



Social Work Education

SWRK 282 - Fall
Advanced Field Instructed Practice
Child Welfare Track

Advanced Learning Agreement

Student Information:

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|--------------------------|-----------|-----------------------|-----------------------|
| FIRST NAME | LAST NAME | | |
| STREET ADDRESS | CITY | ZIP CODE | |
| PREFERRED PHONE NUMBER | | @mail.fresnostate.edu | CAMPUS E MAIL ADDRESS |
| FIELD PLACEMENT SCHEDULE | | WINTER BREAK SCHEDULE | |
| ACADEMIC ADVISOR | PHONE | E MAIL ADDRESS | |

Agency Information:

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| AGENCY NAME | | |
| STREET ADDRESS | CITY | ZIP CODE |
| FIELD INSTRUCTOR (M.S.W.) | PHONE | E MAIL ADDRESS |
| AGENCY SUPERVISOR (non-M.S.W.) | PHONE | E MAIL ADDRESS |
| FACULTY LIAISON | PHONE | E MAIL ADDRESS |

Field Supervision:

DAY AND TIME OF SUPERVISION

Format (Minimum Requirement: 1 hour per week – individual

NAME OF BACKUP EMERGENCY SUPERVISOR OR PLAN

RESPONSIBILITY FOR PREPARATION OF SUPERVISION AGENDA

Agency Overview:

BRIEFLY DESCRIBE THE AGENCY'S ORGANIZATIONAL STRUCTURE AND THE AGENCY SERVICES AVAILABLE

| Competency 1: Demonstrate Ethical and Professional Behavior | |
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| Behaviors | Learning Agreement Assignment |
| 1. Demonstrate understanding of policies, laws, regulations, and ethical guidelines to guide their practice. | Apply relevant federal, state and county child welfare related laws, policies and procedures in the provision of child welfare services with 2 cases. |
| 2. Demonstrate the ability to make sound ethical decisions, using professional and peer consultation as needed. | Identify an ethical dilemma in your child welfare practice. Present a summary of the situation in both field supervision and field seminar, by engaging in critical analysis and consultation to demonstrate sound decision-making. |
| 3. Use reflexivity and anti-oppressive strategies to maintain awareness of how practice at one level impacts practice at other levels. | Shadow social workers in 2 child welfare task units different from assigned field internship unit such as Emergency Response, Family Maintenance, Family Reunification and Permanency Planning (e.g., kinship/guardianship, aging out youth etc.). |
| 4. Participate collaboratively as a member of inter-professional teams. | Collaborate with other social workers in 2 other disciplines such as medical, school or behavioral health by engaging with these social workers on behalf of foster children who are receiving services. |
| 5. Apply the values of social justice and dignity and worth of the person in oral, written, and electronic communication to support practice outcomes. | Complete oral, written and electronic communication and record keeping in accordance with child welfare agency's policy and procedures to promote client/constituent safety and to protect confidentiality. |
| Competency 2: Engage Diversity and Difference in Practice | |
| Behaviors | Learning Agreement Assignment |
| 1. Recognize the social, historical, and cultural context and their positionality when working with clients and constituencies. | Work with 3 clients/constituents culturally different from yourself. Discuss in supervision your understanding of identified differences, including sexual orientation, gender identity, and gender expression (SOGIE) and their impact on your practice through the application of cultural humility. |
| 2. Demonstrate commitment to engaging clients and constituencies as experts of their own experiences. | Apply and discuss in supervision knowledge of historical, legal, socioeconomic, and psychological forms of oppression and the ability to develop culturally sensitive interventions within that understanding with 3 clients/constituents. |

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| 3. Choose practice models at all system levels that incorporate a critical understanding of intersectional identities in shaping life experiences | Provide trauma-sensitive child welfare services at the micro and mezzo levels. Discuss in supervision the practice models used and how your understanding of intersectionality influenced your practice. |
| 4. Analyze the complex life stories of clients and constituencies using the lens of intersectionality and other critical theories. | Complete an assessment of 2 clients/constituents within your assigned task area and discuss intersectionality and other critical theories in supervision. |

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

| Behaviors | Learning Agreement Assignment |
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| 1. Understand the impact of unjust distribution of resources on the social, political, environmental, and economic conditions in their communities. | Attend a Board of Supervisor’s or similar meeting in person or online. Identify and discuss in supervision a social justice issue impacting the clients/constituents involved in child welfare services at your agency. |
| 2. Demonstrate that their practice is grounded in the belief that every person, regardless of position in society, has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. | Review and discuss in supervision knowledge of historical, legal, socioeconomic, and psychological forms of oppression and the ability to provide culturally sensitive services within the core values of social work practice. |
| 3. Choose practice models based on a critical understanding of social, economic, and environmental justice to advocate for human rights at multiple system levels. | Advocate for a minimum of two clients/constituents to effectively address a human rights concern. Address these concerns in supervision and discuss ways to intervene. |
| 4. Apply up-to-date theories and strategies geared toward today’s globalized, digital environment to advance social, economic, and environmental justice at multiple system levels. | Apply social work knowledge and skills to identify trends and promote social and economic justice at the micro, mezzo, and macro levels in child welfare in effective and culturally competent ways. |

