and modifies implementation so as to maximize the likelihood of reaching the intended outcome(s).

Please describe specific tasks, activities, and projects related to this competency below.

The agency's intervention approach is centered around crisis intervention and safety planning, providing clear legal information to the clients and letting them know what rights they have, supporting and advocating them during all criminal justice proceedings, and making referrals to meet other basic needs and psychosocial needs that may have pre-dated or be directly related to their criminal victimization. When preparing a victim to testify in court, cognitive-behavioral and skills oriented approaches are often employed to increase their confidence. The student will obtain 4-8 ongoing clients from the drop-in shift.

5. SYSTEMIC INTERVENTION: Demonstrates interest, understanding, and/or effective participation in the organizational, institutional, policy, and/or community contexts for the purpose of improving the delivery of social work services to vulnerable populations.

Please describe specific tasks, activities, and projects related to this competency below.

The student will engage in protocol development related to a 6 or 12-month follow-up to clients of violent crime after their contact with the Victim Services Unit has included. In a recent focus group of former clients, they reported that they would have benefited from more psychological intervention 6-12 months after the court case had concluded. This protocol will help the agency improve its services to clients over a longer recovery period. The protocol should be based in evidence (a literature review, review of best practices, review of what other programs do that shows promise), should prioritize the most at-risk clients, and should be able to be administered feasibly.

6. PROFESSIONAL COMMUNICATION: Communicates verbally and in writing in an organized, complete, appropriate, and timely manner. Delivers communication in an effective manner given its purpose and context.

Please describe specific ways in which you plan to participate in, employ, and/or strengthen this competency below.

It is important to keep impeccable records of client contacts on the agency's data base system and to write a brief note following each substantial contact with each client. Use of logic, concision, and descriptive language free of bias is essential because of the legal nature of our work.

Communication with police investigators and district attorneys can be challenging because they are often so busy they are unresponsive. New staff often struggle with balancing being collegial and collaborative with also being appropriately assertive. The student will practice adopting effective communication approaches with these colleagues during this internship.

7. PROFESSIONAL ETHICS:

Considers and applies the professional code of ethics for social workers so as to recognize ethical conflicts and arrive at principled decisions.

Please describe specific ways in which you plan to participate in, employ, and/or strengthen this

competency below.

There are often conflicts between what a victim wants and what might be in his/her/their best interest, how the police and /or prosecutor are proceeding (or not proceeding), and what the advocate thinks should happen. The conflicting pressures in this role are important to recognize and bring to field instruction.

In addition, strong emotional reactions to the work are common and can lead to subtle forms of victim-blaming or to promising clients something that can't be delivered, both of which the student should remain cognizant of.

8. PROFESSIONAL CONDUCT:

Demonstrates professional behavior, appearance, and communication in accordance with standards identified by the school, agency, community, and profession.

Please describe specific ways in which you plan to participate in, employ, and/or strengthen this competency below.

Since this is a district attorney's office, we expect all personnel to be on time and to have excellent attendance. The dress code is more formal in our office and can best be represented by "business casual." Communication with colleagues typically needs to be cordial, concise, and formal. Exercising great discretion and exceptional judgment is particularly important, given the weight of our office.

9. PROFESSIONAL GROWTH AND DEVELOPMENT:

Takes responsibility for learning and demonstrates initiative. Receives, considers, and integrates feedback from instructors. Demonstrates commitment to continual professional development, life-long learning, and leadership development.

Please describe specific ways in which you plan to participate in, employ, and/or strengthen this competency below.

Student will bring an agenda to field instruction each week.

Student will be expected to demonstrate initiative for his/her/their own learning and to approach colleagues for consultation when field instructor is occupied while also respecting their time.

Student will be asked to reflect on cultural and diversity factors, ethical conflicts, and strong personal reactions to certain clients, colleagues, and/or legal outcomes.

The student can be expected to receive direct feedback on strengths and also on how to improve.

Because this placement involves exposure to high volume and high intensity related to trauma, recognizing vicarious trauma and building a strong, flexible coping repertoire are essential and worth periodic discussion.

DELIVERABLES AND FEEDBACK

Based on the above learning goals, projects, and activities, please list 2-3 deliverables (that you and your Field Instructor have discussed) that are realistic for you to complete during this placement.

1. Written documentation of client interactions
2. Written protocol on 6-12 month follow-up

Other examples: handout developed for clients; group curriculum (developed or revised); case conference outlines and/or note etc.

Each student and Field Instructor are also asked to identify at least two activities upon which feedback will be given based on direct observation, audiovisual observation, or transcription/process recording review of the students work.

Please describe the activities and the plan to give/get feedback (please collaborate with your Field Instructor to develop the plan).

1. 20-minute observation of student on drop-in shift to observe engagement, assessment, and intervention skills and provide feedback related to strengths and areas of improvement;
2. 30-minute observation of student preparing a client for court proceedings and to provide feedback related to strengths and areas of improvement; and
3. Observation of a conference between a police investigator and/or prosecutor and victim where intern is serving in an advocate and case management role.

OVERALL COMMENTS

STUDENT COMMENTS	If possible, I'd like the case to be the lead advocate on a case that is going to trial during the second semester of my internship. In general, I'd like to be assigned cases of persons from underrepresented ethnic groups so I can expand my cultural competence. Since field instruction is really important to me, I am also asking that our field instruction time occur regularly so I can maximize my learning and my contributions to the office.
FIELD INSTRUCTOR COMMENTS	The student should be able to make a substantial contribution to our unit; the development of the follow-up protocol is a particular need we have and one way for her to have a lasting impact on victim services delivered from our office.
FIELD CONSULTANT COMMENTS	I also would love to see a copy of the final protocol and look forward to my visit.

REQUIRED AGREEMENTS (to be completed by the Field Instructor)

The Agency and Field Instructor agree to provide the following to the intern. Please read and check boxes to indicate agreement.

Yes	One month orientation to the agency mission, program operation, roles, and expectations
Yes	Orientation to safety and risk reduction policies and procedures

Yes	Adequate work space
Yes	Access to computer, telecommunications, and all equipment needed to perform tasks
Yes	Access to task assignments to promote advanced competency progression in identified areas
Yes	A minimum of one hour per week of dedicated field instruction
Yes	Designated back-up supervision and coverage when unavailable
Yes	Feedback based upon direct observation or designated recording method
Yes	Timely, direct communication to student and Field Consultant when concerns arise
Yes	Timely, thorough submission of evaluation documents at the end of each semester

OPTIONAL AGREEMENTS (to be completed by the Field Instructor)

The Agency and/or Field Instructor also agree to provide the following (if applicable):

Yes	Stipend	Amount \$4,000, disbursed monthly
No	Work-Study	Amount
No	Travel Reimbursement	Please describe
Yes	Use of Agency Car <i>Note: Students are not allowed to transport clients in their personal vehicles.</i>	Please describe Student may sign out county car, if needed.
No	Other Resources	Please describe

FORM SUBMISSION

This is an e-signature form. By clicking on the appropriate submit button below, you are indicating that you have read this document and have not altered any sections authored by another party. As a reminder, this document contains confidential communication intended for review only by the field instructor, student, and the School of Social Welfare and is intended to be used solely for educational purposes.

Actioned by Greg Merrill on 8/16/2018 6:29 PM (Pacific Daylight Time)

Actioned by Greg Merrill on 8/16/2018 6:29 PM (Pacific Daylight Time)

Actioned by Greg Merrill on 8/16/2018 6:30 PM (Pacific Daylight Time)