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**CSULA, SCHOOL OF SOCIAL WORK  
BASW SENIOR FIELD QUARTERLY  
LEARNING AGREEMENT**

Student Name:	Faculty Liaison:
Agency Name:	Field Instructor: E-MAIL:
	Preceptor: EMAIL:
Agency Address:	Agency: City and Zip Code
Telephone and Area Code:	Fax Number:

**I. THE AGENCY AND THE COMMUNITY**

A. Agency Mission

B. Briefly describe your agency's organizational structures:

C. Describe the agency services available to the community:

D. Briefly describe the community served by your agency and include:

1. Geographic location and location of the agency within the community
2. Ethnicity of the population served
3. Socio-economic status of population
4. Community's need for resources
5. Community's perception of the agency

6. Agencies to whom referrals are made

7. What were the sources of your information in answering the above?

## **II. GENERAL TIME MANAGEMENT**

1. Days and hours in field placement

2. Day, time, and length of individual supervision

3. Names(s) of preceptor(s) and/or contact person in field instructor's absence

4. Day and time of field seminar

5. If the plan is for you to rotate or change programs in the agency, specify the time frame for the rotation

## **III. 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):

**IV. 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

**V. LEARNING GOALS AND COMPETENCIES.** Please be sure to copy these SAME learning opportunities that you develop with your Field Instructor on your quarterly evaluation.

**\*\*\*\*\*STUDENTS SHOULD INCLUDE TWO TO FIVE LEARNING ACTIVITIES FOR EACH COMPETENCY**

**Competency # 1. Professionalism: Intern demonstrates an identity as a professional social worker and practices appropriate conduct**

**LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #1**


**Competency # 2. Ethics: Intern demonstrates an application of social work ethical principals in their professional practice**

**LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #2**


**Competency # 3. Thinking and Judgment: Intern demonstrates critical thinking to inform and communicate professional judgments as a social worker**

**LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #3**


**Competency #4. Cultural Competency: Intern engages diversity and difference in practice**

**LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #4**


**LEARNING GOALS AND COMPETENCIES cont'd**

**\*\*\*\*\*STUDENTS SHOULD INCLUDE TWO TO FIVE LEARNING ACTIVITIES FOR EACH COMPETENCY**

**Competency # 5. Social Justice: Intern learns about and advances human rights and social and economic justice as a social worker**

**LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #1**


**Competency # 6. Evidence Based Practice: Intern engages in research informed practice and practice informed research to guide their professional practice**

**LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #2**


**Competency # 7. Person in Environment: Intern applies knowledge of human behavior and the social environment**

**LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #3**


**Competency # 8. Policy: Intern engages in policy practice to advance social and economic wellbeing and deliver effective social work services**

**LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #4**


**LEARNING GOALS AND COMPETENCIES cont'd**

\*\*\*\*\*STUDENTS SHOULD INCLUDE TWO TO FIVE LEARNING ACTIVITIES FOR EACH COMPETENCY

**Competency # 9. Current Trends: Intern learns about context that shape practice**

**LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #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 #2**


# 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

SIGNATURES:

\_\_\_\_\_  
Field Instructor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date