



Barry University

Ellen Whiteside McDonnell | School of Social Work

Field Education Policies and Procedures Manual

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Contents

Purpose	4
School's Mission and Curriculum Focus	4
Field Education as the Signature Pedagogy.....	5
CSWE Competency Standards and Practice Behaviors	5
CSWE Competency Standards and Practice Behaviors for BSW and MSW Foundation	6
CSWE Competency Standards and Practice Behaviors for Advanced Clinical Social Work.....	8
BUSSW-Specific Advanced Clinical Practice Behaviors	9
Field Education Course Curriculum.....	9
The Field Education Team.....	11
Selection Process for Field Internship Agencies and Field Educators.....	12
Agency Selection	12
Selection Criteria.....	13
Procedure	14
Field Educator Selection.....	14
Procedure	15
Task Facilitator	15
Field Educator and Task Facilitator Training	16
Termination of Field Internship Partnership.....	16
Field Advisor	16
Associate Directors of Field	17
Director of Field Education	17
Administrative Assistant III.....	18
Policies and Procedures	18
Field Internship Placement Eligibility Requirements	18
Criminal Background Checks	19
Professional Liability and Medical Insurance	19
Field Placement Process Policy	19
Procedure	19
Own Agency Placement Policy	20
Requirements	20
Procedure	20
Field Placement Schedule and Attendance Policy	21

Requirements	21
Change of Placement Request Policy.....	22
Procedure	22
Student Request for Change of Field Advisor Policy	23
Procedure	23
Discontinuation of Student from Field Placement Agency	23
Procedure	24
Required Field Education Assignments	25
Evaluation of Student Performance	25
Mid-Semester Check-in Policy	26
Procedure	26
Final Grade Determination Policy	27
Final Grade Submission Procedure:	27
Memo of Incomplete (MOI) Request Procedure:	27
Student Safety in Field Internship	28
APPENDIX.....	30

Purpose

The purpose of this manual is to provide essential information to students, faculty, field advisors, field educators, and administration regarding the philosophy, organization, expectations, policies and procedures for field education in both the BSW and MSW programs at Barry University School of Social Work.



School's Mission and Curriculum Focus

Grounded in the liberal arts tradition, Barry University is a scholarly community committed to the highest academic standards in undergraduate, graduate and professional education. In the Catholic intellectual tradition, integration of study, reflection and action inform the intellectual life. Faithful to this tradition, a Barry education and university experience foster individual and communal transformation where learning leads to knowledge and truth, reflection leads to informed action, and a commitment to social justice leads to collaborative service (Barry University Mission statement, 2008).

The mission of the Barry University School of Social Work is framed by the core values, ethics, and commitments of the social work profession and Barry University mission. Within a culturally diverse framework, the School is committed to educating social workers for professional social work practice that is informed by context and characterized by competence, skills of leadership, quality, the quest for social and economic justice in local and global communities, and dedication to continuous professional growth and development.

Field Education as the Signature Pedagogy

Field education is highlighted by the Council on Social Work Education as the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner (CSWE, 2008). Trauma-informed and resiliency-focused are the conceptual lynchpins of the curriculum for both the BSW and MSW programs. Trauma-informed recognizes the significance of “trauma” in creating human vulnerability and impacting human relationships. Resiliency-focused is critical to finding and mobilizing individual strengths, resources, and capacity for recovery, healing, and further development of resiliency proficiency. The intent of field education in the School of Social Work, therefore, is to assist students in connecting the theoretical and conceptual framework of the curriculum with the practical world of the practice setting.



CSWE Competency Standards and Practice Behaviors

Both the BSW and MSW programs' curricula content, including field education, are guided by the 10 core competencies and related practice behaviors identified in the Education Policies and Standards provided by CSWE. In the MSW program, the single concentration reflects the Practice Behaviors developed by CSWE for Advanced Social Work Practice in Clinical Social Work (2009). Additional practice behaviors that reflect the school's academic goals are included as part of the single concentration in advanced clinical Social Work practice.

CSWE Competency Standards and Practice Behaviors for BSW and MSW Foundation

2.1.1 – Identify as a professional social worker and conduct oneself accordingly.

1. Advocate for client access to the services of social work.
2. Practice personal reflection and self-correction to assure continual professional development.
3. Attend to professional roles and boundaries.
4. Demonstrate professional demeanor in behavior, appearance, and communication.
5. Engage in career-long learning.
6. Use supervision and consultation.

2.1.2 – Apply social work ethical principles to guide professional practice.

7. Recognize and manage personal values in a way that allows professional values to guide practice.
8. Make ethical decisions by applying standards of NASW Code of Ethics.
9. Tolerate ambiguity in resolving ethical conflicts.
10. Apply strategies of ethical reasoning to arrive at principled decisions.

2.1.3 – Apply critical thinking to inform and communicate professional judgments.

11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.
12. Analyze models of assessment, prevention, intervention, and evaluation.
13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

2.1.4 – Engage diversity and difference in practice.

14. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
16. Recognize and communicate their understanding of the importance of difference in shaping life experiences.
17. View themselves as learners and engage those with whom they work as informants.

- 2.1.5** – Advance human rights and social and economic justice.
18. Understand the forms and mechanisms of oppression and discrimination.
 19. Advocate for human rights and social and economic justice.
 20. Engage in practices that advance social and economic justice.
- 2.1.6** – Engage in research-informed practice and practice-informed research.
21. Use practice experience to inform scientific inquiry.
 22. Use research evidence to inform practice.
- 2.1.7** – Apply knowledge of human behavior and the social environment.
23. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
 24. Critique and apply knowledge to understand person and environment.
- 2.1.8** – Engage in policy practice to advance social and economic well-being and to deliver effective social services.
25. Analyze, formulate, and advocate for policies that advance social well-being.
 26. Collaborate with colleagues and clients for effective policy action.
- 2.1.9** – Respond to contexts that shape practice.
27. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant services.
 28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.
- 2.1.10** (a-d) – Engage, assess, intervene, and evaluate with individuals families, groups, organizations, and communities.
- a – *Engagement*
29. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.
 30. Use empathy and other interpersonal skills.
 31. Develop a mutually agreed-on focus of work and desired outcomes.
- b – *Assessment*
32. Collect, organize, and interpret client data.
 33. Assess client strengths and limitations.
 34. Develop mutually agreed-on intervention goals and objectives.

35. Select appropriate intervention strategies.

c – Intervention

36. Initiate actions to achieve organizational goals.

37. Implement prevention interventions that enhance client capacities

38. Help clients resolve problems.

39. Negotiate, mediate, and advocate for clients.

40. Facilitate transitions and endings.

d – Evaluation

41. Critically analyze, monitor, and evaluate interventions.

CSWE Competency Standards and Practice Behaviors for Advanced Clinical Social Work

2.1.1 – Identify as a professional social worker and conduct oneself accordingly.

1. Readily identify as social work professionals.
2. Demonstrate professional use of self with client(s).
3. Understand and identify professional strengths, limitations and challenges.
4. Develop, manage, and maintain therapeutic relationships with clients within the person-in environment and strengths perspectives.

BUSSW-Specific Advanced Clinical Practice Behaviors

1. Apply advanced clinical knowledge of the effects of trauma in multidimensional assessment, intervention, and evaluation.
2. Demonstrate professional practice reflecting the profession's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence.
3. Demonstrate the ability to apply interventions that are responsive to all dimensions of diversity.
4. Respond to factors that produce and constrain the strengths and resilience found in transactions among people, their communities, and the larger social environment, based on differential assessment of risks and protective factors.
5. Demonstrate leadership in addressing the range of political, economic, and environmental factors that affect clinical social work practice.

Field Education Course Curriculum

BSW Full-time

Course	Semester	# Field hours to be completed/semester
SW 495 Field Education I	Fall senior year	On campus Preparatory Skills Lab Seminars 140 hours in agency-based internship
SW 497 Field Education II	Spring senior year	280 hours agency-based internship On campus Focused Field Seminar
Total hours		420

MSW Full-time, 60-Credit

Course	Semester	# Field hours to be completed/semester
SW 537	1	On campus Preparatory Skills Lab Seminars 140 hours in agency-based internship
SW 577	2	280 in agency-based internship On campus Preparatory Skills Lab Seminars
SW 675	3	280 in agency-based internship On campus Preparatory Skills Lab Seminars
SW 689	4	336 in agency-based internship On campus Preparatory Skills Lab Seminars
Total hours		1036

MSW Full-time, 32-Credit

Course	Semester	# Field hours to be completed/semester
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SW 675	1	280 in agency-based internship On campus Preparatory Skills Lab Seminars
SW 689	2	336 in agency-based internship On campus Preparatory Skills Lab Seminars
Total hours		616

MSW Part-time, 60-Credit

Course	Semester	# Field hours to be completed/semester
SW 537	1	On campus Preparatory Skills Lab Seminars
SW 537	2	140 hours in agency-based internship
SW 577	3	140 in agency-based internship On campus Focused Field Seminar
SW 577	4	140 in agency-based internship On campus Focused Field Seminar
SW 675	5	140 in agency-based internship On campus Focused Field Seminar
SW 675	6	140 in agency-based internship On campus Focused Field Seminar
SW 689	7	168 in agency-based internship On campus Focused Field Seminar
SW 689	8	168 in agency-based internship On campus Focused Field Seminar
Total hours		1036

MSW Part-time, 32-Credit

Cohort/Course	Semester	# Field hours to be completed/semester
SW 675	1	140 in agency-based internship
SW 675	2	140 in agency-based internship
SW 689	3	168 in agency-based internship
SW 689	4	168 in agency-based internship
Total hours		616



The Field Education Team

The School is committed to providing relevant and appropriate agency-based learning opportunities for students in both the BSW and MSW programs.

