Placement #01010101 Information

Student: TITLE IV-E INTERN
Program: Social Work
Course: Social Work Course
Program site: Social Work Field Application
Opportunity:
Staff:
Term:
Estimated Hours:
Reported Hours:
Student ID:
Submitted by:
Submitted on:

SAMPLE TITLE IV-E

Student Learning Contract

CSU, Chico School of Social Work
Field Education Program
Chico, CA 95928-0550
Phone: 530.898.6204
Field Education Website

Student Name: Title IV-E Intern
Cohort: Social Work
Placement Agency: Public Child Welfare Agency
Main site supervisor:
Main site supervisor email:
Do you have an assigned task supervisor or off-site agency field instructor?
Faculty Field Liaison:
Faculty Field Liaison email:

This practicum involves a total of 480 (BSW & MSW Foundation) or 720 (MSW Concentration) hours to be completed between 8/24/2020 (BSW) or 9/8/2020 (MSW) and 5/14/2021. Practicum hours must be scheduled relatively evenly each week throughout the academic term. No time should be scheduled during university holidays or semester breaks unless approved in advance by the Field Liaison and/or Director of Field Education. BSW students may complete a maximum of 16 hours per week. If circumstances require a student to increase the maximum number of hours allowed per week written permission must be obtained from both the Agency Field Instructor and Faculty Field Liaison.

Weekly schedule for practicum hours:

Supervisory Meetings

A weekly supervisory meeting between the student and the agency field instructor will be scheduled on:
Day:
Time:

Field Manual

For comprehensive information about Field Education (hours, attendance, absences, problem solving, and student standards), go to the Field Manual on the School of Social Work website.

Terms and Conditions

1. The Learning Contract must be completed by the assigned due date in the course syllabus - no exceptions.
2. This Learning Contract may be revised with the consent of all parties. Revisions must be signed by the Student, Agency Field Instructor, and Faculty Field Liaison. The Learning Contract should be periodically reviewed during the practicum to determine whether revisions are necessary.
3. The parties agree to adhere to the established policies and procedures of the Field Education Program. These are described in the Field Education Handbook. The Director of Field Education may be contacted for updates and to address any questions that arise pertaining to policies and procedures related to the field practicum.

Competencies 1-3

Directions

1. ROUGH DRAFT Student can fill out this electronic form and "Save as Draft." Notify your faculty field liaison that you have saved a draft so they can review and provide feedback prior to you submitting the final version.
2. FINAL DRAFT Student and Field Instructor need to sit down together to complete the Learning Agreement. When rought draft is complete, press "submit." Once submitted, the document cannot be altered. (If changes or addition need to be made, please contact nmdavis@csuchico.edu.)
3. REVIEW OFTEN The student and Field Instructor should refer to this document often throughout the term.
4. QUESTIONS Direct all questions about the Learning Contract to the student's Faculty Field Liaison.

The following competencies and corresponding practice behaviors have been established by the Council on Social Work Education and will serve as learning objectives. Please list 3-5 learning activities under each competency that will facilitate the student's professional development in each of these areas. Refer to the practice behaviors listed under each competency to identify learning activities that will help students develop knowledge and skills for each competency area.

Title IV-E stipend students will need to list the appropriate corresponding CalSWEC behaviors - for specialized practice in public child welfare. Click here for the CalSWEC Curriculum Competencies.

* If a student will be required to use a privately-owned vehicle, the agency is required to obtain from the student proof of a valid California driver's license, automobile registration, and insurance meeting the State of California minimum requirements.

Competency 1: Student demonstrates ethical and professional behavior

- Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws andregulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
- Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations
- Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication
- Uses technology ethically and appropriately to facilitate practice outcomes
- Uses supervision and consultation to guide professional judgment and behavior

In the space below, list 3-5 learning activities/tasks that will be used to demonstrate, monitor and evaluate the practice behaviors listed above:

