

## Completing your Learning Agreement in Sonia

Once you log into Sonia, click on **Forms**.

Name ▾ Ascending Filter Hide completed forms

### MSW/ASAP Field Application Edit

Placement group: MSW 1 2020  
Placement: North Central Correctional Complex  
Date Added: 8/23/2019 10:49 AM  
Date Updated: 9/7/2019 6:53 PM  
Due Date: 9/7/2019 11:59 PM  
Completed (Mine): 1 of 1  ✓  
Completed (All): 1 of 2

 **Due 129 days ago**  
You have completed your section

### Generalist Learning Agreement Edit

Sim1 LA and EVAL by COMP 2015

Placement group: MSW 1 2020  
Placement: Family Promise - Delaware County  
Date Added: 1/7/2020 12:43 PM  
Date Updated: 1/7/2020 12:43 PM  
Completed (Mine): 0 of 4   
Completed (All): 0 of 16

### Supervision Log Edit

Placement group: MSW 1 2020  
Placement: Family Promise - Delaware County  
Date Added: 1/7/2020 12:43 PM  
Date Updated: 1/7/2020 12:43 PM  
Completed (Mine): 0 of 2   
Completed (All): 0 of 4

**STUDENTS:**

Locate the LA and EVAL and select "edit". This will open a new browser for you to complete the form. All sections marked with a \* are required.

## Generalist BSSW/MSWI Learning Contract and Evaluation

### Placement Information

Student Name	Agency Name	Field Instructor Name	Field Instructor Email	Task Instructor Name	Task Instructor Email	Field Liaison Name	Field Liaison Email	Placement Type
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/> Micro <input type="checkbox"/> Macro

**STUDENTS:**  
 Select Micro, Macro, or both options based on the agency setting and learning opportunities.

**\*\* The Council on Social Work Education (CSWE), the national accrediting organization for social work education, created 9 key competencies that students are to achieve during their field year. We recognize that each site provides various learning opportunities and therefore students and Field Instructors can select or create activities that reflect the agency's unique mission and goals.**

**The 9 Competencies include:**

**Competency 1: Demonstrate Ethical and Professional Behavior**

**Competency 2: Engage Diversity and Difference in Practice**

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

**Competency 4: Engage in Practice-informed Research and Research-informed Practice**

**Competency 5: Engage in Policy Practice**

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

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

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

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

### Instructions for completing this form:

Learning Agreement Instructions
<p><b>Student:</b> At the beginning of the semester, tasks appropriate to the agency setting that you will engage in to master each competency. Please note some competencies have tasks listed as REQUIRED, which must be selected as a learning activity.                      Click the <b>SAVE DRAFT</b> button at the bottom of the form periodically to save your work.                      Click the <b>Student Learning Agreement Submit</b> button when you are finished.</p>
<p><b>Field Instructor:</b> Review the student's learning activities for each competency.                      After reviewing, make any comments and then click the submit button at the bottom of the form.</p>
<p><b>Field Liaison</b> Review the student's learning activities for each competency and the Field Instructor's comments. Add your own comments and <b>click the submit button at the bottom of the form.</b></p>

## Evaluation Instructions

### Evaluation Instructions

**Field Instructor:** use the **orange** (summer), **blue** (autumn), **green** (spring) columns in each table to rate your intern in comparison to a beginning-level generalist social worker. Please provide comments in the corresponding comment box below each competency rating table. Note: you only need to complete the semester(s) that the student is in field.

Click the **SAVE DRAFT** button at the bottom of the form periodically to save your work.

Click the **Field Instructor Submit** button at the bottom of the form to forward the form to your student.

**Student:** Review your evaluation. **Be sure to Student Submit** button at the bottom of the form.

**Liaison:** Review the evaluation. **Be sure to click the Liaison Submit** button at the bottom of the form.

## Rating Scale

Rating	Rating Description
N/A	<b>Not applicable</b> - Does not relate to the student's internship experience or not sufficient experience to evaluate skill level.
1	<b>Insufficient Progress</b> - Demonstrates minimal competency, little knowledge or skill, <b>limited and/or inconsistent</b> understanding of essential knowledge and/or evidence of growth or change, rarely demonstrates progress on tasks and behaviors, and takes little initiative for learning. There is concern about the student's knowledge and/or practice behaviors.
2	<b>Developing Competence</b> - Developing competency with guidance or through observation, student understands the skills and demonstrates a <b>beginning or growing</b> ability to apply knowledge to practice. The student needs continued practice and assistance but is beginning to function semi-independently with appropriate supervision and support.
3	<b>Competence</b> - Student demonstrates a <b>consistent and effective</b> ability to apply knowledge to practice and demonstrates social work values and behaviors. Student is actively engaged in the field experience. The student shows an ability to function independently with appropriate supervision and support.
4	<b>Advanced Competence</b> - Student demonstrates practice knowledge, values, and behavior and is able to adapt the skills in <b>complex and diverse</b> situations. The student shows consistent growth, exceeds expectations of an emerging professional, and takes full responsibility for learning.

