Completing your Learning Agreement in Sonia

Once you log into Sonia, click on **Forms**.

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**STUDENTS:**
Locate the BSSW Learning Agreement and select “edit”. This will open a new browser for you to complete the form. All sections marked with a * are required.
**The Council on Social Work Education (CSWE), the national accreditating organization for social work education, created 9 key competencies that students are to achieve during their field year. We recognize that each site provides various learning opportunities and therefore students and Field Instructors can select or create activities that reflect the agency’s unique mission and goals.**

The 9 Competencies include:
- Competency 1: Demonstrate Ethical and Professional Behavior
- Competency 2: Engage Diversity and Difference in Practice
- Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
- Competency 4: Engage in Practice-informed Research and Research-informed Practice
- Competency 5: Engage in Policy Practice
- Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
- Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
- Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
- Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Instructions for completing this form:

**Learning Agreement Instructions**

**Student**: At the beginning of the semester, select all tasks listed as REQUIRED as well as any other tasks appropriate to the agency setting. Students must add 1-2 additional, agency-specific activities per competency in the text box provided.

Click the SAVE DRAFT button at the bottom of the form periodically to save your work.

Click the Student Learning Agreement Submit button when you are finished.

**Field Instructor**: Review the student’s learning activities for each competency.

After reviewing, make any comments and then click the submit button at the bottom of the form.

**Field Liaison**: Review the student’s learning activities for each competency and the Field Instructor’s comments. Add your own comments and click the submit button at the bottom of the form.

**Evaluation Instructions**

**Field Instructor**: use the orange (semester 1), blue (semester 2), green (semester 3) columns in each table to rate your intern in comparison to a beginning-level social worker. Please provide comments in the corresponding comment box below each competency rating table. Note: you will complete an evaluation for each semester(s) the student is in field.

Click the SAVE DRAFT button at the bottom of the form periodically to save your work.

Click the Field Instructor Submit button at the bottom of the form to forward the form to your student.

**Student**: Review your evaluation. Be sure to click the Student Submit button at the bottom of the form.

**Liaison**: Review the evaluation. Be sure to click the Liaison Submit button at the bottom of the form.
FI: Note the rating scale and corresponding descriptions utilized for the end-of-semester evaluation.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Rating Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Not applicable - Does not relate to the student’s internship experience or not sufficient experience to evaluate skill level.</td>
</tr>
<tr>
<td>1</td>
<td>Insufficient Progress - Demonstrates minimal competency, little knowledge or skill, limited and/or inconsistent understanding of essential knowledge and/or evidence of growth or change, rarely demonstrates progress on tasks and behaviors, and takes little initiative for learning. There is concern about the student’s knowledge and/or practice behaviors.</td>
</tr>
<tr>
<td>2</td>
<td>Developing Competence - Developing competency with guidance or through observation, student understands the skills and demonstrates a beginning or growing ability to apply knowledge to practice. The student needs continued practice and assistance but is beginning to function semi-independently with appropriate supervision and support.</td>
</tr>
<tr>
<td>3</td>
<td>Competence - Student demonstrates a consistent and effective ability to apply knowledge to practice and demonstrates social work values and behaviors. Student is actively engaged in the field experience. The student shows an ability to function independently with appropriate supervision and support.</td>
</tr>
<tr>
<td>4</td>
<td>Advanced Competence - Student demonstrates practice knowledge, values, and behavior and is able to adapt the skills in complex and diverse situations. The student shows consistent growth, exceeds expectations of an emerging professional, and takes full responsibility for learning.</td>
</tr>
</tbody>
</table>

STUDENTS/FI: At the start of the placement - Review and check all required activities. Other activities can be added from the list provided. 1-2 additional, agency-specific tasks must be typed in the text box. Tasks will continue for the entire placement.

** Repeat this process for competencies 2-9 **
**Evaluation: Rate the student on this competency and provide comments to support your rating.**

<table>
<thead>
<tr>
<th>Behaviors</th>
<th>Semester 1 Rating</th>
<th>Semester 2 Rating</th>
<th>Semester 3 Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.</td>
<td>3 4 ❊</td>
<td>1 2 ❊</td>
<td>3 4 ❊</td>
</tr>
<tr>
<td>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate professional demeanor in behavior, appearance, and oral and written and electronic communication.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use technology ethically and appropriately to facilitate practice outcomes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use supervision and consultation to guide professional judgment and behavior.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Semester 1 Supporting Evidence (To save your comments at any time, scroll down to the bottom of the form, and click the Save Draft button.)**

**Semester 2 Supporting Evidence (To save your comments at any time, scroll down to the bottom of the form, and click the Save Draft button.)**

**Semester 3 Supporting Evidence (To save your comments at any time, scroll down to the bottom of the form, and click the Save Draft button.)**

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**Fi: At the end of each semester - Provide a rating (in corresponding semester) based on activities observed throughout the semester for each competency. Utilize the rating scale at the top of the learning agreement.**

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**Fi: At the end of each semester - In the narrative section (in corresponding semester), provide specific examples of how the student engaged in activities towards this competency (e.g. student engaged in agency orientation on 1/7/20, student demonstrated professionalism during team meetings, and they were able to discuss ethical dilemmas during supervision.**

**NOTE:** It is important to provide ample documentation, as this determines a student’s competency completion.
STUDENT/FI/Liaison: At the start of the placement - Individuals submit the learning agreement indicating all parties have reviewed and agreed upon learning activities selected. Signatures must be submitted in the order below with a comment confirming approval.

STUDENT/FI/Liaison: Upon completion of the end-of-semester evaluation, FI provides a grade. Each party signs the evaluation in the order below and provides a comment confirming they have reviewed and approve of the evaluation.

FI: Successful/conditional pass indicates the student has made some progress, but there are ongoing concerns that require a meeting with the field liaison prior to the student receiving a final grade for the semester.