Selection Process for Field Internship Agencies and Field Educators

To achieve this Field Education seeks out and maintains relationships with agencies that can provide learning environments for BSW and MSW students to demonstrate core competencies. The School carries the responsibility for determining the suitability of an agency and/or Field Educator based on the following processes and criteria.

Agency Selection

Potential field internship agencies are identified from a variety of sources. Agencies may make a request for a student or students, faculty, alum, or community representatives may refer them. Field Education agencies are classified by the level of learning students are likely to experience. Those agencies whose services represent a generalist-practice focus are utilized for BSW and MSW Foundation students. Agencies whose services represent a clinical practice focus are utilized for MSW Concentration students. There are a few agencies whose services represent both generalist and clinical focused practices. These agencies are used for MSW Foundation students.

In the event an agency meets all criteria but does not have a qualified MSW to serve as the field educator, the School is committed to assisting the agency in developing viable options. Such options include, but are not limited to the agency hiring a qualified MSW to serve in the role of field educator when the student is on site, and if the agency has a qualified BSW to serve as the task facilitator. The School will explore the possibility of providing a qualified field educator through faculty, adjunct faculty or field advising staff.

Selection Criteria

1. Agency's mission and philosophy is compatible with the values and ethics of the social work profession.
2. Agency's point of view about internships reflects commitment to high educational standards as reflected by CSWE and the School of Social Work.
3. Capacity to designate a MSW who meets the criteria and is willing to serve as a Field Educator.
4. Capacity to provide a range of client-based assignments on an ongoing basis that are appropriate to students' educational needs. The caseload for students should reflect the opportunity for involvement in varying modalities of service as

- well as exposure to a diversity of people and problems/issues.
5. Provide students with the necessary physical facilities and resources for client engagement and subsequent learning activities.
 6. Provide administrative sanction and support to the Field Educator for sufficient supervisory and consultative time for students.
 7. Agency agrees that no student accepted for field internship will be discriminated against on the basis of race, color, age, national origin, religion, gender, sexual orientation, disability, or Veteran status.
 8. Agency agrees to collaborative participation with the School through regular access to the internship, student and Field Educator.



Procedure

1. Field Education sends a letter to the Agency acknowledging interest along with the Application materials.
2. Following receipt of the relevant application materials a representative from Field Education schedules an assessment visit with the agency. Using a Field Assessment form, the Field Education representative assesses the function and services of the agency, identify potential Field Educators and Task Coordinators, possible student assignments, availability of resources for students, and identify any special requirements for placement. The representative interprets the School's curriculum, Field Education requirements and the School's expectations regarding assignments, supervision, and assessment of students' competency in Field

- Education to the agency and potential Field Educator.
3. Following the assessment the representative will prepare a recommendation report and present it, along with the Agency's materials, to the Director of Field Education.
 4. The Director of Field Education reviews the materials submitted and communicates a final determination to the Agency.
 5. If an agency is selected, information regarding further agency paperwork and the 6-hr Field Educator's training is provided.
 6. If an agency is NOT selected, feedback on the reason is provided to the agency.

Field Educator Selection

The following criteria are used in the selection of Field Educators:

1. For BSW students minimally a bachelor's degree in social work from a CSWE accredited School of Social Work and at least three years post-degree experience in an agency setting.
2. For MSW students a master's degree in Social Work from a CSWE accredited School of Social Work and at least three years post-degree experience in an agency setting.
3. Demonstrate practice competence or experience commensurate with or in excess to that of the student's educational status.
4. Minimum of six months employment at the agency.
5. Commitment to the values of the social work profession, competence in practice, and interest in supporting student education.
6. Ability, time and willingness to serve as an educator during the full internship period.
7. Willingness and ability to engage in School sponsored orientations, trainings, and other educational or Field Education – related administrative activities.

The Field Educator is expected to:

- Coordinate and oversee the intern's skill development and learning as a beginning social work professional.
- Develop, with the intern, a learning plan and timeline for each field education course.
- Provide a sufficient number and variety of learning activities and assignments that insure a developmental path to student learning and demonstration of same.
- Assign a range of clients to insure the acquisition of the attitudes, values, knowledge and skills to work with diverse populations.
- Provide learning opportunities to develop professional oral and written skills.

- Formally meet with the intern a minimum of one (1) hour per week for direct, individual supervision and use the time to provide learning exchanges as well as constructively critique the intern's application of knowledge and skills with individuals, couples, families, groups, communities and organizations.
- Communicate with the assigned Field Advisor and, when necessary, the Associate Director of Field Education regarding the intern's progress in the respective field course.
- Provide ongoing feedback on the intern's performance as well as an assessment of the intern's competency at mid-semester and the end of the semester with a recommended grade for the respective field education course.

Procedure

1. Agency is designated as a field internship site
2. The potential field education completes and submits the Field Educator Profile Sheet and a resume to the Associate Director of Field.
3. The Associate Director of Field forwards the Field Educator's Profile Sheet and supporting documents to the Director of Field Education for review and final disposition.
4. Director of Field Education reviews the materials submitted and communicates a final determination to the potential Field Educator.
5. If selected, information regarding the required Clinical Supervision and Field Educator's training is provided.
6. If not selected, feedback on the reason is provided to the applicant.

Task Facilitator

There will be occasions when an intern will be assigned, by the Field Educator, to task coordinator. The role of this person may range from the provision of specific time-limited learning tasks to directing some day-to-day activities, some teaching and guiding students in their assignments and giving feedback on student performance. Given the nature of Field Education as the Signature Pedagogy, for the profession and the single, advanced clinical focus of concentration field, BUSSW requires all task facilitators have a social work degree. Task facilitators are expected to:

1. Participate in planning designated learning experiences for the intern.
2. Provide limited primary, direct supervision of the intern's daily activities.
3. Assign cases and projects congruent with the intern's learning plan.
4. Provide ongoing feedback on the intern's performance to both the intern and the Field

Educator.

Field Educator and Task Facilitator Training

All individuals seeking to serve as either field educators or task facilitators with the School are required to attend the Clinical Supervision and Field Educator Training. This is a 16-hour training which teaches requisite skills for supervising students pursuing Bachelor and Master of Social Work degrees and Registered MSW Interns seeking licensure. The training covers the basic philosophy, ethics and teaching topics/techniques for supervising students in the development of clinical and organizational skills. Those social workers who indicate they plan only to serve as a field educator for the School and task facilitators must complete the first 12 hours of the training in order to be eligible to be assigned student interns.

Termination of Field Internship Partnership

Unanticipated events may make it necessary for the School to terminate its agreement with an agency serving as an internship site. Agency changes to an affiliation agreement that are unacceptable to the School and University and/or agency violation of professional ethics are primary examples for which the School would terminate its use of an agency as an internship site. If a student is impacted by such an event, Field Education will work to replace the student as quickly as possible.

Field Advisor

Each student is assigned a field advisor whose role is to monitor the student's progress in the field internship. Field advisors must have a MSW from a CSWE accredited School of Social Work and have a minimum of 3 years post-MSW agency-based experience. School's liaisons with the field educator and the student. Field Advisors are hired by the school to serve as its liaison with the field internship agency, the field educator and the student. Additionally, they provide guidance and support to the field educator and the student regarding the learning experiences and assessment of student competency.



Field Advisors are expected to:

1. Maintain on-going contact with the student and the field educator throughout the field education experience.
2. Review all submitted field education course documents.
3. Schedule a minimum of two field agency-based site visits per semester.
4. Conduct university-based group advising sessions as needed.
5. Assist in addressing any challenges in the field placement.

