

# University of Montana School of Social Work

## BSW/ MSW Generalist Year Learning Agreement & Evaluation

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### Learning Agreement Purpose Statement:

The Learning Agreement serves as a guide for the student's learning experience at the practicum agency. With the support of the Agency Field Instructor (AFI), each student is responsible for the development of specific and individualized learning activities within competency, followed by a set of behaviors that integrate the four dimensions of knowledge, values, skills, and cognitive and affective processes. These tasks and activities are shaped by the opportunities provided by the agency, the student's learning needs, interests and desires, and the practice competencies required by the School of Social Work and the [2022 CSWE Educational and Policy Standards](#). Activities are site specific, measurable, and individualized with the goal of promoting the student's successful development of the various professional competencies.

The Learning Agreement should be finalized **by week four of the semester** via the student's Sonia account. It will be reviewed by the AFI, the Field Liaison, and the student throughout the practicum's three site visits. It also serves as the basis for assessing practicum performance and progress throughout the academic year and for the student's final practicum grade (credit/ no credit) at the end of the overall practicum experience. Development towards the individual competencies is assessed both during a mid-term and a final evaluation. Consequently, students should regularly review and update their learning agreement and activities and ensure it reflects changes and/or new learning and opportunities.

### Rating Scale:

- 1: No Competency - Student does not demonstrate competency with this behavior.
- 2: Minimal Competency - Student rarely demonstrates competency with this behavior.
- 3: Developing Competency with Assistance - Student demonstrates inconsistent competency with this behavior and thus requires assistance and/or coaching.
- 4: Emerging Competency - Student demonstrates beginning-level competency with this behavior but requires ongoing opportunities to demonstrate mastery.
- 5: Demonstrates Competency - Student demonstrates competency and a beginning autonomy with this behavior in complex situations.

## Competency 1: Demonstrate Ethical and Professional Behavior

	<b>Behaviors:</b>	<b>Suggested Learning Activities / Tasks to Evaluate Mastery</b>
1.1	<p>Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.</p>	<ul style="list-style-type: none"> <li>• Discuss NASW Code of Ethics with supervisor</li> <li>• Discuss agency policies and how they fit with the NASW Code of Ethics</li> <li>• Apply ethical-decision making model to work through a situation that presents an ethical dilemma; discuss in supervision</li> <li>• Discuss with other agency professionals how they deal with ethical dilemmas</li> <li>• Review and discuss additional ethical or governing policies which may impact service delivery at the agency (i.e. agency policies, HIPPA/FERPA guidelines, SSI/SSDI, TANF, SNAP etc.)</li> <li>• Review and discuss UM's IRB process if applicable to practicum context.</li> </ul>
1.2	<p>Demonstrate professional behavior; appearance; and oral, written, and electronic communication.</p>	<ul style="list-style-type: none"> <li>• Dress according to agency policy</li> <li>• Discuss appropriate roles and boundaries of a practicum student with supervisor and other agency staff</li> <li>• Give a presentation at a staff meeting or community event (in person or virtual)</li> <li>• Use professional language (verbal/nonverbal) when dealing with clients and other professionals in the workplace</li> <li>• Engage in effective communication, including notes, emails, letters, and other written correspondence, as well as verbally and non-verbally</li> <li>• Maintain accurate, respectful and professional written client records (as appropriate)</li> <li>• Inquire and be open to feedback from supervisor or other staff with regards to documentation, oral and written communication</li> </ul>

1.3	Use technology ethically and appropriately to facilitate practice outcomes.	<ul style="list-style-type: none"> <li>• Discuss ethical and appropriate use of online technology at agency and in practice with clients with supervisor and other agency staff</li> <li>• Ensure proper training for online tools and telehealth models and interventions</li> <li>• Discuss technology etiquette at the agency with supervisor</li> <li>• Research and familiarize yourself with potential challenges to use of technology in social work practice</li> </ul>
1.4	Use supervision and consultation to guide professional judgment and behavior.	<ul style="list-style-type: none"> <li>• Attend weekly supervision meetings and reflect on professional behavior</li> <li>• Prepare topics to discuss with supervisor (areas for growth, personal and professional boundaries, ethical dilemmas, professional communication, clinical interventions etc.)</li> <li>• Consult with supervisor regarding issues arising in practice</li> <li>• Integrate feedback into practice</li> <li>• Utilize seminar to consult with peers and field liaison</li> </ul>

