

**California State University, Dominguez Hills (CSUDH)**

**California State University, Long Beach (CSULB)**

**California State University, Northridge (CSUN)**

**California State University, Los Angeles (CSULA)**

**University of California at Los Angeles (UCLA)**

**University of Southern California (USC)**

**USC 586a**

**FOUNDATION (1<sup>st</sup>) YEAR  
FIELD PRACTICUM**

**LEARNING AGREEMENT**

**AND**

**COMPREHENSIVE SKILLS EVALUATION**

**1<sup>st</sup> Semester – VIRTUAL FIELD PRACTICUM**

**Foundation (1<sup>st</sup>) 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)

<b>I. IDENTIFYING INFORMATION</b>		
Academic Year: Summer 2014	Please check: <b>Area of Focus:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Children, Youth, Women and/or Families</li> <li><input type="checkbox"/> Aging and Families</li> <li><input type="checkbox"/> Forensics Social Work</li> <li><input type="checkbox"/> Mental Health</li> <li><input type="checkbox"/> Health &amp; Wellness</li> <li><input type="checkbox"/> Other _____</li> </ul>	
<b>Student Name:</b> E-mail: Phone number:	<b>Field Faculty Liaison:</b> N/A E-mail: Phone number:	
Agency Name: Virtual Field Practicum	<b>Field Instructor:</b> Brittani Morris LCSW E-mail: brittanm@usc.edu Phone number: 310 259-5294	
Agency Address: N/A	<b>Preceptor:</b> N/A E-mail: Phone number:	
Telephone:	City:	Zip:
Fax:		
<b>III. GENERAL TIME MANAGEMENT</b>		
A. List the days and hours in virtual field placement: total 16 hours a week (including your VFP schedule)		
B. List the day and time that reflective learning tools are due: Wednesdays		
<b>V. SELF-AWARENESS ASSESSMENT</b>		
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):

N/A

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

1. Detail your expectations of your student in supervision

I expect my students to complete all the asynchronous material by **Wednesday 11:59 PM PST** during the week it is assigned. I expect them to view the Motivational Interviewing, Problem-solving Therapy, and Cognitive Behavioral Therapy videos assigned to specific units prior to our first session of each week (**Wednesday session**). I expect them to be ready to discuss the videos, vignettes, written assignments, and to be open to receiving and sharing new ideas. I expect them to discuss issues around transference and countertransference. I also expect them to share ideas, concerns, and feedback in a respectful and professional manner and to contribute in a positive way toward making this class a rich and meaningful experience.

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.

For this VFP, we meet as a group for two hours twice a week. Practicum Seminar live sessions are spent learning evidence-based interventions. When time permits, we will spend time discussing the weekly asynchronous assignments. Our other live session each week focuses on our Simulated Client; one hour is spent providing counseling services to a simulated client. The remaining class time will be spent on teaching, modeling, and processing around the client session, with some time possibly spent discussing the weekly asynchronous assignments.

I will work hard to make the classroom a safe and supportive environment, where students will feel empowered to take risks and ultimately gain confidence in their clinical skills. We will maximize diversity by discussing the impact of culture in case vignettes and calling on students to share their own experiences and expertise as culture-impacted individuals.

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

N/A

#### 4. Detail your expectations of your student in supervision

The student is required to complete a minimum of 83% of all material in order to pass the practicum and receive the 210 hours of field credit. The percentage value of the assignments is as follows: *(Please note: This overrides the assignments and percentages listed in the 586a syllabus.)*