**FI/TI:** Note the updated rating scale and corresponding descriptions utilized for the end-of-semester evaluation.

## Competency 1: Demonstrate Ethical and Professional Behavior

**Learning Agreement: Select or create the activities you will engage in to develop this competency.**

Task examples that could develop this competency are listed below. Please check all that apply.

- (REQUIRED) Complete a formal orientation to the agency learning about policies, procedures and resources such as: dress code, attendance policies, confidentiality policies, mandated reporter policies, safety policies and procedures for staff and client systems, appropriate and inappropriate use of social media.
- (REQUIRED) Review expectations of supervision: how to prepare, what to bring, how to engage and what to expect and actively participate in weekly supervision meetings.
- (REQUIRED) Discuss the most common codes from the NASW Code Of Ethics that an intern may be exposed to at this agency and the steps to manage ethical concerns.
- Learn about and research the mission and history of the organization.
- Discuss expectations related to agency meetings, in-services trainings and team meetings.
- Review appropriate professional communication with staff taking into consideration the culture and norms of e-mail and in-person communication at agency.

Please write in any other tasks the student will engage in under this competency

**STUDENTS/FI/TI: At the start of the placement - Review and check all required activities. Other activities can be added from the list provided or written in the text box (based on all that apply at the agency). Tasks will continue for the entire placement.**

**\*\* Repeat this process for competencies 2-9 \*\***

**FI/TI: At the end of each semester** - Provide a rating (in corresponding semester) based on activities observed throughout the semester for each competency. Utilize the rating scale at the top of the learning agreement.

**Evaluation: Rate the student on this competency and provide comments to support your rating.**

Behaviors	Summer Rating	Autumn Rating	Spring Rating
<ul style="list-style-type: none"> <li>• Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context</li> <li>• Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</li> <li>• Demonstrate professional demeanor in behavior, appearance, and oral and written and electronic communication.</li> <li>• Use technology ethically and appropriately to facilitate practice outcomes.</li> <li>• Use supervision and consultation to guide professional judgment and behavior.</li> </ul>	<input type="radio"/> N/A <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> N/A <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> N/A <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4

Summer Supporting Evidence (To save your comments at any time, scroll down to the bottom of the form, and click the Save Draft button,)	Autumn Supporting Evidence (To save your comments at any time, scroll down to the bottom of the form, and click the Save Draft button.)	Spring Supporting Evidence (To save your comments at any time, scroll down to the bottom of the form, and click the Save Draft button.)
<div style="border: 1px solid gray; height: 150px;"></div>	<div style="border: 1px solid gray; height: 150px;"></div>	<div style="border: 1px solid gray; height: 150px;"></div>

**FI/TI: At the end of each semester** - In the narrative section (in corresponding semester), provide specific examples of how the student engaged in activities towards this competency (e.g. student engaged in agency orientation on 1/7/20, student demonstrated professionalism during team meetings and was able to discuss ethical dilemmas during supervision).

**STUDENT/FI/TI: At the start of the placement** - Individuals submit the learning agreement indicating all parties have reviewed and agreed upon learning activities.

\*\*\*\*\***Learning Agreement Submit buttons**\*\*\*\*\*

**Student:** Click the "Student Learning Agreement Submit" below when finished

**Student Comments**

Save Draft Student Learning Agreement Submit

**Field Instructor Comments**

**Task Instructor Comments**

**Liaison Comments:**

**STUDENT/FI/TI:** Upon completion of the end-of-semester evaluation, FI/TI provide a grade. Each party signs the evaluation for the corresponding semester.

\*\*\*\*\***Summer Evaluation Submit buttons**\*\*\*\*\*

**Summer Grade**

- Successful
- Successful/Conditional Pass (requiring a meeting with field liaison to discuss terms)
- Unsuccessful

**FI/TI:** Successful/conditional pass indicates the student has made some progress, but there are ongoing concerns that require a meeting with the field liaison prior to the student receiving a final grade for the semester.

**Field Instructor Comments**

**Task Instructor Comments**

**Student Comments**

Save Draft Student Submit

**Liaison Comments:**