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

| Behaviors | Learning Agreement Assignment |
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| 1. Demonstrate advanced understanding of research ethics as relevant for social work inquiry. | Addressed in SW 292. |
| 2. Conduct research that is grounded in a commitment to social work values including dignity and worth of the person, social justice, diversity, and empowerment. | Addressed in SW 292 |

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| <p>3. Use interdisciplinary practice experience and theory to inform scientific inquiry and research.</p> | <p>Complete an assessment and case plan on a case utilizing client/constituent feedback and research findings to support the intervention(s) selected, presenting the plan and justification of the plan, including outcome evaluation in supervision.</p> |
| <p>4. Evaluate the relative merits of research evidence and apply research knowledge to inform and improve practice, policy, and service delivery.</p> | <p>Choose one area of child welfare services to assess, identify recommendations for improvement based on research, which is evidence based, or informed and share the findings in supervision.</p> |
| <p>Competency 5: Engage in Policy Practice</p> | |
| <p>Behaviors</p> | <p>Learning Agreement Assignment</p> |
| <p>1. Identify social policy strengths, weaknesses, and unintended consequences with regard to local and regional needs, politics, and opportunities.</p> | <p>Attend a Child and Family Team (CFT), Team Decision Making Meeting (TDM) or similar meeting. Discuss in supervision the benefits and unintended/negative consequences of child welfare laws and policies at multisystem levels.</p> |
| <p>2. Demonstrate leadership grounded in humility, integrity, teamwork, and respect.</p> | <p>Participate in a CFT, TDM or similar meeting. Identify practices that demonstrated the use of cultural humility, integrity, teamwork and respect and discuss in supervision.</p> |
| <p>3. Think broadly and critically about how proposed policies impact human rights, economic equity, and social and environmental justice.</p> | <p>Explore California Department of Social Services website (CDSS) http://www.cdss.ca.gov.</p> <p>Read 5 of the most recent County Letters (ACLs), available on the CDSS website that impact the client's/constituent's assigned program. Discuss in supervision any social justice issues that you identify.</p> |
| <p>4. Demonstrate the ability to work with diverse stakeholders at the local, state, and/or federal level to develop, advocate for, implement and evaluate policies that promote human well-being, improved social services, and a more equitable society.</p> | <p>Explore the Continuum of Care Reform(CCR) on the California Department of Social Services website (CDSS) https://www.cdss.ca.gov/inforesources/Continuum-of-Care-Reform</p> <p>Review the impact of Continuum of Care Reform (CCR) on social workers, children and families, and community partners (i.e. Court Appointed Special Advocates (CASA), substance treatment, behavioral health agencies, regional centers, or schools.</p> <p>In supervision, present at least one way this new approach to child welfare in California has</p> |

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| | impacted local child welfare practice or policy (i.e. New Resource Family Approval (RFA) or Child and Family Team processes). |
| Competency 6: Engage at Multisystem Levels | |
| Behaviors | Learning Agreement Assignments |
| 1. Demonstrate advanced understanding of the main components of the engagement process by attending to non-verbal and verbal communication and relevant cultural factors when using appropriate interviewing approaches. | Review the Child and Family Team Meeting (CFTM) or other collaborative meeting referral, noting invitees and description of meeting purpose/goals in preparation for attending a case planning on a family familiar to intern. Complete 2 process recordings based on interaction with new child welfare referral that demonstrate your engagement skills and application of growth and development factors. Review the process recording in supervision for feedback. |
| 2. Engage with diverse clients and constituencies utilizing core social work values to build rapport and trust and enhance motivation. | During the CFTM, or other collaborative meeting the intern will actively discuss family strengths, agency concerns, and help brainstorm case plan goals/options with other team members. |
| 3. Critique the strengths, weaknesses and assumptions of engagement approaches in terms of their practical applicability for engaging diverse clients and constituencies. | Discuss 2 parent/caregiver engagement strategies and techniques for working with a child, youth, or young adult, about long-term goals for the safety and well-being of the child/children and discuss outcome with Field Instructor. |
| 4. Facilitate the joining process through interactions in which clients and constituents are invited to share and listen authentically. | After the CFTM, or other collaborative meeting, complete a process recording about your affective/emotional responses to the meeting and teaming process. |
| Competency 7: Assess at Multisystem Levels | |
| Behaviors | Learning Agreement Assignments |
| 1. Demonstrate advanced understanding of the relevance of multiple dimensions of experience in formulating an appropriate assessment. | In preparation of accurately completing an assessment tool to ensure the safety and well-being of a child, include family members and other relevant parties in discussions/interviews to assist in the process of completing a comprehensive assessment. Write and enter descriptive contact narratives in the CWS/CMS Delivered Service Log, or as directed by Field Instructor, documenting interactions and discussion with family members |