Associate Directors of Field – School staff who have a MSW from a CSWE accredited School of Social Work and have a minimum of 5 years post-MSW agency-based experience. Associates Directors provide oversight and support to the Field internship agencies and Field Advisors. In this role they:

1. Recruit, screen and assess agencies for potential internship sites.
2. Recruit, select and train field educators and task overseers.
3. Interview and place students in field agencies.
4. Coordinate all activities related to student placement and maintenance in field internship.

5. Provide guidance and consultation to field advisors and field educators to insure appropriate learning opportunities and skill development for students.
6. Review all field education documents and assist in the resolution of challenges for students in field education.

Director of Field Education

A doctoral-level faculty member who provides the curricular (explicit & implicit) and administrative guidance for Field education.

1. Provide administrative oversight for the day to day operations and all administrative tasks necessary for Field Education to fulfill its purpose and function.
2. Administratively review and manage all core performance evaluations and corrective actions.
3. Consult with Associate Directors of Field, Program Directors, academic advisors, faculty mentors, classroom professors, field advisors and field educators as needed regarding student performance.
4. Assign field education course grades.
5. Processes all exceptions to policy and other school/ student-related documents as required.

Administrative Assistant III

A staff member who provides organizational, programmatic and administrative support and guidance to Students, Field Advisors and Field Educators.

1. Provide administrative oversight of the day to day operations necessary for Field Education to fulfill its function.
2. Receive and manage all field-related documentation
3. Manage and train relevant Field Education team members on all technology-based systems
4. Plan and organize major student, field advisor and field educator events.

Field Internship Placement Eligibility Requirements

Enrollment status	Requirement
BSW	<ul style="list-style-type: none"> • Field application submitted in the spring semester of the junior year • Prerequisites: SW 203 SW 327 SW 369 SW 315 SW 355 SW 323 SW 360 • Completion of field orientation • Completion of Virtus/Safe Environment Training

MSW – Foundation	<ul style="list-style-type: none"> • Admission to the MSW program • Submission of completed field application by the designated deadline* • Completion of field orientation • Completion of Virtus/Safe Environment Training
MSW – 32-credit (advanced standing)	<ul style="list-style-type: none"> • Admission to the MSW program • Submission of completed field application by the designated deadline* • Completion of field orientation • Completion of Virtus/Safe Environment Training

* Failure to submit a completed field internship application by the published deadline will likely delay the student’s entrance into a field internship.

If a student does not meet entry requirements for any field education course, the student is denied placement (with explanation) but may reapply later. Any student who meets the entry requirements for field education but is rejected for internship placement by three agencies for reasons related to appropriateness (i.e. criminal background record, restricted field education schedule, lack of fit with agency, lack of readiness for placement) may be terminated from the program.

Admission criteria for Field Education can be found on the School’s website and the Field Education Policy and Procedure Manual which students receive at the time of application for admission to the School.

Criminal Background Checks

The School does not conduct criminal background checks on students. However, almost every field internship agency requires a background check. This is an out-of-pocket expense for the student unless the agency provides it free of charge. Please be aware that many agencies will not accept students with criminal background even when the record has been expunged. Should a student have a criminal background issue, please alert the relevant Associate Director of Field Education who can explore possible options.

Professional Liability and Medical Insurance

While enrolled in a Field Education course, students must carry professional liability insurance. Professional liability insurance for students is covered by a policy held by Barry University School of Social Work. Students are charged a \$25.00 co-pay for each Field Education course they enroll in. Professional Liability is effective once the student enrolls in and pays for the course.

Students are responsible for acquiring and maintaining their own health, workman’s compensation,

accident or automobile insurance, even if required by the Field internship agency.

All students are required to complete a formal application for their field internship. The completed application is a part of the admission process for MSW students (60 and 32 credit). BSW and 60-credit continuing MSW students must complete the formal application by the published deadline. All Formal Applications are submitted to Field Education electronically along with a Formal Resume.

Field Placement Process Policy

Purpose: To identify the required steps and timeframes for obtaining a field internship placement.

Procedure

1. Submit the Field Internship Application and a resume to Field Education by the designated deadline.
2. Complete Field Orientation and Virtus/Safe Environment Training.
3. Schedule a pre-placement/referral interview with the Associate Director and obtain a Field Internship Placement Acceptance Card (FIPAC) that is used to initiate an agency interview. Students are only referred to one agency at a time.
4. Schedule the placement interview with the potential agency site within 1 week of the referral and inform the Associate Director of the date and time of the interview.
5. Return to the Associate Director information on the outcome of the interview (i.e., signed FIPAC or agency rejection) within 1 week following the agency interview
6. Successful completion of agency-specific requirements for acceptance as an intern (i.e., background clearance, proof of health insurance, additional vaccines, special trainings/orientations).

Own Agency Placement Policy

Students are encouraged to pursue a field internship site that is totally separate from any place of employment.

Purpose: To identify the requirements that must be met when a student is requesting placement in an agency where he/she is employed.

Requirements

1. The student must be placed in an entirely new role and capacity with a different person other than their supervisor functioning as the approved field educator.

2. The student must provide documentation that educational time will be protected and that the learning activities and assignments will be different from the student's regular assignments as an employee.
3. The field internship schedule agreed to for the field internship must be maintained and cannot be modified for any reason to meet the exigencies of the agency.

Procedure

1. The student must complete and submit the Application for Own Agency Placement and submit it to the Associate Director of Field.
2. The Associate Director of Field will review and make a recommendation on completed request within 5 business days of its receipt to the Director of Field Education
3. The Director of Field Education will render a Final Decision with 3 working days of the receipt of documentation from the Associate Director. The Director of Field will communicate the Final Disposition to the Student and Associate Director.

Field Placement Schedule and Attendance Policy

Purpose: To identify the requirements for adherence to the established field internship schedule.

Requirements

1. Within the first week of the internship, the student and field educator will establish a field placement schedule. A minimum of four hours at the agency must be completed per scheduled field day.
2. Students must attend field placement during regular agency business hours (M-F, 8 am - 5 pm) at least one field day per week.
3. The student will share the placement schedule with the field advisor and document it in the SSW Student Online records within two weeks from the start of the internship.
4. Students must remain in placement until at least 2 weeks prior to the end of the field completion date for the semester.
5. The student will explore agency training schedule/requirements and communicate with Associate Director if there are any conflicts with the student's classroom-based course schedule.
6. Credit is given only for actual clock and verified (via field educator or task coordinator) hours completed within the agency.

- Agency orientation and training may be required prior to the beginning of the semester in field. These hours, once approved by Field Education, may be deducted from the required field placement hours.
 - If an agency is closed, students will not receive credit for those hours.
 - If an agency is open during a University/School holiday, students must adhere to the established field schedule unless the absence is previously negotiated with and approved by the field educator.
 - Students who participate in LEAD day are to negotiate their attendance with their field educator. If approved, students earn 16 field education hours.
 - Planned absences must be pre-negotiated and approved by the field educator and should be reflected on the field. Schedule due to emergencies (i.e. illness, family emergencies) must be communicated to both the field educator and field advisor as soon as possible with a tentative plan for return to the field internship.
7. More than 3 absences and/or a pattern of inconsistent adherence to the times/days on the field placement schedule may result in the initiation of a Core Performance Evaluation and/or termination from the field internship.

Change of Placement Request Policy

Purpose: To identify the circumstances under which a student may request a change of their field internship site and provides the required steps to make the request.

Sample circumstances that may prompt a need for a change of field internship agency:

- Lack of appropriate supervision by/loss of the qualified field educator.
- Agency closure or proven inappropriate/unethical practices.
- Lack of developmental learning opportunities based on the Field Course requirements.
- Agency-based termination of student.
- School-based termination of agency due to changes in Affiliation Agreement.

Procedure

1. Prior to submitting a request for a change in field placement, the student, field advisor and field educator meet to explore/implement any viable resolutions.
2. The student must complete the Change of Placement Request Form and submit it to the field advisor.
3. The field advisor will review and provide a recommendation with rationale and submit it to the Associate Director within 1 week of receipt from the student.

4. The Associate Director will review the Change of Placement Request Form and will make a recommendation with rationale to the Director of Field Education within 3 business days of receipt from the field advisor.
5. The Director of Field education will provide a final decision on the request within 2 business days of receipt from the Associate Director.
6. If the Change of Placement Request is approved, the student will be notified by the
7. Associate Director who will also schedule a pre-placement meeting within 1 week of the approval.
8. The student is to remain in the agency until a final outcome has been determined by the
9. Director of Field Education; unless stipulated otherwise by the field agency.
10. Only validated field hours will be credited to the total field hours requirement.

Student Request for Change of Field Advisor Policy

Purpose: To identify the circumstances under which a student may request a change of their field advisor and provides the required steps to make the request.

