California State University, Dominguez Hills (CSUDH)	**California State University, Northridge (CSUN)**
California State University, Los Angeles (CSULA)	**University of California at Los Angeles (UCLA)**
California State University, Long Beach (CSULB)	**University of Southern California (USC)**

USC 686a/b

COPA CONCENTRATION
FIELD PRACTICUM

LEARNING AGREEMENT

AND

COMPREHENSIVE SKILLS EVALUATION

Semester:_____
(Fall, Spring)

Concentration Year Learning Agreement Outline

(To be completed beginning of the Academic Year) and

Comprehensive Skills Evaluation (To be completed at the end of each semester)

I. IDENTIFYING INFORMATION		
Academic Year:	Please check: Concentration □ Mental Health □ Families & Children □ Health □ Work & Life □ COPA Sub-Concentration (s) (if applicable):_____ _____	
Student Name: E-mail: Phone number:	**Field Faculty Liaison:** E-mail: Phone number:	
Agency Name:	**Field Instructor:** E-mail: Phone number:	
	Preceptor: E-mail: Phone number:	
Agency Address:	City:	Zip:
Telephone:	Fax:	

II. THE AGENCY AND THE COMMUNITY
(Agency) A. Describe the agency's mission:
B. Describe the organizational structure:
C. List the services provided to community:

D. Describe the general demographics (ethnicity, race, socio-economic status, age) of the agency's clients:
(Community) E. Describe the geographic location of your agency:

F. Describe the general demographics (ethnicity, race, socio-economic status, age) of the community (if different from D above): G. Describe the community's need for resources (in addition to what the agency provides):
H. Describe the community's perception of the agency:
I. List other agencies to which referrals are made:
J. Who (Field Instructor?) or what (agency brochure?) were your sources of information:
III. GENERAL TIME MANAGEMENT
A. List the days and hours in field placement:
B. List the day and time that process recordings are due:
C. List the day, time, and length of individual field instruction:
D. List day and time of group supervision conference, if applicable:
E. List the name(s) of preceptor(s) and/or contact person in field instructor's absence:
F. If the plan is for you to rotate or change programs in the agency, specify the time frame for the rotation:

IV. FIELD EDUCATION ASSIGNMENTS

Circle/check those learning activities to which the student will be **exposed during the field work placement period.**

A. Check all direct practice field education assignments

□ Adults	□ Individuals	□ Information and Referral	□ Discharge Planning	□ Diagnostic Assessment
□ Families	□ Advocacy	□ Treatment Planning	□ Older Adults	□ Crisis Intervention
□ Children	□ Groups	□ Community Networking Linkages	□Inter/Multidisciplinary Team Meetings	□ Short Term Intervention
□Adolescents	□ Couples	□ Case Management	□ Psychosocial Assessment	□ Long Term Intervention
□ Other (specify)				

B. Check all macro practice field education assignments

□ Task Forces	□ Quality Assurance	□ Inter/Multidisciplinary Team Meetings	□ Fiscal Budgetary Issues
□ Committee Assignments	□ Grant Writing	□ Agency Staff Meetings	□ Community Networking Linkages
□ Program Development	□ Consultation	□ Macro Project (specify)	
□ Program Evaluation	□ Case Conferences	□ Other (specify)	

C. Check other learning experiences

□ Seminars, In-Service Training/Conferences	□ Other (specify)

V. SELF-AWARENESS ASSESSMENT

A. In terms of “self-awareness”, what do you know about yourself and your interactions with others/your emotions/etc that will make you a more effective social worker?

B. In what ways/areas do you need to enhance your self awareness to become a more effective social worker?

VI. STUDENT'S EXPECTATIONS FOR SUPERVISION IN FIELD/INSTRUCTION

A. Describe your expectations of the supervision process:

B. Describe your expectations of yourself in supervision:

C. Describe your expectations of your Field Instructor:

D. Describe your expectations of your Preceptor (if applicable):

VII. FIELD INSTRUCTOR TEACHING PLAN (To be written by the Field Instructor)

1. Detail your expectations of your student in supervision

2. How do you structure your weekly field instruction? Briefly describe your teaching plan. Please include how you plan to maximize diversity in your case assignments for each student.