##### **VFP Assignments**

- 1% Learning Agreement
- 15% Practicum Seminar (15 weeks)
- 15% Work with simulated client (15 weeks)
- 4% Competency videos (10)
- 1% Concentration overviews (week 1)
- 2% Agency visit for 587a assignment
- 5% Empathic communication vignettes (5)
- 7% Ethics vignettes (14)
- 6% Risk factors vignettes (12)
- 6% Case Management (9 weeks)
- 9% DSM training (9 weeks)
- 5% Evidence-based treatment planning scenarios (complete 8 of the 10)
- 4% Self-care (8 entries)
- 1% Holding Ground and Gaining Ground videos and forum posts (weeks 13 and 15)
- 8% Evidence-based intervention videos (Motivational Interviewing, Problem-Solving Therapy, Cognitive Behavioral Therapy – 8)
- 5% Reflective Learning Tools (complete 10 of the 13)
- 6% Progress Notes (13)

I will review the quality as well as quantity of students' participation in the asynchronous assignments. I will also monitor their attendance and participation during synchronous time and evaluate their understanding of content. I will observe their interactions with our virtual client to determine their ability to engage, assess, and apply appropriate intervention skills. Throughout, I will give supportive and constructive feedback.

**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, student 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

**1<sup>st</sup> Semester Students** should be at **Level 1** or **Level 2**. Please contact Field Liaison if student is at **Level 0** in any objective.

**2<sup>nd</sup> Semester Students** should demonstrate skills at least at the **Level 2 or 3**. Please contact Liaison if Student is below Level 2 in any objective.

**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 4**.

<b>Grade Recommendation</b> <input type="checkbox"/> Credit <input type="checkbox"/> Incomplete <input type="checkbox"/> No Credit <input type="checkbox"/> In Progress
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**"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 1<sup>st</sup> Semester:   210        Number of hours completed:         

<u><b>Learning Agreement Signatures</b></u>	<u><b>1<sup>st</sup> Semester Skills Evaluation Signatures</b></u>
_____	_____
Field Instructor Signature      Date	Field Instructor Signature      Date
_____	_____
<b>Student Signature</b> <b>Date</b>	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.

<b>COMPETENCY #1 – PROFESSIONALISM: INTERN IDENTIFIES AS A PROFESSIONAL SOCIAL WORKER AND CONDUCTS HER/HIMSELF ACCORDINGLY</b>	
<i><b>LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #1</b></i>	
<b>View competency of the week video: Professional Development.</b>	
<b>Learn and practice self-care techniques.</b>	
<b>Complete professionally-written weekly progress notes.</b>	
	<b>1<sup>st</sup></b>
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 4):**

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<b>COMPETENCY #2 – ETHICS: INTERN APPLIES SOCIAL WORK ETHICAL PRINCIPLES TO GUIDE HER/HIS PROFESSIONAL PRACTICE</b>	
<i><b>LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #2</b></i>	
<b>View ethics vignettes and make comments.</b>	
<b>View risk vignettes and make comments.</b>	
<b>View competency of the week videos: Ethical Practice</b>	
	<b>1<sup>st</sup></b>
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 4):**

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<b>COMPETENCY #3 – THINKING &amp; JUDGMENT: INTERN APPLIES CRITICAL THINKING TO INFORM AND COMMUNICATE PROFESSIONAL JUDGMENTS</b>	
<i><b>LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #3</b></i>	
<b>View competency of the week video: Critical Thinking.</b>	
<b>Learn how to use evidence-based intervention clearing houses to find interventions to address various situations.</b>	
	<b>1st</b>
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 4):**

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<b>COMPETENCY #4 – CULTURAL COMPETENCY: INTERN ENGAGES DIVERSITY AND DIFFERENCE IN PRACTICE</b>	
<b><i>LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #4</i></b>	
<b>Complete assignments on Empathic Communication.</b>	
<b>View competency of the week videos: Diversity in Practice.</b>	
<b>Use VFP classroom as a rich source of human diversity. Respect your peers as experts in their own cultural heritage.</b>	
	<b>1st</b>
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 4):**

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<b>COMPETENCY #5 – SOCIAL JUSTICE: INTERN ADVANCES HUMAN RIGHTS AND SOCIAL AND ECONOMIC JUSTICE</b>	
<i><b>LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #5</b></i>	
<b>View Holding Ground video and make written comments. Discuss video in class.</b>	
<b>View video on competency of the week: Advancing Human Rights and Economic Justice.</b>	
	<b>1st</b>
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 4):**