Procedure

1. The student initiates a meeting with the Associate Director of Field to discuss concerns with the relationship with the field advisor and to determine possible resolutions. The student is required to remain with the field advisor until a final decision is made unless stipulated otherwise by the Associate Director.
2. The Associate schedules a meeting with the field advisor to discuss the student's concerns and to determine possible resolutions within 2 business days of the meeting with the student.
3. If no resolution is reached, the student submits a Change of Field Advisor Request to the Associate Director.

The Associate Director reviews the request and forwards it to the Director of Field Education with a recommendation within 2 business days of receipt from the student.

4. The Director of Field Education will render a final decision on the request within 3 business days of receipt from the Associate Director.
5. The Associate Director will inform the student and field advisor of the final decision.

Discontinuation of Student From Field Placement Agency

Purpose: To identify the process to be followed when a student's field placement is interrupted due to the student's lack of compliance with agency, profession, or School standards and/or codes of

conduct.

1. The field educator must notify and discuss, with the student, the violation of standards and/or code of conduct.
2. The field educator must notify the field advisor of the violation and schedule a meeting
3. with the field advisor and student to determine the student's status in the field agency.
4. If the agency recommends immediate suspension or termination of the placement, the field educator will complete the Discontinuation of Student from Field Placement Agency form and submit it to the field advisor who will turn it into the Associate Director. The field educator will provide a plan (if appropriate) for the student to disengage from the agency (i.e. terminating with clients, turning in keys and records).
5. If the student has not already been notified of the interruption, the field advisor will notify the student and make any arrangements required by the agency, if necessary, to obtain agency property from the student.
6. The field advisor will schedule a meeting with student and the Associate Director within a week of the interruption.
7. If the agency recommends temporary discontinuation of the placement, the field advisor will notify the Associate Director of the concerns with the student's performance and the outcome of the meeting with the student and field educator.
8. The Associate Director will consult with the field advisor to determine if further action by Field Education is warranted (i.e. Core Performance Review) and may call the student in for a meeting prior to making a recommendation to the Director of Field Education regarding the student's status.
9. The Director of Field Education will render a final decision on the recommendation within 2 business days of receipt. The final determination will be communicated to the student.
10. The completed Discontinuation of Student from Field Placement Agency form will be forwarded to the Associate Dean for review and verification of due process.
11. If the agency recommends permanent discontinuation of the placement, the field advisor will notify the Associate Director who will schedule a meeting with the student to discuss the circumstances of the discontinuation and to make a recommendation to the Director of Field Education regarding the student's status.
12. The Associate Director will consult with the field educator to further explore the actions of the student that led to the discontinuation. The Associate Director will also meet with the

student prior to making a recommendation to the Director of Field Education. Possible recommendations include

- 1) Replacement of student into another field agency or
- 2) Assignment of a grade of no credit (NC) for the field course,
- 3) Course withdrawal.

13. The Director of Field Education will render a final decision on the recommendation within 2 business days of receipt. The final determination will be communicated to the student.
14. The completed Discontinuation of Student from Field Placement Agency form will be forwarded to the Associate Dean for review and verification of due process.
15. Students have the right to appeal the decision rendered by the Director of Field Education by utilizing the Grievance Procedure outlined in the BSW/MSW Student Manual.

Required Field Education Assignments

Field education requires the submission of, attendance at, and attention to the following documents/activities to either Field Education or the field educator during the course of the field course. Failure to adhere to the timely submission of/engagement in the required assignments may result in the initiation of a Core Performance Evaluation, a recommendation by the Field Advisor for a grade of No Credit (NC) for the course, and/or termination from the field internship.

1. Field Placement Schedule – completed by the student in SSW online records by the end of the first week from the start of the field placement.
2. Submission of the signed timesheet from the field educator verifying completed field hours for the course.
3. Learning Plan – completed by the student and field educator and submitted by the student to the field advisor by the second week from the start of the field placement.
4. Process Recordings – completed by the student and submitted to the field educator for use in weekly supervision. A copy of one reviewed during weekly supervision is due to the field advisor from the student at the 4th and then the 8th week from the start of the field placement.
5. Weekly individual supervision with the field educator.
6. Group advising meetings with the field advisor as requested.
7. Two agency-based meetings with the field educator and field advisor.
8. Attendance and participation in scheduled Skills Lab Preparatory Seminars and Focused Field Seminars.

9. In collaboration with the field educator, completion and submission to Field Education, the Assessment of Student Competency in Field Education
10. Completion and submission to the Operations Director, the Evaluation of Field Experience Form

Evaluation of Student Performance

Purpose: Written assessments are completed with the student by the field educator at two points in each field course. The Mid-Semester Check-In assesses the student's level of acclimation to the role of intern and to the agency environment.

For Part-time students whose Field Education Course spans two semesters, the mid-semester check-in is completed at the end of the first semester and provides the basis for a recommendation that a grade of "in progress (IP): be assigned for the semester.

The Assessment of Student Competency in Field Education is required at the conclusion of each field education course and assess the student's demonstrated level of competence on each of the practice behaviors for the relevant course core competencies.

Mid-Semester Check-in Policy

Purpose: To provide clarity on the use and purpose for a mid-semester check-in for student.

1. Full-time students enrolled in SW 495 and SW 537, this check-in will occur 5th week from the start of the student's internship.
2. Full-time students enrolled in SW 497, SW 577, SW 675 and SW 689, this check-in will occur between the 6th and 7th week from the start of the student's internship.
3. **Part-time students enrolled in SW 577, SW 675, and SW 689 will complete this check-in at the end of the 1st semester of the course.**

Procedure

1. The field educator and student will collaboratively complete and submit, to Field Education by the published deadline, the Mid-Semester Check-in through the designated electronic software system.
2. The field advisor will review mid-semester check in's.
3. The field advisor will assist the field educator in developing an improvement plan to address identified challenges in student performance.
4. The field advisor will consult with the Associate Director of Field when a student is identified by the field educator as experiencing mid-semester.

Final Grade Determination Policy

Purpose: To provide clarity on the type of grade that students may receive at the end of each semester in field education.

1. For SW 495 and SW 537 a final grade of credit (CR) is assigned when the student satisfactorily completes all course requirements and also demonstrate an average score of 2.0 on each core competency on the Assessment of Student Competency in Field Education. A grade of no credit (NC) is assigned when the student fails to satisfactorily complete all course requirements and/or fails to demonstrate an average score of 2.0 on each core competency on the Assessment of Student Competency in Field Education.
2. For SW 497, SW 577, SW 675, and SW 689 a final grade of credit (CR) is assigned when the student satisfactorily completes all course requirements and also demonstrate an average score of 3.0 on each core competency on the Assessment of Student Competency in Field Education. A grade of no credit (NC) is assigned when the student fails to satisfactorily complete all course requirements and/or fails to demonstrate an average score of 3.0 on each core competency on the Assessment of Student Competency in Field Education.
3. Part time students will receive a grade of “in progress” (IP) at the end of semester 1 for the field course they are enrolled in. Based upon the recommendation of the Field Educator and Field Advisor. A final grade will be assigned at the end of the second semester, when the student has completed all course requirements.
4. A student may initiate a Memo of Incomplete (MOI) if they have completed 75% of the field education course requirements.
 - SW 495 and SW 537, 75% completion is represented by the completion of a minimum of 100 agency-based field internship hours.
 - SW 497 and SW 577, 75% completion is represented by the completion of a minimum of 210 agency-based field internship hours and the submission of at least 1 process recording.
 - SW 675 and SW 689, 75% completion is represented by the completion of a minimum of 235 agency-based field internship hours and the submission of at least 1 process recording.

Final Grade Submission Procedure:

1. The field educator and student will collaboratively complete and submit, to Field Education by the published deadline, the appropriate Assessment of Student Competency in Field Education and also provide final verification of the field hours completed by the student.
2. The field advisor will review all course assignments/documents and the verification of field hours and submit a grade recommendation sheet to the Associate Director of Field.
3. The Associate Director of field will review all submitted materials including a thorough review of the Assessment of Student Competency in Field Education and verify the student's attendance/participation in all required Skills Lab Preparatory Seminars and/or Focused Field Seminars, and provide a grade recommendation to the Director of Field Education who will the submit a final grade for the course.
4. Students who disagree with the outcome of the grade recommendation from either the field educator or the field advisor may submit a rebuttal response to the Associate Director of Field for consideration.

Memo of Incomplete (MOI) Request Procedure:

1. The student and field advisor meet to complete the request for the MOI (may also include consultation with the field educator), including a plan for the completion of the requirements and due date.
2. The completed MOI is submitted to the Associate Director of Field for review and consideration. The Associate Director may request a meeting with the student and/or field advisor to discuss the MOI. The Associate Director submits the MOI to the Director of Field Education with a recommendation within 3 business days of receipt from the student.
3. The Director of Field Education makes a final determination within 2 business days of receipt of the recommendation and document from the Associate Director forward it to the Program Director for signature.
4. The Associate Director will inform the student and the field advisor of the outcome of the request.