3. Describe your plan for use of a preceptor with your student (If applicable)
   a. Role of preceptor

   b. Detail your plan for monitoring and evaluating this experience

ORIENTATION CHECKLIST

Agency Overview

_____Review agency vision and mission/purpose statement
_____Tour of agency
_____Introductions to colleagues, support staff, and administration
_____Review organizational structure
_____Review the role of the agency in relation to the community and its resources
_____Review security and/or safety procedures and protocol

Agency Policies and Protocols

_____Review office procedures, supplies, and provisions
_____Review telephone and communication/computer utilization
_____Review intake/admissions/eligibility policy and procedures
_____Review internal communication
_____Review parking details
_____Review mileage policy
_____Review agency, department, and/or unit meeting schedule
_____Review client record/charting, policies and procedures
_____Review forms for documentation/accountability
_____Review regulations regarding confidentiality, release of information, etc.
_____Review client fees/payment schedule
_____Review client emergency protocol
_____Review child or elder abuse reporting protocol
_____Review work schedule, including lunch and breaks
_____Review information/referral policy
_____Review agency policy regarding harassment
_____Review agency policy regarding discrimination
_____Review agency policy regarding the *Americans with Disabilities Act*
_____Review agency policy regarding OSHA
_____Review agency policy regarding HIPPA

Field Instructor/Student Responsibilities

_____Review expectations for supervision and schedule
_____Review educationally based recording schedule
_____Review use of preceptor (if applicable)
_____Review plan for diversity/multi-cultural experiences
_____Review plan for monitoring of student hours (by both field instructor and student)
_____Review agency training or staff development opportunities
_____Review student's personal safety issues and concerns and strategies to deal with them

Integration of Field and Coursework

_____Provide Field Instructor with all course syllabi
_____Review all syllabi with Field Instructor

SIGNATURES:

_____ _____
Field Instructor Date

_____ _____
Student Date

CONCENTRATION (2nd) YEAR LEARNING AGREEMENT AND COMPREHENSIVE SKILLS EVALUATION
USC 686a/b – FIELD PRACTICUM

_____FALL ___ SPRING

INSTRUCTIONS FOR RATING INTERNS:

N/A = No opportunity to observe
Level 0 = Intern has not met the expectations in this area
Level 1 = Intern has not yet met the expectations in this area, but there is evidence that expectations will be met in the near future
Level 2 = Intern understands the concept and is beginning to demonstrate the skill in this area, however, students performance is uneven
Level 3 = Intern understands the concept and has consistently met the expectations in this area
Level 4 = Intern demonstrates a high level of skill development and has exceeded expectations in this area.

It is expected that second year students will carry over skills developed from their first year placement and will perform at a higher level in all competencies.

Fall Semester Students should be at **Level 2** or **Level 3**. Please contact Field Liaison if student is at **Level 0 or 1** in any objective before you submit this evaluation.

Spring Semester Students should demonstrate skills at **Level 3 or 4**. Please contact Liaison if Student is below Level 2 in any objective before you submit this evaluation.

Narrative Sections: Please comment on student's strengths, as well as areas that need further development. Comments are **required** when using **N/A , 0, or 1.**

Grade Recommendation ☐Credit ☐Incomplete ☐No Credit ☐In Progress

"**Credit**" indicates that the student has met time requirements and has performed up to minimum standards.
"In Progress" indicates that a student is in progress of demonstrating concepts and skills in Core Areas,
but has not demonstrated a sufficient skill level in such areas. A Learning Contract will be implemented.
"**Incomplete**" indicates that there have been excessive absences due to illness resulting in failure to meet
time requirements.
"**No Credit**" indicates that the student has failed to meet minimum performance.