## Competency 2: Advance Human Rights and Social, Economic, and Environmental Justice

	<b>Behaviors:</b>	<b>Suggested Learning Activities / Tasks to Evaluate Mastery</b>
2.1	Advocate for human rights at the individual, family, group, organizational, and community system levels.	<ul style="list-style-type: none"> <li>• Familiarize yourself with current political events and their impacts on social issues and clients</li> <li>• Identify forms of oppression/ discrimination on clients/ populations and discuss with supervisor</li> <li>• Identify economic barriers to social services and care; discuss with supervisor</li> <li>• Identify institutional and systemic barriers to a client's progress and discuss with supervisor</li> <li>• Advocate for client access to services at agency, community, state and national level</li> <li>• Contact your elected officials to support/ oppose harmful policies and legislation</li> <li>• Join and attend local, state, national coalition meetings</li> </ul>

		<ul style="list-style-type: none"> <li>• Attend a public hearing or organizational meeting focused on increasing social and economic justice</li> <li>• Develop professional relationships with advocacy organizations serving agency population</li> <li>• VOTE! Engage in voter outreach and education</li> <li>• Identify and review key concepts of social empowerment strategies</li> <li>• Demonstrate critical thinking and problem solving skills by finding potential solutions and discussing the same with supervisor, Faculty Field Liaison, and/or peers in practicum seminar</li> </ul>
2.2	Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	<ul style="list-style-type: none"> <li>• Familiarize yourself with current political events and their impacts on social issues and clients</li> <li>• Identify forms of oppression/ discrimination on clients/ populations and discuss with supervisor</li> <li>• Identify economic barriers to social services and care; discuss with supervisor</li> <li>• Identify institutional and systemic barriers to a client's progress and discuss with supervisor</li> <li>• Advocate for client access to services at agency, community, state and national level</li> <li>• Contact your elected officials to support/ oppose harmful policies and legislation</li> <li>• Join and attend local, state, national coalition meetings</li> <li>• Attend a public hearing or organizational meeting focused on increasing social and economic justice</li> <li>• Develop professional relationships with advocacy organizations serving agency population</li> <li>• VOTE! Engage in voter outreach and education</li> <li>• Identify and review key concepts of social empowerment strategies Demonstrate critical thinking and problem solving skills by finding potential solutions and discussing the same with supervisor, Faculty Field Liaison, and/or peers in practicum seminar</li> </ul>

### Competency 3: Engage Anti-racism, Diversity, Equity, and Inclusion (ADEI) in Practice

	<b>Behaviors:</b>	<b>Suggested Learning Activities / Tasks to Evaluate Mastery</b>
3.1	Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and	<ul style="list-style-type: none"> <li>• Understand different forms of diversity and how it influences work with clients</li> <li>• Discuss barriers to services faced by clients</li> <li>• Review, understand, and apply anti-racist principles in practicum setting</li> <li>• Research and apply knowledge related to diversity to enhance client well-being</li> <li>• Strive to be assigned a diverse caseload of clients</li> <li>• Attend agency, local, national workshops or trainings</li> <li>• Research and apply knowledge related to diversity to enhance client well-being</li> <li>• Explore and utilize different perspectives and practice models when working with diverse clients</li> <li>• Treat all clients with respect and courtesy regardless of personal bias, and ensure equal and just treatment to all clients at the agency</li> <li>• Use assessments that include sections of diversity/culture/spirituality as identified by client</li> <li>• Review evaluative tools utilized by agency and evaluate with an ADEI lens</li> <li>• Compare practice methods employed by the agency with ADEI methods being discussed in various classes</li> <li>• Discuss ways to engage and improve ADEI in practice with supervisor, Faculty Field Liaison, and/or peers in practicum seminar</li> </ul>
3.2	Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.	<ul style="list-style-type: none"> <li>• Utilize journaling, or some other method of reflection, to record personal beliefs, or values, regarding clients/staff who may be different than me (age, gender, race, religious affiliation, orientation, color, cultural background, marital status, family structure, class, physical ability, etc.)</li> </ul>

		<ul style="list-style-type: none"> <li>• Reflect on how personal beliefs/values impact interactions with various clients</li> <li>• Discuss possible value conflicts/ biases/ blind spots with supervisor, Field Liaison, and peers during seminar class</li> <li>• Identify client differences using a strengths perspective</li> <li>• Discuss and document ways you engage in cultural humility within your practice setting</li> <li>• Outline and then discuss the challenges and opportunities of practicing in rural and indigenous communities</li> </ul>
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### Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