Student Safety in Field Internship

The safety of students while engaging in the Field Internship is a priority of the School. Field Educators are required to make certain assigned interns review relevant agency policies and procedures on this matter. All students receive an introduction to safety in the Field Internship during Field Orientation and during the Skills Lab Preparatory Seminars and Focus Field Seminars.

Please refer to the BSW and MSW Student Handbook for all other policies and procedures relevant to your matriculation. These manuals can be found on the CANVASS Student Repository site.

APPENDIX

Field Syllabi [Located in each Field Class] - CANVAS

Own Agency Placement Request Form

Change of Field Placement Request Form

Change of Field Advisor Request Form

Discontinuation of Field Placement Agency

Memo of Incomplete Field sample Request Form

Course Learning Plans



Ellen Whiteside McDonnell | School of Social Work

Field Education

Own Agency Placement Request Form

Student Information

Full name: _____ BU ID# _____

Address: _____

Home phone: _____ Work phone: _____

Cell phone: _____ Email: _____

The proposed internship site is currently certified as:

- BSW/MSW Foundation only
- MSW Foundation/Concentration
- MSW Advanced Standing/Concentration only
- Uncertain, not certified

Semester/year of proposed OAP: _____

Employing agency/address: _____

Program/unit name: _____

Address (if different from above): _____

Phone: _____

Agency Executive Director/Administrator: _____

Phone: _____ Email: _____

Current Immediate Supervisor: _____

Phone: _____ Email: _____

Agency Verification of Agreement to Student's Request for Own Agency Placement

Students are expected to adhere to all requirements for the enrolled field education course. This means OAP students must be released from regular employment responsibilities in order to adhere to the field education internship schedule developed by the student and field educator.

Proposed field educator: _____
Phone: _____ Email: _____

Proposed field educator is a current field educator with the School. Yes No

(If no, the proposed field educator must complete the Field Educator Profile Sheet and submit for review with the application)

If no, the proposed field educator is willing to attend the required training. Yes No

Proposed field educator is currently your direct supervisor. Yes No

Proposed field educator has been your direct supervisor in the past. Yes No

Proposed days and times for the field internship:

M_____ T_____ W_____ TH_____ F_____ SA_____ S_____

Day and hour for individual supervision with the proposed field educator:

M_____ T_____ W_____ TH_____ F_____ SA_____ S_____

I have reviewed and understood the requirements for an Own Agency Placement. I have discussed the OAP criteria with my employer and the proposed field educator and completed the form in consultation with them. I have also discussed the OAP criteria with the Associate Director of Field Education prior to the submission of the form. I understand that a final decision to approve or deny my request will be based on the information I provided at the time of the submission of this application.

Student Signature Date

Administration Agreement:

The above student is applying for an Own Agency Placement (OAP). The student has been provided information regarding the requirements of an OAP, which have been reviewed by you. Your signature on this Administration Agreement indicates that you are aware of your employee’s application for an OAP, that you are aware of the OAP requirements, and that you are willing to release the student from regular employment responsibilities during the time designated for the field internship. Further, by signing this document you acknowledge and confirm the following:

1. The student/employee’s work site service area and program will be different from the service area and program of field internship.
2. The student/employee’s work site supervisor will be different than the proposed field educator.
3. The student/employee’s work hours will different and separate from the proposed field placement schedule.
4. The student/employee’s work duties will be different from the learning experiences for the proposed field internship Learning Plan
5. The student/employee’s field placement experiences will appropriately reflect the learning plan for the respective field education course the student/employee is enrolled in and not the student’s work requirements as an employee of the agency.
6. All field assignments prepared for and completed by the student shall remain a component of the School’s Assessment of Student Competency in Field Education and not the agency’s evaluation of the student as an employee
7. The student will receive weekly field supervision in a forum that allows the student to freely and without fear of admonishment, discuss their field learning experiences in an educational context.

Executive Director/Administration: _____ Date: _____

Current Direct Supervisor: _____ Date: _____

Proposed Field Educator: _____ Date _____

Student/Employee: _____ Date _____

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Field Education

Request for Change of Field Placement

Name: _____ Date: _____

Agency _____

Field Educator: _____

Field Advisor: _____

Reason for request: _____

Describe how your current placement is not meeting your learning needs: _____

What actions have been taken to address this matter prior to submitting this request?

NOTE:

- *If approved, only verified field hours will transfer to the new field agency.*
- *An extension of the internship may be required due to the change to ensure successful completion of required internship hours and learning opportunities for the course.*

By signing below, I affirm that I have reviewed and understood the policy and procedures for requesting a Change in Agency internship. I further affirm that I have attempted to resolve this challenge with my Field Educator and Field Advisor. I understand that until a Final determination is made on my request, I am to continue with the agency unless otherwise stipulated by my Field Educator or the School.

Student Request:

Student (Signature)

Date

Field Educator Assessment and Recommendation:

_____ **Approve**

_____ **Disapprove**

Rationale:

Field Educator (Signature)

Date

Field Advisor Assessment and Recommendation:

_____ **Approved**

_____ **Disapprove**

Rationale:

Field Advisor (Signature)

Date

Associate Director of Field Education:

Recommendation:

_____ **Approved** _____ **Disapprove**

Rationale:

Associate Director of Field Education (Signature)

Date

Field Approval:

Recommendation:

_____ **Approve** _____ **Disapprove**

Rationale:

Director of Field Education (Signature)

Date

Field Education

Request to Change Field Advisor

Please complete this form and return it to Field Education

Name: _____ BU# _____ Date of Request: _____

Matriculation Status:

BSW _____	MSW Foundation	MSW Concentration
	____ Full-time	____ Full-time
	____ Part-time	____ Part-time 60-credit
		____ Part-time 32-credit

Name of Current Field Advisor: _____

Reason for change request: _____

Associate Director Recommendation: _____ Approve _____ Do Not Approve
Rationale: _____

Signature: _____ Date: _____

Director of Field Education: _____ Approve _____ Do Not Approve
Rationale: _____

Signature: _____ Date: _____

MEMORANDUM OF INCOMPLETE

TO: (Jane Doe)

FROM: (Professor Stacks)

SUBJECT: Grade of Incomplete

RE: SW 675 X4 Field
Education
Course Number Course Section Course Title

DESCRIPTION OF REQUIREMENTS NOT MET:

Clearly identify the issues

- Student is changing placement as of this date xx/xx/xx due to inability to obtain guided learning experiences
- Student started a late placement on this date xx/xx/xx and has to complete 336 hours
- Student is on her third field placement interview and a late start is anticipated for this date xx/xx/xx

If a student has started field then it is also important to indicate the hours completed as well as the completed Field assignments. If there are no completed Field assignments, this also needs to be indicated as to what is not completed, specifically LP, PR, Tracking Form

PLAN FOR COMPLETING REQUIREMENTS (Include submission requirements)

- Student will begin new placement on this date xx/xx/xx and complete x hours to meet the course requirements of SWX
- Student is unable to complete the required hours of xx due to late start and therefore will have x hours to complete after the end of the semester
- Student must take up x hours to meet course requirement and/or x field assignments

If there are outstanding field assignments they need to identify in this section and whatever possible include a due date so that the student is clear as to all the requirements for the MOI.

Final Due Date for Submission: xx/xx/xx

FIELD EDUCATION

SW 495 – Field Education I

Learning Plan

The student learning plan is designed to give direction and learning structure to the field experience and is based in the practice competencies that are designated in the 2008 Educational Policy and Accreditation Standards from the Council on Social Work Education (CSWE).

Student's Name:	Click or tap here to enter text.
Field Agency:	Click or tap here to enter text.
Student's Signature: Date:	Click or tap here to enter text. Click or tap here to enter text.
Field Educator's Signature: Date:	Click or tap here to enter text. Click or tap here to enter text.
Task Supervisor's Signature: Date:	Click or tap here to enter text. Click or tap here to enter text.
Field Advisor's Signature: Date:	Click or tap here to enter text. Click or tap here to enter text.

