

Berkeley Social Welfare

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SAMPLE Student Learning Agreement (macro 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

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|----------------|---------|
| First Name | Harriet |
| Preferred Name | |
| Last Name | Potter |

Local Address (please update if blank or incorrect)

| | |
|-----------|-------------------|
| Address | 120 Haviland Hall |
| Address 2 | |
| City | Berkeley |
| State | CA |
| Zip Code | |
| Country | United States |

Field Placement and Instruction

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| 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. Bay Area City, Mental Health Division |
| Primary Field Instructor | Xiao Wu, MSW, MPP |
| Secondary Field Instructor Name (if applicable) | |

Field Placement Schedule

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| 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. | 8:00 AM | 5:00 PM |
| This field placement will occur on standard days: Wednesdays and Thursdays. | | If other schedule, please describe here. |
| Designated Supervision | Day and Time Thursdays 9-10 am | Name of Person providing Supervision Xiao Wu, MSW, MPP |

Placement Overall Learning Goals and Projects

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| Please describe your primary learning goals for this placement. | <p>Student's primary goals include:</p> <ol style="list-style-type: none"> 1. Understanding how a city mental health department runs and how to be effective in a city government context; 2. Understanding the interface between mental health and homeless services in city government; 3. Understanding the barriers and opportunities for multi-sector, multi-department initiatives related to reducing homelessness |
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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.

Student will work on three primary projects:

- 1) provide infrastructure support to the Homeless Outreach and Treatment Team which is still in its implementation phase. Support will include use of logic model for program evaluation and program implementation.
- 2) provide support to the Homeless Services Coordinator about community resource allocation and coordination, data analysis, and privacy practices.
- 3) Research and write a report regarding Suicide Prevention Resources. The goal of this will be to understand the resources available in Bay Area City as well as the resources in other counties in California. This report will build skills regarding research and technical writing and knowledge related to best practices in suicide prevention for populations most at risk.

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.

1. Form strong relationships with members of HOTT by shadowing them, attending their meetings, and conducting stakeholder interviews. Since a logic model will be applied to their program area as well as program evaluation, building trust and demonstrating understanding of their roles, their strengths, and their concerns is critical.
2. Form strong relationship with Homeless Services Coordinator and key persons in his department to ensure project success as well.

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.

1. Collaborate with the Data Analysis Manager to be able to access coordinated entry system of homeless services data;
2. Collaborate with a variety of employees in a wide variety of departments to gather information, enlist support, and/or design or execute solutions to system problems;

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.

1. Using logic model and creating related assessment tools, help to assess and record program design of HOTT
2. Using program evaluation tools, assess what could be improved about HOTT
3. Assist with data analysis related to evaluating coordinated entry system of homeless services for the Homeless Services Coordinator; decide which data to pull and how best to analyze to answer key departmental questions

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.

1. For problems identified related to HOTT, identify solutions including facilitating meetings and designing tools, training, policies, and procedures; think about implementation so there is widespread buy-in and so that solutions are feasible for HOTT
2. Projects related to Homeless Service Coordination are still being developed and will be discussed at time of site visit or when first semester progress review is being completed.

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.

1. Analyze the problem of suicide in Bay Area City by looking at epidemiological data and recent trends;
2. Conduct a literature review of evidence-based strategies;
3. Complete a survey of community resources for suicidality;
4. Integrate into a useful report.

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.

1. Observe public and internal meetings (e.g. city council/board of supervisors, staff meetings, collaborative groups) and debrief with Field Instructor to identify how to expand effective communication skills in different contexts;
2. Practice informally approaching key persons over time for consultation on projects;
3. Practice formal interviewing with key constituents;
4. Learn when informal and formal approaches are indicated in city government system;
5. Practice technical writing in reports, policies, and documents;
6. Practice concision and clarity verbally and in writing.

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.

1. Identify conflicts in values or between best practices and actual practices and bring to field instruction;
2. Think strategically about how to surface organizational conflicts and tensions in a way that helps to improve services;
3. Bring observations related to unprofessional behavior or potential ethical breaches to field instruction to discuss and learn management approaches.

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.

1. Patterns of regular attendance and punctuality are required;
2. City government dress code ranges from casual, to business casual, to formal depending upon daily activities
3. In general, this is a more formal environment than student is used to and adapting to that is an important part of success for this internship.

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.

1. Student will bring a focused agenda to each meeting;
2. Student is expected to demonstrate initiative and problem-solving on her own and also to know when consultation or supervision is necessary;
3. Student is encouraged to reflect on observations of behavior, patterns, processes, and structures in the organization as part of organizational assessment;
4. Student is encouraged to practice giving and receiving candid, respectful communication.

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. Logic model of HOTT (written)
2. Suicide prevention resources report (written)

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. Student will be observed leading a meeting with HOTT related to logic model and given feedback related to meeting facilitation.
2. Student will also be observed when participating in a meeting for the clarity, persuasiveness, concision, appropriateness, and/or confidence of her communication.

OVERALL COMMENTS

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| STUDENT COMMENTS | |
| FIELD INSTRUCTOR COMMENTS | This is an ambitious learning agreement, and given the department is currently in flux, it is possible that some projects may shift. |
| FIELD CONSULTANT COMMENTS | |

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.

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|-----|---|
| 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 |

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| Yes | Timely, thorough submission of evaluation documents at the end of each semester |
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OPTIONAL AGREEMENTS (to be completed by the Field Instructor)

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

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|-----|--|---|
| Yes | Stipend | Amount \$2,000, disbursed in December and April |
| 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 Bay Area City does have cars that can be signed out. |
| 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 5:49 PM (Pacific Daylight Time)

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