Learning activity/task to be assigned	To be completed during	Will student be required to use personal vehicle to complete this activity/task?	If IV-E recipient, list CalSWEC practice behavior
Attend weekly supervision prepared and ready to engage in self-reflection, as well as seek and integrate feedback from my AFI around adherence to agency policies.	Both	No	1.1
Participate in agency orientation to understand agency culture around behavior, dress, communication, and supervision, and then continue to discuss these factors with my AFI.	Both	No	1.2
Demonstrate ethical partnership skills with colleagues, clients, community partners, and other stakeholders by maintaining consistent communication, utilizing teams around decision-making, and being reliable.	Both	Yes	1.3
Practice good boundaries with clients, and discuss boundary challenges and upgrades during supervision with my AFI and check in with other social workers around how they maintain their boundaries.	Both	Yes	1.4
Demonstrate your understanding of the roles of key stakeholders that engage with the child welfare system, develop relationships with those stakeholders, and discuss your understand with other social workers and correct as needed.	Both	Yes	1.5
Continue to learning about the history and impact of child welfare, and attend a historical trauma training to learn new ways to engage communities.	Both	Yes	1.6
Review the policy on technology use, discuss technology guides with AFI, and adhere to all confidentiality requirements around technology.	Both	No	1.7

Competency 2 - Student engages diversity and difference in practice.

- Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
- Presents themselves as learners and engages clients and constituencies as experts of their own experiences
- Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

In the space below, list 3-5 learning activities/tasks that will be used to demonstrate, monitor and evaluate the practice behaviors listed above:

Learning activity/task to be assigned	To be completed during	Will student be required to use personal vehicle to complete this activity/task?	If IV-E recipient list CalSWEC practice behavior
Use the Child Welfare Indicators Project website to find disproportionality rates in my county; discuss with others.	Fall semester	No	- 2.1
Discuss diversity/difference, as well as potential barriers, that impact clients during supervision, case consultation, and with other social workers.	Both	Yes	- 2.2
Attend a ICWA training and integrate new learnings into practice; discuss questions with county counsel.	Spring Semester	Yes	- 2.3
Review BIA guidelines, SOP materials, and county policies on culturally aware practice and integrate this into my practice.	Both	No	- 2.4

Competency 3: Student advances human rights and social, economic, and environmental justice.

- Applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
- Engages in practices that advance social, economic, and environmental justice

In the space below, list 3-5 learning activities/tasks that will be used to demonstrate, monitor and evaluate the practice behaviors listed above:

Learning activity/task to be assigned	To be completed during	Will student be required to use personal vehicle to complete this activity/task?	If IV-E recipient list CalSWEC practice behavior
Research services available to Spanish-speaking clients and discuss any gaps in services with my AFI.	Fall semester	No	- 3.1
Lift up youth voices around wishes and needs in all reports to the Court.	Spring semester	No	- 3.2
Observe other social workers interact with youth/families and then discuss with my AFI what parts of the contact should be included and no included in reports to the Court.	Fall semester	No	- 3.3

Competencies 4-6

Competency 4 - Student engages in practice-informed research and research-informed practice.

- Uses practice experience and theory to inform scientific inquiry and research
- Applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
- Uses and translates research evidence to inform and improve practice, policy, and service

In the space below, list 3-5 learning activities/tasks that will be used to demonstrate, monitor and evaluate the practice behaviors listed above:

Learning activity/task to be assigned	To be completed during	Will student be required to use personal vehicle to complete this activity/task?	If IV-E recipient, list CalSWEC practice behavior
Attend a SOP training and discuss with others how they implementation of SOP practices influence their work.	Fall semester	No	- 4.1
Use collaborative case planning process to incorporate the expressed/self-identified needs and wants of service recipients.	Both	Yes	- 4.2
Identify and discuss youth behaviors prior to, during, and after visitation through a trauma informed lens.	Both	No	- 4.3
Observe a Family Team Meeting and talk to social workers about why they are not required and how it has changed their practice.	Both	Yes	- 4.4

Competency 5 - Student engages in policy practice.

- Identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
- Assesses how social welfare and economic policies impact the delivery of and access to social services
- Applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

In the space below, list 3-5 learning activities/tasks that will be used to demonstrate, monitor and evaluate the practice behaviors listed above:

Learning activity/task to be assigned	To be completed during	Will student be required to use personal vehicle to complete this activity/task?	If IV-E recipient, list CalSWEC practice behavior
Review at least 3 Court reports and discuss with the Court social worker how the body of the report supported the associated findings and orders.	- Spring semester	No	- 5.1
Ask my AFI to find where the local policies/practices are located, and identify and review 3 that are essential to know.	- Fall semester	No	- 5.2
Attend Legislative Advocacy Day in Sacramento and discuss the process with my colleagues and Field Liaison during seminar.	- Spring semester	Yes	- 5.3
Identify at least 2 policies that have recently (most recently) impacted my agency's current practice.	- Fall semester	No	- 5.4