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| | and pertinent parties; contacts will be reviewed by the Field Instructor for accuracy and details. |
| 2. Assess clients and constituencies in a manner that conveys empathy. | <p>Demonstrate knowledge of assessments by completing a Risk and Safety (i.e. Structured Decision Making (SDM), Family Strengths and Needs and Child Strengths and Needs, Child and Adolescent Needs and Strengths (CANS) assessment or similar tool for 3 cases and discuss in supervision.</p> <p>Demonstrate knowledge and complete a mock or actual court report and discuss in supervision.</p> <p>Discuss in supervision how empathy was conveyed.</p> |
| 3. Critique the strengths, weaknesses and assumptions of models of assessment in terms of their practical and cultural applicability with diverse clients and constituencies. | Review 2 different assessment models in supervision (DSM 5, PIE, CANS, Family Strengths, Needs, and Child Strengths and Needs assessment tools or similar tools) to identify the strengths and needs of all family members and discuss their applicability with diverse youth and families. |
| 4. Conduct multidimensional assessments and develop appropriate and effective strength-based, mutually agreed upon intervention goals. | Formulate a multidimensional assessment for 3 clients/constituents and collaborate to establish a clear service or case plan for all agreed upon intervention goals. Document in CWS/CMS or as directed the completion of assessment tools used, including an analysis of the assessment tool outcome, which will be reviewed by the Field Instructor. |
| Competency 8: Intervene at Multisystem Levels | |
| Behaviors | Learning Agreement Assignments |
| 1. Demonstrate advanced understanding of the impact of trauma and other lived experiences on the intervention process | Provide trauma-sensitive, developmentally appropriate, evidence informed strategies to provide interventions at the individual and family levels. |
| 2. Select culturally responsive, evidence-informed intervention strategies in response to the assessment, values and preference of clients and constituencies. | Discuss in supervision the practical and cultural applicability of intervention strategies and develop a list of the most useful and appropriate interventions. |
| 3. Critique the strengths, weaknesses and assumptions of intervention strategies in terms of their practical and cultural applicability with diverse clients and | Discuss in supervision the advantages and disadvantages of 3 different approaches to intervention with diverse clients/constituents in the public child welfare setting. |

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| constituencies. | |
| 4. Provide advanced interventions at multiple system levels to address the identified needs of diverse clients and constituencies. | Provide advanced trauma sensitive child welfare intervention services that include case management, collaborative consultation, motivational interviewing, advocacy, family/community support systems during the case planning process in the development of interventions. |
| Competency 9: Evaluate Practice at Multisystem Levels | |
| Behaviors | Learning Agreement Assignments |
| 1. Demonstrate advanced understanding of tools of practice evaluation. | Identify 3 tools to evaluate child welfare practice at the micro and mezzo levels and discuss in supervision. |
| 2. Select culturally responsive evaluation strategies based on assessment, values and preference of clients and constituencies. | Research child welfare agency protocol for selecting culturally responsive evaluation strategies. Discuss your findings in supervision to inform selection. |
| 3. Critique the strengths, weaknesses and assumptions of models and tools for evaluation in terms of their practical and cultural applicability for evaluating practice with diverse clients and constituencies. | Discuss in supervision the advantages and disadvantages of 3 different approaches to evaluation with diverse clients/constituents in the public child welfare setting. |
| 4. Critique the strengths, weaknesses and assumptions of models and tools for evaluation in terms of their practical and cultural applicability for evaluating practice with diverse clients and constituencies. | Use quantitative and qualitative data and feedback from clients, caregivers, family supports, and other providers to evaluate practices and modify approaches as needed. |

1. Appropriate learning assignments as required for SWRK 282. _____
2. A minimum of one hour of weekly supervision with the M.S.W. field instructor. _____
3. Adequate space and resources to complete agency related assignments. _____
4. Other: _____

Signatures:

STUDENT SIGNATURE

DATE

M.S.W. FIELD INSTRUCTOR SIGNATURE

DATE

FACULTY LIAISON SIGNATURE

DATE

FIELD COORDINATOR SIGNATURE

DATE