Minimum Hours required for Fall Semester: 276 Number of hours completed _____
Minimum Hours required for Spring Semester: 324 Number of hours completed _____

Learning Agreement Signatures		**Fall Comprehensive Skills Evaluation Signatures**	
Field Instructor Signature	Date	Field Instructor Signature	Date
Preceptor Signature	Date	Preceptor Signature	Date
Student Signature	Date	Student Signature	Date

Spring Comprehensive Skills Evaluation Signatures

Field Instructors Signature	Date
Preceptors Signature	Date
Student Signature	Date

(Student's signature acknowledges that the student has participated in a discussion of this agreement or evaluation and has reviewed the evaluation.)

LEARNING AGREEMENT INSTRUCTIONS: The shaded area under each competency is the Learning Agreement Plan. The Student and Field Instructor will identify planned learning activities specific to the agency. The activities will provide opportunities to achieve each competency. A minimum of two activities must be listed for each competency. You may add more rows if needed.

COMPETENCY #1 – PROFESSIONALISM: **INTERN IDENTIFIES AS A PROFESSIONAL SOCIAL WORKER AND CONDUCTS HER/HIMSELF ACCORDINGLY**		
LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #1		
	F	**S**
1. Demonstrates professional social work roles and boundaries.		
2. Demonstrates professional demeanor in behavior, appearance and communication.		
3. Demonstrates professional time management skills and accountability:		

punctuality, attendance, paperwork and assignments.		
4. Uses supervision and consultation effectively.		

Comments (required for ratings of N/A, 0 and 1):

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COMPETENCY #2 – ETHICS: **INTERN APPLIES SOCIAL WORK ETHICAL PRINCIPLES TO GUIDE HER/HIS PROFESSIONAL PRACTICE**		
LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #2		
	F	**S**
1. Is knowledgeable about the value base of the profession and makes ethical decisions by applying standards consistent with the NASW Code of ethics and other guidelines/principals of the profession.		
2. Recognizes and manages personal values and biases in ways that allow professional values to guide practice.		
3. Recognizes and tolerates ambiguity in resolving ethical conflicts.		
4. Applies strategies of ethical reasoning to arrive at principled decisions.		

Comments (required for ratings of N/A, 0 and 1):

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COMPETENCY #3 – THINKING & JUDGMENT: **INTERN APPLIES CRITICAL THINKING TO INFORM AND COMMUNICATE PROFESSIONAL JUDGMENTS**		
LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #3		
	F	**S**
1. Uses critical thinking augmented by creativity and curiosity.		
2. Is able to comprehend, appraise and integrate multiple sources of knowledge including research-based knowledge and practice wisdom.		
3. Utilizes appropriate models of assessment, prevention, intervention and evaluation.		
4. Demonstrates effective oral communication in working with individuals, families, groups, organizations, communities and colleagues.		
5. Demonstrates effective written communication in working with individuals, families, groups, organizations, communities and colleagues.		

Comments (required for ratings of N/A, 0 and 1):

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COMPETENCY #4 – CULTURAL COMPETENCY: **INTERN ENGAGES DIVERSITY AND DIFFERENCE IN PRACTICE**		
LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #4		
	F	**S**
1. Is knowledgeable about and respectful of clients who differ by factors such as age, class, color, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.		
2. Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power in shaping life experience.		
3. Demonstrates self-awareness in eliminating the influence of personal biases and values in working with diverse groups, including treating clients with dignity and respect.		
4. Views self as a student of cultural differences and those s/he works with as cultural experts.		

Comments (required for ratings of N/A, 0 and 1):

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COMPETENCY #5 – SOCIAL JUSTICE: **INTERN ADVANCES HUMAN RIGHTS AND SOCIAL AND ECONOMIC JUSTICE**		
LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #5		

	F	S
1. Recognizes that each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care and education.		
2. Identifies the forms, mechanisms and interconnections of oppression and discrimination and is knowledgeable about theories of justice and strategies to promote human and civil rights.		
3. Is skilled at advocating for and engaging in practices that promotes social and economic justice.		