<b>COMPETENCY #6 – EVIDENCE BASED PRACTICE: INTERN ENGAGES IN RESEARCH-INFORMED PRACTICE AND PRACTICE-INFORMED RESEARCH</b>	
<i><b>LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #6</b></i>	
<b>Learn basics skills of Motivational Interviewing, Problem-Solving Therapy, and Cognitive Behavioral Therapy and when to apply them with our virtual client.</b>	
<b>Complete Evidence-Based Treatment Planning logs.</b>	
<b>View video on competency of the week: Research-Informed Practice and Practice-Informed research.</b>	
	<b>1st</b>
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.	
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**Comments (required for ratings of N/A, 0 and 4):**

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<b>COMPETENCY #7 – PERSON IN ENVIRONMENT: INTERN APPLIES KNOWLEDGE OF HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT</b>	
<i><b>LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #7</b></i>	
<b>Discuss Motivational Interviewing, Problem-Solving Therapy, Cognitive Behavioral Therapy, and their applicability (or non- applicability) across the life span, across cultures, situations, etc.</b>	
<b>Learn the theoretical framework behind the EBIs to help guide your selection for use with your clients.</b>	
<b>View videos on competency of the week: Applying Knowledge of Human Behavior and the Social Environment.</b>	
	<b>1st</b>
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 4):**

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<b>COMPETENCY #8 – POLICY: INTERN ENGAGES IN POLICY PRACTICE TO ADVANCE SOCIAL AND ECONOMIC WELL BEING AND DELIVER EFFECTIVE SOCIAL WORK SERVICES</b>	
<i><b>LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #8</b></i>	
<b>View video on competency of the week: Policy Practice.</b>	
<b>Build case-management resources.</b>	

	<b>1st</b>
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 4):**

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<b>COMPETENCY #9 – CURRENT TRENDS: INTERN RESPONDS TO CONTEXTS THAT SHAPE PRACTICE</b>	
<i>LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #9</i>	
<b>Participate in the VFP with an open mind.</b>	
<b>Work with virtual client to develop intervention skills.</b>	
<b>View competency of the week video: Respond to Contexts that Shape Practice.</b>	
	<b>1st</b>
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 4):**

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<b>COMPETENCY #10 – PRACTICE SKILLS: INTERN ENGAGES, ASSESSES, INTERVENES AND EVALUATES INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES</b>	
<i>LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #10</i>	

<b>Learn how to navigate the DSM 5 for assessment and diagnostic purposes.</b>	
<b>Learn how to roll with resistance, avoid argumentation with mandated client.</b>	
<b>View competency of the week video: Engage, Assess, Intervene, and Evaluate.</b>	
	<b>1st</b>
<b>(A): ENGAGEMENT</b>	
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).	
3. Develops a mutually agreed-on focus of work and desired outcomes.	
<b>(B): ASSESSMENT</b>	
1. Collects, organizes and interprets client system/organizational data.	
2. Assesses client/client systems strengths and limitations.	
3. Develop mutually agreed upon intervention goals and objectives and select appropriate intervention strategies.	
<b>(C): INTERVENTION</b>	
1. Initiates actions to achieve goals within the context of the organization.	
2. Incorporates prevention interventions to enhance client capacities.	
3. Assists clients/client systems in problem resolution and desired outcomes.	
4. Negotiates, mediates and advocates for clients/client systems.	
5. Facilitates transitions and endings.	
<b>(D): EVALUATION</b>	
1. Critically analyzes, monitors and evaluates interventions.	
2. Utilize evaluation data to revise interventions.	

**Comments (required for ratings of N/A, 0 and 4):**

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**1<sup>st</sup> SEMESTER COMPREHENSIVE SKILLS EVALUATION SUMMARY**

**Summarize overall assessment of strengths and areas needing further development:**

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