

SWRK 283 – Spring
Advanced Field Instructed Practice
Child Welfare Track

Advanced Learning Agreement

Student Information:

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

Agency Information:

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	
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, including the application of Child & Family Services Reviews (CFSRs).
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. Use consultation in supervision to discuss the application of relevant policies and models for ethical decision making 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.	Discuss in supervision each week at least 1 example of your use of self-reflection to identify oppression and to adjust in your practice to limit its impact.
4. Participate collaboratively as a member of interprofessional teams.	Continue to collaborate with at least 2 other social workers, task forces or professional teams in 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.	Continue to 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.	Continue to work with 3 clients/constituents culturally different from yourself. Discuss in supervision the causes and effects of disparities impacting families, especially African America and Native American in the child welfare system.
2. Demonstrate commitment to engaging clients and constituencies as experts of their own experiences.	Work with a minimum of 2 youth and 2 caregivers and engage in cultural humility through on-going self-reflection, use of client/constituent feedback, supervision and evaluation.
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, mezzo and macro levels. Discuss in supervision the practice models used and how intersectionality impacts your practice including your own beliefs, values, cultural norms, and gaps in knowledge surrounding sexual orientation, gender identity, and gender expression.
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 (youth, young adult, caregiver, biological parent) within assigned task area and discuss intersectionality and other critical theories in supervision using a cultural humility perspective.

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.	Meet with a community-based provider to your agency to discuss service provision to clients/constituents. Identify any patterns of disproportionality and inequity impacting the clients/constituents involved in child welfare services at your agency. Formulate a recommendation to address one concern and discuss in supervision.
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 the challenges associated with providing culturally sensitive child welfare 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 1 client and 1 constituent group or program to effectively address a human rights concern. Plan your intervention in supervision prior to implementation.
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.	Continue to 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
1. Demonstrate advanced understanding of research ethics as relevant for social work inquiry.	Research two evidenced-based and/or evidenced-informed treatment models/practices utilized in child welfare practice (particularly in their program) and discuss the benefits and limitations of each during supervision.
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.	Provide a critical analysis in the form of a discussion during supervision of research practices regarding their effect on addressing the needs/realities of exploited, disadvantaged communities. Also, discuss the impact of cross-cultural research practices on child welfare practice.
3. Use interdisciplinary practice experience and theory to inform scientific inquiry and research.	Use multisystem feedback and identify trends to inform research on child welfare (CW) practice & CW outcomes that impact the local community. Formulate one area for future CW inquiry.

4. Evaluate the relative merits of research evidence and apply research knowledge to inform and improve practice, policy, and service delivery.	Review data from CDSS or agency website related to performance improvement, outcomes, or CSFR. Discuss in supervision how this data can be used by a child welfare worker to improve policy and practice.
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Competency 5: Engage in Policy Practice

Behaviors	Learning Agreement Assignment
1. Identify social policy strengths, weaknesses, and unintended consequences with regard to local and regional needs, politics, and opportunities.	Attend a Child and Family Team (CFT), Team Decision Making Meeting (TDM) or similar meeting. Discuss in supervision the benefits and unintended/negative consequences for the client/family at multisystem levels.
2. Demonstrate leadership grounded in humility, integrity, teamwork, and respect.	Participate in a CFT, TDM or similar meeting. Utilize practices that demonstrate the use of cultural humility, integrity, teamwork and respect and discuss in supervision.
3. Think broadly and critically about how proposed policies impact human rights, economic equity, and social and environmental justice.	Participate in a CFT, TDM or similar meeting. Discuss in supervision your insight regarding social justice issues.
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.	At a Unit or Staff Meeting or in field supervision, present and critique how a California policy has impacted a child welfare local practice/policy (i.e. New Resource Family Approval 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.	Interview 2 new clients/constituents in the presence of your field instructor to demonstrate your engagement skills and application of growth and development factors. Debrief with your field instructor for feedback.
2. Engage with diverse clients and constituencies utilizing core social work values to build rapport and trust and enhance motivation.	Engage with a minimum of 5 diverse clients/constituents, establishing a supportive relationship, clear expectations, and facilitating opportunities for involvement in all aspects of case development.
3. Critique the strengths, weaknesses and assumptions of engagement approaches in terms of their practical applicability for engaging diverse clients and constituencies.	Discuss with Field Instructor 2 caregiver engagement strategies and techniques for re-engaging emotionally or behaviorally disconnected children, youth, or young adults.

<p>4. Facilitate the joining process through interactions in which clients and constituents are invited to share and listen authentically.</p>	<p>After a CFTM, or other collaborative meeting, interact with youth, caregivers, and other relevant parties to continue to build relationships. Identify in supervision 3 examples of how these efforts supported your professional practice.</p>
<p>Competency 7: Assess at Multisystem Levels</p>	
<p>Behaviors</p>	<p>Learning Agreement Assignments</p>
<p>1. Demonstrate advanced understanding of the relevance of multiple dimensions of experience in formulating an appropriate assessment.</p>	<p>Continue to consult with parents/caregivers, family members and other relevant parties in discussions/interviews as part of a multisystem approach to assessment.</p> <p>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 and pertinent parties; contacts will be reviewed by the Field Instructor for accuracy and details.</p>
<p>2. Assess clients and constituencies in a manner that conveys empathy.</p>	<p>Complete a Risk and Safety assessment effectively for 3 cases using one or more of the following tools: Structured Decision Making (SDM), Family Strengths and Needs and Child Strengths and Needs, Child and Adolescent Needs and Strengths (CANS). Discuss in supervision.</p> <p>Complete a (mock or actual) court report and discuss in supervision.</p> <p>Complete a needs assessment of the local community to identify an unmet need of the families involved in child welfare. Discuss your findings and program planning with your field instructor.</p>
<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.</p>	<p>Review 2 different macro assessment models in supervision and discuss their applicability to the families involved in the county child welfare community.</p>
<p>4. Conduct multidimensional assessments and develop appropriate and effective strength-based, mutually agreed upon intervention goals.</p>	<p>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</p>

	used, including an analysis of the assessment tool outcome.
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 multisystem levels as determined by identified needs.
2. Select culturally responsive, evidence-informed intervention strategies in response to the assessment, values and preference of clients and constituencies.	Utilize evidence informed intervention strategies that are culturally responsive to intervene proactively.
3. Critique the strengths, weaknesses and assumptions of intervention strategies in terms of their practical and cultural applicability with diverse clients and constituencies.	Discuss in supervision the practical and cultural applicability of intervention strategies and develop a list of the most useful and appropriate micro, mezzo and macro interventions.
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 to meet the identified needs of the client, caregiver/parent, family.
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, mezzo and macro 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 program 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 2 different approaches to evaluation utilized with diverse clients/constituents in your agency setting.

<p>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.</p>	<p>Understand and utilize data to conduct formal and informal evaluations of micro, mezzo and macro level child welfare intervention outcomes to inform future practices.</p>
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- 1. Appropriate learning assignments as required for SWRK 283. _____
- 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