Comments (required for ratings of N/A, 0 and 1):

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COMPETENCY #6 – EVIDENCE BASED PRACTICE: **INTERN ENGAGES IN RESEARCH-INFORMED PRACTICE AND PRACTICE-INFORMED RESEARCH**		
LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #6		
	F	**S**
1. Employs evidence-based interventions and policies.		
2. Integrates research findings and professional judgment to improve practice, policy and social service delivery.		
3. Evaluates their own practice for effectiveness and improvement.		

Comments (required for ratings of N/A, 0 and 1):

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COMPETENCY #7 – PERSON IN ENVIRONMENT: INTERN APPLIES KNOWLEDGE OF HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT		
LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #7		
	F	**S**
1. Demonstrates knowledge of human behavior across the life course.		
2. Understands social systems and how they promote or inhibit people in maintaining or achieving health and well-being.		
3. Demonstrate knowledge of person-in-environment, including: biological, social, cultural, psychological and spiritual development of clients/client systems.		
4. Utilizes a range of theoretical frameworks to guide the processes of assessment, intervention and evaluation.		

Comments (required for ratings of N/A, 0 and 1):

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COMPETENCY #8 – POLICY: INTERN ENGAGES IN POLICY PRACTICE TO ADVANCE SOCIAL AND ECONOMIC WELL BEING AND DELIVER EFFECTIVE SOCIAL WORK SERVICES		
LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #8		
	F	**S**
1. Demonstrates understanding of the role of policy in service delivery and the role of practice in policy development.		
2. Analyzes and advocates for policies that promotes social well-being for individuals, families, groups and communities.		
3. Recognizing the importance of collaboration with colleagues and clients for effective policy action.		

Comments (required for ratings of N/A, 0 and 1):

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_____

COMPETENCY #9 – CURRENT TRENDS: INTERN RESPONDS TO CONTEXTS THAT SHAPE PRACTICE		
LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #9		
	F	**S**
1. Seeks information, resources and is proactive in responding to evolving organizational, community and societal contexts of practice.		
2. Continuously discover, appraise and attend to changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant services.		

Comments (required for ratings of N/A, 0 and 1):

COMPETENCY #10 – PRACTICE SKILLS: INTERN ENGAGES, ASSESSES, INTERVENES AND EVALUATES INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES		
LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #10		
	F	**S**
(A): ENGAGEMENT		
1. Develops rapport and addresses confidentiality appropriately with individuals, families, groups, organizations and/or communities.		
2. Uses empathy and other interpersonal skills (e.g. attending behaviors and basic interviewing skills) to engage colleagues, stakeholders, agencies, communities, and policy makers in the change process.		
3. Develops a mutually agreed-on focus of work and desired		

outcomes/expectations.		
(B): ASSESSMENT		
1. Collects, organizes, analyzes, and interprets system, policy, community, and organizational data.		
2. Assesses strengths and limitations of organizations, communities, policies, and individuals.		
3. Develop mutually agreed upon intervention goals and objectives; and selects appropriate intervention strategies.		
(C): INTERVENTION		
1. Initiates actions to achieve goals within the context of the organization and the community.		
2. Incorporates interventions to enhance organizational, community, and policy practices (e.g. program development, community organizing, training, resource development, policy analysis, etc.).		
3. Assists groups, communities, and organizations in problem resolution and desired outcome definition.		
4. Negotiates, mediates, and advocates for individuals, groups, agencies, and communities, keeping in mind city, state, agency, and national policies and practices.		
5. Facilitates change transitions and endings during the engagement and work process.		
(D): EVALUATION		
1. Critically analyzes, monitors, and evaluates interventions for effectiveness and sustainability.		
2. Utilizes evaluation data to revise interventions in relation to needs, impact, goal, objective, and outcome achievement.		

Comments (required for ratings of N/A, 0 and 1):

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FALL COMPREHENSIVE SKILLS EVALUATION SUMMARY

Summarize overall assessment of strengths and areas needing further development:

SPRING COMPREHENSIVE SKILLS EVALUATION SUMMARY

Summarize overall assessment of strengths and areas needing further development: