

Learning Plan Directions

This page is designed to provide directions for completing the Learning Plan (formerly the Learning Agreement)

Directions for Students

- Complete all demographic information on the form.
- Be sure to complete the Fieldwork Course Instructor and Fieldwork Agency Information.
- Thoroughly discuss the assigned activities and skills that you wish to develop, and complete the Learning Plan in collaboration with your fieldwork supervisor.
- Look at the Skills Classification List included in this document; consider which skills you believe you benefit from working on during the semester.
- Both the student and the fieldwork supervisor must sign the completed Learning Plan.
- Upload the completed Learning Plan on the CANVAS Course site within the second week of instruction or as directed by your course instructor.
- Your instructor will verify that the Learning Plan has been uploaded, signed, and will review the duties/skills for appropriateness.

Directions for Fieldwork Seminar Instructors

- Discuss the Learning Plan in your fieldwork class and/or ask students to complete and upload the plan to the Canvas Course site by the second week of instruction.
- Provide examples to students regarding the difference between “tasks” and “skills/learning objectives.”
- Review the Learning Plan to verify that the activities and skills are appropriate and alert the student if the plan is not acceptable. Ask student to revise the Learning Plan with supervisor and upload to the Canvas Course site.
- Collect all fieldwork paperwork and store it electronically in folders in the CANVAS courseroom. This will be the primary storage place for all fieldwork paperwork.

Directions for Agency Supervisors

- Ask your student what they would like to learn at your agency and discuss how that aligns with your agency's/program's needs.
- Formulate, with the student, the assigned activities and skills to be performed by the student and how those align with the Learning Plan.
- Complete and sign the Learning Plan with the student.
- Remind the student to upload the Learning Plan to their CSUF CANVAS course website in a timely manner.
- Review the Learning Plan throughout the semester to verify the student's progress.

LEARNING PLAN

Human Services

The Department of Human Services appreciates your participation in providing a very integral component of our students' learning. The work that our students engage in at your agency is an extension of their overall learning experience as a Human Services Major.

The purpose of this plan is to formalize the requirements for the Human Services students serving at your Fieldwork site. The Learning Plan is the cornerstone of the practical experience for our students. It sets the stage for what happens during the fieldwork placement, from a practice perspective, by providing a guide for the student, the agency-based supervisor, and the Fieldwork Seminar Instructor. Activities to be performed by the student are to be specified in the space provided. Activities then lead to skill areas to be learned while doing the specified tasks. These skills can be specific to the content of the activities, can be personal to the student, or can be any combination of the two areas. There may be skills that are not listed on the Skills Classification List that the student and agency-based supervisor believe are important for the student to learn over the course of the semester.

The student agrees to perform the mutually agreed upon assignments within the agency for 8-10 hours per-week during the current semester in partial fulfillment of requirements for practicum/internship field experience in the Human Services curriculum.

Pursuant to our accreditation standards and goals of our department, direct supervision must include 30 minutes to one-hour per week whereby the evaluating supervisor spends time with students allowing them to reflect on their duties, the clients, and their feelings as they participate in the fieldwork experience. Also, students should discuss how the material they are learning in their courses applies to their experience at the fieldwork site. Direct supervision of this nature may be done either individually or in a group. In cases where the supervisor works alongside the intern, as long as the above experiences outlined occur for up to one hour per week, then the standard of direct supervision has been met. Merely observing and giving duties to the intern does not suffice; reflection that focuses on knowledge and skill development appropriate to the agency is a mandatory aspect of supervision for interns.

Student and Fieldwork Seminar Information

Student Name: _____

Semester & Year: _____

Course: (Check One) 396 495 496

Instructor's Name: _____

Instructor Phone No: _____ Instructor Email: _____

Agency Information

Agency Name: _____

Program Name: _____

Agency Address: _____

Supervisor Name & Title: _____

Supervisor Phone: _____ Email: _____

To Be Completed by Supervisor & Student (Be detailed)

ACTIVITIES/ASSIGNMENTS	SKILLS/LEARNING OBJECTIVES

This plan has been read, discussed, and agreed upon by the student, Supervisor, and the Fieldwork Seminar Instructor. All Parties agree to this agreement. **It is the student's responsibility to provide a copy of this plan to the agency supervisor, and to upload a signed copy on the Canvas course. The Fieldwork Seminar Instructor verifies the Learning Plan and signatures.**

Student

Date

Agency-Based Supervisor

Date

Fieldwork Instructor

Date

Skills Classification List

(This list is provided as an *example* of skills that may be utilized in the students Learning Plan You may add additional skills as needed.)

- The student will learn to deal with crisis.
- The student will learn to be flexible
- The student will learn problem-solving skills.
- The student will learn critical thinking skills.
- The student will learn active listening skills.
- The student will learn to be reliable.
- The student will learn clear and concise writing.
- The student will learn organization skills.
- The student will learn computer skills.
- The student will learn interpersonal skills.
- The student will learn to write and use case notes.
- The student will learn conflict resolution skills.
- The student will learn to write and use process recordings.
- The student will learn assessment skills.
- The student will learn to identify dangerous/crisis situations.
- The student will learn to intervene in dangerous/crisis situations.
- The student will develop an awareness of gender/ethnic/and sexual orientation issues.
- The student will develop sensitivity to gender/ethnic/and sexual orientation issues.
- The student will learn the political and organizational system.
- The student will learn about the communities the agency serves.
- The student will learn community resources that are available.
- The student will appropriate community resources for clients.
- The student will learn to access appropriate client resources.
- The student will gain knowledge of the population being served.
- The student will gain knowledge of the issues being addressed.
- The student will learn the importance of a professional appearance.
- The student will develop a professional demeanor.
- The student will learn to separate issues of self and client.
- The student will learn to take initiative.
- The student will learn to be self-motivated.
- The student will learn when to ask for direction.
- The student will learn how to take direction.
- The student will learn how to deal with authority.
- The student will learn to leave the job behind after work.
- The student will learn to be prepared.
- The student will learn realistic expectations.
- The student will learn to assume responsibility for acquiring knowledge.
- The student will develop a high tolerance for ambiguity.
- The student will be able to identify his/her own professional work ethic.
- The student will learn to develop public speaking skills.
- The student will learn to increase verbalization with the specified client population.
- The student will learn to increase verbalization with coworkers.
- The student will learn to be assertive.
- The student will learn to collaborate.
- The student will learn agency policies and procedures.
- The student will learn to use supervision wisely.
- The student will learn to learn to work within the agency policies and procedures.
- The student will learn to increase verbalization with coworkers.
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- The student will learn agency policies and procedures.
- The student will learn to use supervision wisely.
- The student will learn to learn to work within the agency policies and procedures.