Competency 6 - Student engages with individuals, families, groups, organizations, and communities

- Applies knoweldge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
- Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

In the space below, list 3-5 learning activities/tasks that will be used to demonstrate, monitor and evaluate the practice behaviors listed above:

Learning activity/task to be assigned	To be completed during	Will student be required to use personal vehicle to complete this activity/task?	If IV-E recipient, list CalSWEC practice behavior
Use collaborative case planning process to incorporate the expressed/self-identified needs and wants of service recipients.	- Both	Yes	- 6.1
Utilize an Intersection Theory approach to a balanced assessment by identifying strengths, resilience, as well as safety/risk issues.	- Both	Yes	- 6.2
Observe at least 3 social workers discussing concurrently planning with family members, noticing what techniques that seemed to honor the various family members.	- Both	No	- 6.3
Integrate self care and other supports into my practice in order to work with others from a place of wellness and good judgment.	- Both	No	- 6.4

Competencies 7-9

Competency 7 - Student assesses individuals, families, groups, organizations, and communities.

- Collects and organizes data and applies critical thinking to interpret information from clients and constituencies
- Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
- Develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
- Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

In the space below, list 3-5 learning activities/tasks that will be used to demonstrate, monitor and evaluate the practice behaviors listed above:

Learning activity/task to be assigned	To be completed during	Will student be required to use personal vehicle to complete this activity/task?	If IV-E recipient, list CalSWEC practice behavior
Attend a SDM training and practice using at least 2 different tools in my practice.	Both	No	- 7.1
Observe a child welfare investigation and note the various interview skills used to collect a holistic view of the family situation in order to adequately address family needs.	Fall semester	No	- 7.2
Complete the bio-psycho-social sections of 2 Court reports, based on the assessment of family narrative.	Both	Yes	- 7.3
Discuss with my AFI what should and should not be included in Court reports, including private health information.	Fall semester	Yes	- 7.4

Competency 8: Student intervenes with individuals, families, groups, organizations, and communities

- Critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies
- Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
- Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes Negotiates,
- mediates, and advocates with and on behalf of diverse clients and constituencies Facilitates effective
- transitions and endings that advance mutually agreed-on goals

In the space below, list 3-5 learning activities/tasks that will be used to demonstrate, monitor and evaluate the practice behaviors listed above:

Learning activity/task to be assigned	**To be completed during**	**Will student be required to use personal vehicle to complete this activity/task?**	**If IV-E recipient, list CalSWEC practice behavior**
Use collaborative case planning process to incorporate the expressed/self-identified needs and wants of service recipients.	- Both	Yes	- 8.1
Attend a Family Team Meeting and observe how each member of the team approaches the meeting in order to accomplish intervention goals.	- Fall semester	Yes	- 8.2
Observe and supervise and notice youth behaviors prior to, during, and after visitation through a trauma informed lens.	- Spring semester	No	- 8.3
Discuss with my AFI and FL when and how to begin the closure process, including how to transition families to new social workers.	- Spring semester	No	- 8.4

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

- Selects and uses appropriate methods for evaluation of outcomes
- Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
- Critically analyzes, monitors, and evaluates intervention and program processes and outcomes Applies
- evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

In the space below, list 3-5 learning activities/tasks that will be used to demonstrate, monitor and evaluate the practice behaviors listed above:

Learning activity/task to be assigned	To be completed during	Will student be required to use personal vehicle to complete this activity/task?	If IV-E recipient, list CalSWEC practice behavior
Practice timely and thorough documentation into CWS/ CMS and get feedback from other social workers.	- Fall semester	No	- 9.1
Check in with families throughout the entire time working together and get feedback about how things are going, and discuss this during supervision with your semester AFI to integrate the feedback into future practice.	- Spring semester	Yes	- 9.2
Interview a Quality Assurance social worker and discuss how they evaluate services, outcomes , social practices.	- Spring semester	No	- 9.3
After each interaction, take a few minutes to end the meeting by asking how it went for them and what could be upgraded.	- Both	Yes	- 9.4

Date and Signatures

Date Completed: Thu, 08/19/2021

To the Student and Agency Field Intructor: DO NOT SUBMIT this form until your Field Liaison has approved your draft Learning Contract

The parties acknowledge their understanding and consent to this Learning Contract with their signatures below.

Student Signature