	<b>Behaviors:</b>	<b>Suggested Learning Activities / Tasks to Evaluate Mastery</b>
4.1	Apply research findings to inform and improve practice, policy, and programs	<ul style="list-style-type: none"> <li>• Analyze and discuss evidence-based methods and evaluative tools utilized by agency</li> <li>• Discuss theories and perspectives utilized when working with clients and the effectiveness of them</li> <li>• Research evidence-based policies informing agency practice and client population; discuss with supervisor</li> <li>• Read professional journal articles relevant to clients served by the agency</li> <li>• Discuss with supervisor effective forms of intervention utilized with client population</li> <li>• Interview members of a treatment team for varying perspectives on practice and various models/approaches used.</li> <li>• Discuss specific cases with supervisor, including problem, proposed solution(s), proposed plan of action, and/or proposed measurable outcomes</li> </ul>
4.2	Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.	<ul style="list-style-type: none"> <li>• Learn about the evaluations process used in the practicum</li> <li>• Review research to learn a variety of ways to evaluate practice in the particular context &amp; suggest possibilities for change as appropriate</li> <li>• Review professional literature related to best practices from a variety of sources and perspectives</li> </ul>

		<ul style="list-style-type: none"> <li>• Compare evidence-based methods employed by the agency with methods being discussed in various classes.</li> <li>• Discuss questions with supervisor, Faculty Field Liaison, and/or peers in practicum seminar</li> </ul>
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### Competency 5: Engage in Policy Practice

	<b>Behaviors:</b>	<b>Suggested Learning Activities / Tasks to Evaluate Mastery</b>
5.1	Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.	<ul style="list-style-type: none"> <li>• Research and discuss laws/ current bill proposals that affect agency and client population; discuss with supervisor</li> <li>• Track legislative initiatives relevant to your agency’s client population</li> <li>• Research specific policies that directly affect the well-being of client population</li> <li>• Discuss impact of policies on your clients and policy change ideas with supervisor</li> <li>• Identify relevant organizational and informational websites and online resources that provide social policy information relevant to your agency/ client population, or serve as clearinghouses for legislative issues</li> <li>• Research how one applies for social support services in your community, e.g. SSI/SSDI, SNAP benefits, TANF etc.</li> </ul>
5.2	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	<ul style="list-style-type: none"> <li>• Attend and participate in community/ state advocacy event and/ or attend city council/ county commissioner meetings in your community</li> <li>• Attend NASW MT or other advocacy and lobbying days and meet with legislators regarding policy issues.</li> <li>• Attend policy conferences and trainings to learn about relevant policies affecting agency and population.</li> <li>• Write a letter to an elected official about a social policy affecting your client population.</li> </ul>

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

	<b>Behaviors:</b>	<b>Suggested Learning Activities / Tasks to Evaluate Mastery</b>
6.1	Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks to engage with clients and constituencies.	<ul style="list-style-type: none"> <li>• Understand developmental stages of client population/integrate this into assessment process</li> <li>• Practice using systems theory/strengths perspective</li> <li>• Utilize specific interventions to increase understanding of client in environment</li> <li>• Identify and discuss with supervisor, Faculty Field Liaison, or peers in practicum seminar, various theories about human behaviors (biological, social, cultural, psychological, and/or spiritual)</li> <li>• Engage with and interview clients/families to determine strengths and challenges</li> <li>• Take notes and discuss personal/ ethical/ value dilemmas and blind spots with supervisor and reflect on how they influence work with clients</li> <li>• Treat all clients with respect and courtesy regardless of personal bias, and establish initial goals with the client/patient to ensure self-determination</li> <li>• Attend interprofessional events held on campus and discuss with AFI</li> </ul>
6.2	Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	<ul style="list-style-type: none"> <li>• Develop skills to build rapport/trust with clients</li> <li>• Seek feedback from supervisor about ways to build rapport and trust with clients</li> <li>• Review literature on rapport-building/ interpersonal skills and practice applying concepts in practice</li> <li>• Engage in active listening with clients, colleagues, peers and others</li> <li>• Demonstrate ability to empathize and use appropriate interpersonal skills with clients</li> <li>• Research and apply knowledge related to diversity to enhance client well-being</li> <li>• Observe supervisor and others in their interactions with clients</li> </ul>

		<ul style="list-style-type: none"> <li>• Identify areas of comfort and discomfort in client engagement and discuss in supervision</li> <li>• Engage with and interview clients/families to determine strengths and challenges</li> <li>• Treat all clients with respect and courtesy regardless of personal bias, and establish initial goals with the client/patient to ensure self-determination</li> </ul>
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### Competency 7: Assess Individuals, Families, Groups, Organizations and Communities:

	<b>Behaviors:</b>	<b>Suggested Learning Activities / Tasks to Evaluate Mastery</b>
7.1	Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.	<ul style="list-style-type: none"> <li>• Understand developmental stages of client population/integrate this into assessment process</li> <li>• Become familiar with different assessment tools and the strengths/limitations of each tool</li> <li>• Do family genogram/Eco map after completing assessment</li> <li>• Practice using systems theory/strengths perspective</li> <li>• Utilize specific interventions to increase understanding of client in environment</li> <li>• Identify and discuss with supervisor, Faculty Field Liaison, or peers in practicum seminar, various theories about human behaviors (biological, social, cultural, psychological, and/or spiritual)</li> <li>• Engage with and interview clients/families to determine strengths and challenges</li> <li>• Observe client assessment and write/organize/interpret client data</li> <li>• Develop a written assessment of client that includes client's strengths and weaknesses</li> <li>• Critically examine assessment tools and processes, and complete comprehensive, strengths-based, bio-psycho-social-spiritual or Just Practice assessments.</li> <li>• If utilizing the DSM, discuss with supervisor the potential for bias in the assessment process. Work with clients to identify DSM diagnosis, goals for treatment, and interventions.</li> </ul>

7.2	Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed upon plan.	<ul style="list-style-type: none"> <li>• Discuss intervention strategies in practicum seminar</li> <li>• Collaborate with a client or client system and develop appropriate intervention plan</li> <li>• Monitor clients' progress toward goals</li> <li>• Research and illustrate knowledge of planned change processes, including assessment and planning, as may be appropriate at either the micro, mezzo, or macro level</li> </ul>
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### Competency 8: Intervene with Individuals, Families, Groups, Organizations and Communities

	<b>Behaviors:</b>	<b>Suggested Learning Activities / Tasks to Evaluate Mastery</b>
8.1	Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.	<ul style="list-style-type: none"> <li>• Develop a mutually agreed upon focus of work and goals and objectives for clients</li> <li>• Empower clients to identify and work on specific achievable goals</li> <li>• Utilize appropriate interpersonal skills with clients</li> <li>• Facilitate a support group or psycho educational group</li> <li>• Research and illustrate knowledge of planned change processes, including intervention and termination, as may be appropriate at either the micro, mezzo, or macro level</li> <li>• Analyze and/or acquire evidence-based methods being utilized within the agency</li> <li>• Utilize specific interventions to increase understanding of client in environment</li> <li>• Facilitate a support group or psycho educational group</li> <li>• Identify and discuss with supervisor, Faculty Field Liaison, or peers in practicum seminar, various theories about human behaviors (biological, social, cultural, psychological, and/or spiritual)</li> </ul>
8.2	Incorporate culturally responsive methods to negotiate, mediate, and advocate, with and on behalf of clients and constituencies.	<ul style="list-style-type: none"> <li>• Connect client to community resources</li> <li>• Utilize specific interventions to increase understanding of client in environment</li> <li>• Maintain communication/follow up with client re-outcomes and potential success</li> </ul>

		<ul style="list-style-type: none"> <li>• Determine commonly used resources for clients and most effective referral process</li> <li>• Attend and participate in community, state, federal advocacy events (e.g. city council hearing, legislative lobby days)</li> <li>• Research and illustrate knowledge of planned change processes, including intervention and termination, as may be appropriate at either the micro, mezzo, or macro level</li> </ul>
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### Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities

	<b>Behaviors:</b>	<b>Suggested Learning Activities / Tasks to Evaluate Mastery</b>
9.1	Select and use culturally responsive methods for evaluation of outcomes.	<ul style="list-style-type: none"> <li>• Review evaluation and data collection tools/ methods used at agency</li> <li>• Evaluate assessments/data collection and intervention practices during supervision</li> <li>• Research and illustrate knowledge of planned change processes, including evaluation and follow-up, as may be appropriate at either the micro, mezzo, or macro level</li> <li>• Integrate research course work into practicum learning</li> <li>• Identify and discuss with supervisor, Faculty Field Liaison, or peers in practicum seminar, various theories about human behaviors (biological, social, cultural, psychological, and/or spiritual)</li> <li>• Apply strength perspective in evaluation process and review of outcomes</li> </ul>
9.2	Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	<ul style="list-style-type: none"> <li>• Evaluate assessment/data collection/intervention practices with supervisor</li> <li>• Review client files to determine progress toward goals</li> <li>• Follow up with client after termination to determine client outcomes and potential success</li> </ul>