**Please When Entering Information, Kindly Press The Enter Key At The End Of Each Line,
Otherwise Everything Will Move All Over The Place.**

CORE COMPETENCY 2.1.1: Identify as a professional social worker and conduct oneself accordingly

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	1. Advocate for client access to the services of social work	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	2. Practice personal reflection and self-correction to assure continual professional development	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	3. Attend to professional roles and boundaries	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	4. Demonstrate professional demeanor in behavior, appearance and communication	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	5. Engage in career-long learning	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	6. Use supervision and consultation	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

CORE COMPETENCY 2.1.2: Apply social work ethical principles to guide professional practice

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	1. Recognize and manage personal values in a way that allows for professional values to guide practice	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	2. Make ethical decisions by applying standards of the NASW Code of Ethics	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	3. Tolerate ambiguity in resolving ethical conflicts	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	4. Apply strategies of ethical reasoning to arrive at principled decisions	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

CORE COMPETENCY 2.1.3: Apply critical thinking to inform and communicate professional judgments

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	11. Distinguish, appraise and integrate multiples sources of knowledge, including research-based knowledge and practice wisdom	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	12. Analyze models of assessment, prevention, intervention and evaluation	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and groups	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

CORE COMPETENCY 2.1.4: Engage diversity and difference in practice

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	14. Recognize the extent to which a culture’s structure and values may oppress, marginalize, alienate, create or enhance privilege and power	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	15. Gain sufficient self-awareness to eliminate the influence of person biases and values in working with diverse groups	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	16. Recognize and communicate an understanding of importance of difference in shaping life experience	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	17. View themselves as learners and engage those with whom they work as informants	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

CORE COMPETENCY 2.1.5: Advance human rights and social and economic justice

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	18. Understand the forms and mechanisms of oppression and discrimination	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	19. Advocate for human rights and social and economic justice	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	20. Engage in practices that advance social and economic justice	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

CORE COMPETENCY 2.1.6: Engage in research-informed practice and practice-informed research

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	21. Uses practice experience to inform scientific inquiry	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	22. Uses research evidence to inform practice	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

CORE COMPETENCY 2.1.7: Apply knowledge of human behavior in the social environment

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	23. Utilization of conceptual frameworks to guide the processes of assessment, intervention and evaluation	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	24. Critique and apply knowledge to understand person and environment	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

CORE COMPETENCY 2.1.8: Engage in policy practice to advance social and economic well-being and deliver effective social services

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	25. Analyze, formulate and advocate for policies that advance social well-being	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	26. Collaborate with colleagues and clients for effective policy action	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

CORE COMPETENCY 2.1.9: Respond to contexts that shape practice

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	27. Continuously discover, appraise and attend to changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant services	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	28. B. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

CORE COMPETENCY 2.1.10: Engage, assess, intervene and evaluate with individuals, families, groups, organizations

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	a. Engagement	
	29. Substantively and effectively prepare for action with individuals, families, groups, organizations and communities	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	30. Use empathy and other interpersonal skills	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	31. Develop a mutually agreed-on focus of work and desired outcomes	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	b. Assessment	
	32. Collect, organize and interpret client data	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	33. Assess client strengths and limitations	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	34. Develop mutually agreed-on intervention goals and objectives	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	35. Select appropriate intervention strategies	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	c. Intervention	
	36. Initiate actions to achieve organizational goals	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

	37. Implement interventions that enhance client capacities	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	38. Help clients resolve problems	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	39. Negotiate, mediate and advocate for clients	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	40. Facilitate transitions and endings	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	d. Evaluation	
	41. Critically analyze, monitor and evaluate interventions	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

FIELD EDUCATION

SW 497 – Field Education I

Learning Plan

The student learning plan is designed to give direction and learning structure to the field experience and is based in the practice competencies that are designated in the 2008 Educational Policy and Accreditation Standards from the Council on Social Work Education (CSWE).

Student's Name:	Click or tap here to enter text.
Field Agency:	Click or tap here to enter text.
Student's Signature: Date:	Click or tap here to enter text. Click or tap here to enter text.
Field Educator's Signature: Date:	Click or tap here to enter text. Click or tap here to enter text.
Task Supervisor's Signature: Date:	Click or tap here to enter text. Click or tap here to enter text.
Field Advisor's Signature: Date:	Click or tap here to enter text. Click or tap here to enter text.

**Please When Entering Information, Kindly Press The Enter Key At The End Of Each Line,
Otherwise Everything Will Move All Over The Place.**

CORE COMPETENCY 2.1.1: Identify as a professional social worker and conduct oneself accordingly

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	7. Advocate for client access to the services of social work	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	8. Practice personal reflection and self-correction to assure continual professional development	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	9. Attend to professional roles and boundaries	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	10. Demonstrate professional demeanor in behavior, appearance and communication	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	11. Engage in career-long learning	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	12. Use supervision and consultation	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

CORE COMPETENCY 2.1.2: Apply social work ethical principles to guide professional practice

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	5. Recognize and manage personal values in a way that allows for professional values to guide practice	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	6. Make ethical decisions by applying standards of the NASW Code of Ethics	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	7. Tolerate ambiguity in resolving ethical conflicts	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	8. Apply strategies of ethical reasoning to arrive at principled decisions	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

CORE COMPETENCY 2.1.3: Apply critical thinking to inform and communicate professional judgments

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	11. Distinguish, appraise and integrate multiples sources of knowledge, including research-based knowledge and practice wisdom	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	12. Analyze models of assessment, prevention, intervention and evaluation	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and groups	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

CORE COMPETENCY 2.1.4: Engage diversity and difference in practice

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	18. Recognize the extent to which a culture’s structure and values may oppress, marginalize, alienate, create or enhance privilege and power	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	19. Gain sufficient self-awareness to eliminate the influence of person biases and values in working with diverse groups	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	20. Recognize and communicate an understanding of importance of difference in shaping life experience	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	21. View themselves as learners and engage those with whom they work as informants	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

CORE COMPETENCY 2.1.5: Advance human rights and social and economic justice

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	21. Understand the forms and mechanisms of oppression and discrimination	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	22. Advocate for human rights and social and economic justice	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	23. Engage in practices that advance social and economic justice	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

CORE COMPETENCY 2.1.6: Engage in research-informed practice and practice-informed research

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	23. Uses practice experience to inform scientific inquiry	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	24. Uses research evidence to inform practice	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

CORE COMPETENCY 2.1.7: Apply knowledge of human behavior in the social environment

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	25. Utilization of conceptual frameworks to guide the processes of assessment, intervention and evaluation	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	26. Critique and apply knowledge to understand person and environment	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

CORE COMPETENCY 2.1.8: Engage in policy practice to advance social and economic well-being and deliver effective social services

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	29. Analyze, formulate and advocate for policies that advance social well-being	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	30. Collaborate with colleagues and clients for effective policy action	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

CORE COMPETENCY 2.1.9: Respond to contexts that shape practice

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	31. Continuously discover, appraise and attend to changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant services	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	32. B. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

CORE COMPETENCY 2.1.10: Engage, assess, intervene and evaluate with individuals, families, groups, organizations
and communities

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	e. Engagement	
	42. Substantively and effectively prepare for action with individuals, families, groups, organizations and communities	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	43. Use empathy and other interpersonal skills	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	44. Develop a mutually agreed-on focus of work and desired outcomes	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	f. Assessment	
	45. Collect, organize and interpret client data	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	46. Assess client strengths and limitations	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	47. Develop mutually agreed-on intervention goals and objectives	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	48. Select appropriate intervention strategies	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	g. Intervention	
	49. Initiate actions to achieve organizational goals	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

	50. Implement interventions that enhance client capacities	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	51. Help clients resolve problems	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	52. Negotiate, mediate and advocate for clients	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	53. Facilitate transitions and endings	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	h. Evaluation	
	54. Critically analyze, monitor and evaluate interventions	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

FIELD EDUCATION

SW 537 – Field Education I

Learning Plan

The student learning plan is designed to give direction and learning structure to the field experience and is based in the practice competencies that are designated in the 2008 Educational Policy and Accreditation Standards from the Council on Social Work Education (CSWE).

Student's Name:	Click or tap here to enter text.
Field Agency:	Click or tap here to enter text.
Student's Signature: Date:	Click or tap here to enter text. Click or tap here to enter text.
Field Educator's Signature: Date:	Click or tap here to enter text. Click or tap here to enter text.
Task Supervisor's Signature: Date:	Click or tap here to enter text. Click or tap here to enter text.
Field Advisor's Signature: Date:	Click or tap here to enter text. Click or tap here to enter text.

**Please When Entering Information, Kindly Press The Enter Key At The End Of Each Line,
Otherwise Everything Will Move All Over The Place.**

CORE COMPETENCY 2.1.1: Identify as a professional social worker and conduct oneself accordingly

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	13. Advocate for client access to the services of social work	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	14. Practice personal reflection and self-correction to assure continual professional development	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	15. Attend to professional roles and boundaries	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	16. Demonstrate professional demeanor in behavior, appearance and communication	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	17. Engage in career-long learning	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	18. Use supervision and consultation	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

CORE COMPETENCY 2.1.2: Apply social work ethical principles to guide professional practice

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	9. Recognize and manage personal values in a way that allows for professional values to guide practice	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	10. Make ethical decisions by applying standards of the NASW Code of Ethics	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	11. Tolerate ambiguity in resolving ethical conflicts	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	12. Apply strategies of ethical reasoning to arrive at principled decisions	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

CORE COMPETENCY 2.1.3: Apply critical thinking to inform and communicate professional judgments

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	11. Distinguish, appraise and integrate multiples sources of knowledge, including research-based knowledge and practice wisdom	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	12. Analyze models of assessment, prevention, intervention and evaluation	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and groups	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

CORE COMPETENCY 2.1.4: Engage diversity and difference in practice

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	22. Recognize the extent to which a culture’s structure and values may oppress, marginalize, alienate, create or enhance privilege and power	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	23. Gain sufficient self-awareness to eliminate the influence of person biases and values in working with diverse groups	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	24. Recognize and communicate an understanding of importance of difference in shaping life experience	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	25. View themselves as learners and engage those with whom they work as informants	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

CORE COMPETENCY 2.1.5: Advance human rights and social and economic justice

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	24. Understand the forms and mechanisms of oppression and discrimination	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	25. Advocate for human rights and social and economic justice	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	26. Engage in practices that advance social and economic justice	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

CORE COMPETENCY 2.1.6: Engage in research-informed practice and practice-informed research

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	25. Uses practice experience to inform scientific inquiry	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	26. Uses research evidence to inform practice	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

CORE COMPETENCY 2.1.7: Apply knowledge of human behavior in the social environment

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	27. Utilization of conceptual frameworks to guide the processes of assessment, intervention and evaluation	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	28. Critique and apply knowledge to understand person and environment	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

CORE COMPETENCY 2.1.8: Engage in policy practice to advance social and economic well-being and deliver effective social services

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	33. Analyze, formulate and advocate for policies that advance social well-being	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	34. Collaborate with colleagues and clients for effective policy action	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

CORE COMPETENCY 2.1.9: Respond to contexts that shape practice

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	35. Continuously discover, appraise and attend to changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant services	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	36. B. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

CORE COMPETENCY 2.1.10: Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	i. Engagement	
	55. Substantively and effectively prepare for action with individuals, families, groups, organizations and communities	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	56. Use empathy and other interpersonal skills	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	57. Develop a mutually agreed-on focus of work and desired outcomes	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	j. Assessment	
	58. Collect, organize and interpret client data	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	59. Assess client strengths and limitations	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	60. Develop mutually agreed-on intervention goals and objectives	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	61. Select appropriate intervention strategies	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

	k. Intervention	
	62. Initiate actions to achieve organizational goals	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	63. Implement interventions that enhance client capacities	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	64. Help clients resolve problems	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	65. Negotiate, mediate and advocate for clients	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	66. Facilitate transitions and endings	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	l. Evaluation	
	67. Critically analyze, monitor and evaluate interventions	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

FIELD EDUCATION

SW 577 – Field Education I

Learning Plan

The student learning plan is designed to give direction and learning structure to the field experience and is based in the practice competencies that are designated in the 2008 Educational Policy and Accreditation Standards from the Council on Social Work Education (CSWE).

Student's Name:	Click or tap here to enter text.
Field Agency:	Click or tap here to enter text.
Student's Signature: Date:	Click or tap here to enter text. Click or tap here to enter text.
Field Educator's Signature: Date:	Click or tap here to enter text. Click or tap here to enter text.
Task Supervisor's Signature: Date:	Click or tap here to enter text. Click or tap here to enter text.
Field Advisor's Signature: Date:	Click or tap here to enter text. Click or tap here to enter text.

**Please When Entering Information, Kindly Press The Enter Key At The End Of Each Line,
Otherwise Everything Will Move All Over The Place.**

CORE COMPETENCY 2.1.1: Identify as a professional social worker and conduct oneself accordingly

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	19. Advocate for client access to the services of social work	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	20. Practice personal reflection and self-correction to assure continual professional development	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	21. Attend to professional roles and boundaries	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	22. Demonstrate professional demeanor in behavior, appearance and communication	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	23. Engage in career-long learning	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	24. Use supervision and consultation	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

CORE COMPETENCY 2.1.2: Apply social work ethical principles to guide professional practice

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	13. Recognize and manage personal values in a way that allows for professional values to guide practice	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	14. Make ethical decisions by applying standards of the NASW Code of Ethics	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	15. Tolerate ambiguity in resolving ethical conflicts	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	16. Apply strategies of ethical reasoning to arrive at principled decisions	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

CORE COMPETENCY 2.1.3: Apply critical thinking to inform and communicate professional judgments

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	11. Distinguish, appraise and integrate multiples sources of knowledge, including research-based knowledge and practice wisdom	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	12. Analyze models of assessment, prevention, intervention and evaluation	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and groups	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

CORE COMPETENCY 2.1.4: Engage diversity and difference in practice

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	26. Recognize the extent to which a culture’s structure and values may oppress, marginalize, alienate, create or enhance privilege and power	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	27. Gain sufficient self-awareness to eliminate the influence of person biases and values in working with diverse groups	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	28. Recognize and communicate an understanding of importance of difference in shaping life experience	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	29. View themselves as learners and engage those with whom they work as informants	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

CORE COMPETENCY 2.1.5: Advance human rights and social and economic justice

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	27. Understand the forms and mechanisms of oppression and discrimination	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	28. Advocate for human rights and social and economic justice	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	29. Engage in practices that advance social and economic justice	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

CORE COMPETENCY 2.1.6: Engage in research-informed practice and practice-informed research

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	27. Uses practice experience to inform scientific inquiry	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	28. Uses research evidence to inform practice	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

CORE COMPETENCY 2.1.7: Apply knowledge of human behavior in the social environment

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	29. Utilization of conceptual frameworks to guide the processes of assessment, intervention and evaluation	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	30. Critique and apply knowledge to understand person and environment	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

CORE COMPETENCY 2.1.8: Engage in policy practice to advance social and economic well-being and deliver effective social services

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	37. Analyze, formulate and advocate for policies that advance social well-being	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	38. Collaborate with colleagues and clients for effective policy action	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

CORE COMPETENCY 2.1.9: Respond to contexts that shape practice

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	39. Continuously discover, appraise and attend to changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant services	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	40. B. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

CORE COMPETENCY 2.1.10: Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities

<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
m. Engagement	
68. Substantively and effectively prepare for action with individuals, families, groups, organizations and communities	
a. Click or tap here to enter text.	
b. Click or tap here to enter text.	
69. Use empathy and other interpersonal skills	
a. Click or tap here to enter text.	
b. Click or tap here to enter text.	
70. Develop a mutually agreed-on focus of work and desired outcomes	
a. Click or tap here to enter text.	
b. Click or tap here to enter text.	
n. Assessment	
71. Collect, organize and interpret client data	
a. Click or tap here to enter text.	
b. Click or tap here to enter text.	
72. Assess client strengths and limitations	
a. Click or tap here to enter text.	
b. Click or tap here to enter text.	
73. Develop mutually agreed-on intervention goals and objectives	
a. Click or tap here to enter text.	
b. Click or tap here to enter text.	
74. Select appropriate intervention strategies	
a. Click or tap here to enter text.	
b. Click or tap here to enter text.	
o. Intervention	
75. Initiate actions to achieve organizational goals	
a. Click or tap here to enter text.	
b. Click or tap here to enter text.	
76. Implement interventions that enhance client capacities	
a. Click or tap here to enter text.	
b. Click or tap here to enter text.	

	77. Help clients resolve problems	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	78. Negotiate, mediate and advocate for clients	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	79. Facilitate transitions and endings	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	p. Evaluation	
	80. Critically analyze, monitor and evaluate interventions	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

FIELD EDUCATION

SW 675 – Field Education III

Learning Plan

The student learning plan is designed to give direction and learning structure to the field experience and is based in the practice competencies that are designated in the 2008 Educational Policy and Accreditation Standards from the Council on Social Work Education (CSWE).

Student's Name:	Click or tap here to enter text.
Field Agency:	Click or tap here to enter text.
Student's Signature: Date:	Click or tap here to enter text. Click or tap here to enter text.
Field Educator's Signature: Date:	Click or tap here to enter text. Click or tap here to enter text.
Task Supervisor's Signature: Date:	Click or tap here to enter text. Click or tap here to enter text.
Field Advisor's Signature: Date:	Click or tap here to enter text. Click or tap here to enter text.

**Please When Entering Information, Kindly Press The Enter Key At The End Of Each Line,
Otherwise Everything Will Move All Over The Place.**

CORE COMPETENCY 2.1.1: Identify as professional social worker and conduct oneself accordingly

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	1. Readily identify as a social work professional	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	2. Demonstrate professional use of self with clients	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	3. Understand and identify professional strengths, limitations and challenges	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	4. Develop, manage and maintain therapeutic relationships with clients within the person-in environment and strengths perspectives	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

CORE COMPETENCY 2.1.2: Apply social work ethical principles to guide professional practice

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	5. Apply ethical decision-making skills to issues specific to clinical social work.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	6. Employ strategies of ethical reasoning to address the use of technology in clinical practice and its impact on client rights.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	7. Identify and use knowledge of relationship dynamics, including power differentials.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	8. Recognize and manage personal biases as they affect the therapeutic relationship in the service of the client's well-being.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

CORE COMPETENCY 2.1.3: Apply critical thinking to inform and communicate professional judgments

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	9. Engage in reflective practice.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	10. Identify and articulate clients' strengths and vulnerabilities	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	11. Evaluate, select, and implement appropriate multidimensional assessment, diagnostic, intervention, and practice evaluation tools.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	12. Evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	13. Communicate professional judgments to other social workers and to professionals from other disciplines, in both verbal and written format.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

CORE COMPETENCY 2.1.4: Engage diversity and difference in practice

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	14. Researches and applies knowledge of diverse populations to enhance client well-being .	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	15. Works effectively with diverse populations.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	16. Identifies and uses practitioner/client differences from a strengths perspective s.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

CORE COMPETENCY 2.1.5: Advance human rights and social and economic justice

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	17. Uses knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	18. Advocates at multiple levels for mental health parity and reduction of health disparities for diverse populations	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

CORE COMPETENCY 2.1.6: Engage in research-informed practice and practice-informed research /or outcomes.

<u>Learning Activities/Tasks:</u>		<u>Target Date</u>
19. Use the evidence-based practice in clinical assessment and intervention with clients.		
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
20. Participate in the generation of new clinical knowledge, through research and practice.		
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
21. Use research methodology to evaluate clinical practice effectiveness and/or outcomes.		
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

CORE COMPETENCY 2.1.7: Apply knowledge of human behavior in the social environment

<u>Learning Activities/Tasks:</u>		<u>Target Date</u>
22. Synthesizes and differentially applies theories of human behavior and the social environment to guide clinical practice		
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
23. Uses bio-psycho-social spiritual theories and multiracial diagnostic classification systems in formulation of comprehensive assessments.		
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
24. Consults with medical professionals, as needed, to confirm diagnosis and/or to monitor medication in the treatment process.		
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

CORE COMPETENCY 2.1.8: Engage in policy practice to advance social and economic well-being

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
CORE COMPETENCY 2.1.9: Respond to contexts that shape practice		
	25. Communicate to stakeholders the implications of policies and policy change in the lives of clients	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	26. Use evidence-based practice and practice-based evidence in advocacy for policies that advance social and economic well-being	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	27. Advocate with and inform administrators and legislators to influence policies that affect clients and service.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	28. Assess the quality of clients' interactions within their social contexts.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	29. Develop intervention plans to accomplish systemic change	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	30. Work collaboratively with others to effect systemic change that is sustainable	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

CORE COMPETENCY 2.1.10: Assess, intervene, and evaluate with individual, families, groups, organizations and communities.

<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
a. Engagement	
31. Develop a culturally responsive therapeutic relationship.	
a. Click or tap here to enter text.	
b. Click or tap here to enter text.	
32. Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance.	
a. Click or tap here to enter text.	
b. Click or tap here to enter text.	
33. Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.	
a. Click or tap here to enter text.	
b. Click or tap here to enter text.	
b. Assessment	
34. Use multidimensional bio-psycho-social-spiritual assessment tools.	
a. Click or tap here to enter text.	
b. Click or tap here to enter text.	
35. Assess client readiness for change..	
a. Click or tap here to enter text.	
b. Click or tap here to enter text.	
36. Assess client’s coping strategies to reinforce and improve adaptation to life situations, circumstances, and events.	
a. Click or tap here to enter text.	
b. Click or tap here to enter text.	
37. Selects and modify appropriate intervention strategies based on continuous clinical assessment.	
a. Click or tap here to enter text.	
b. Click or tap here to enter text.	
38. Uses differential and multi-axial diagnoses .	
a. Click or tap here to enter text.	
b. Click or tap here to enter text.	

	39. Demonstrate the use of appropriate clinical techniques for range of presenting concerns identified in the assessment, including crisis intervention strategies as needed	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	40. Collaborate with other professionals to coordinate treatment interventions	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	c. Evaluation	
	41. Contribute to the theoretical knowledge base of the social work profession through practice-based research	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	42. Use clinical evaluation of the process and/or outcomes to develop best practices interventions for a range of bio-psycho-social-spiritual conditions.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	d. Intervention	
	43. Critically evaluates, selects, and applies best practices and evidence-based interventions.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

BARRY UNIVERSITY SCHOOL OF SOCIAL WORK SPECIFIC ADVANCED PRACTICE BEHAVIORS

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	1. Applies advanced clinical knowledge of the effects of trauma in multidimensional assessment, intervention and evaluation.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	2. Demonstrates professional practice reflecting the profession's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity and competence.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	3. Demonstrates the ability to apply interventions that are responsive to all dimensions of diversity.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	4. Responds to factors that produce and constrain the strengths and resilience found in transactions among people, their communities, and the larger social environment, based on differential assessment of risks and protective factors.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	5. Demonstrates leadership in addressing the range of political, economic and environmental factors that affect clinical social work practice.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

FIELD EDUCATION

SW 675 – Field Education III

Learning Plan

The student learning plan is designed to give direction and learning structure to the field experience and is based in the practice competencies that are designated in the 2008 Educational Policy and Accreditation Standards from the Council on Social Work Education (CSWE).

Student's Name:	Click or tap here to enter text.
Field Agency:	Click or tap here to enter text.
Student's Signature: Date:	Click or tap here to enter text. Click or tap here to enter text.
Field Educator's Signature: Date:	Click or tap here to enter text. Click or tap here to enter text.
Task Supervisor's Signature: Date:	Click or tap here to enter text. Click or tap here to enter text.
Field Advisor's Signature: Date:	Click or tap here to enter text. Click or tap here to enter text.

**Please When Entering Information, Kindly Press The Enter Key At The End Of Each Line,
Otherwise Everything Will Move All Over The Place.**

CORE COMPETENCY 2.1.1: Identify as professional social worker and conduct oneself accordingly

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	1. Readily identify as a social work professional	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	2. Demonstrate professional use of self with clients	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	3. Understand and identify professional strengths, limitations and challenges	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	4. Develop, manage and maintain therapeutic relationships with clients within the person-in environment and strengths perspectives	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

CORE COMPETENCY 2.1.2: Apply social work ethical principles to guide professional practice

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	5. Apply ethical decision-making skills to issues specific to clinical social work.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	6. Employ strategies of ethical reasoning to address the use of technology in clinical practice and its impact on client rights.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	7. Identify and use knowledge of relationship dynamics, including power differentials.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	8. Recognize and manage personal biases as they affect the therapeutic relationship in the service of the client's well-being.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

CORE COMPETENCY 2.1.3: Apply critical thinking to inform and communicate professional judgments

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	9. Engage in reflective practice.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	10. Identify and articulate clients' strengths and vulnerabilities	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	11. Evaluate, select, and implement appropriate multidimensional assessment, diagnostic, intervention, and practice evaluation tools.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	12. Evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	13. Communicate professional judgments to other social workers and to professionals from other disciplines, in both verbal and written format.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

CORE COMPETENCY 2.1.4: Engage diversity and difference in practice

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	14. Researches and applies knowledge of diverse populations to enhance client well-being .	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	15. Works effectively with diverse populations.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	16. Identifies and uses practitioner/client differences from a strengths perspective s.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

CORE COMPETENCY 2.1.5: Advance human rights and social and economic justice

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	17. Uses knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	18. Advocates at multiple levels for mental health parity and reduction of health disparities for diverse populations	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

CORE COMPETENCY 2.1.6: Engage in research-informed practice and practice-informed research /or outcomes.

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	19. Use the evidence-based practice in clinical assessment and intervention with clients.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	20. Participate in the generation of new clinical knowledge, through research and practice.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	21. Use research methodology to evaluate clinical practice effectiveness and/or outcomes.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

CORE COMPETENCY 2.1.7: Apply knowledge of human behavior in the social environment

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	22. Synthesizes and differentially applies theories of human behavior and the social environment to guide clinical practice	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	23. Uses bio-psycho-social spiritual theories and multiracial diagnostic classification systems in formulation of comprehensive assessments.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	24. Consults with medical professionals, as needed, to confirm diagnosis and/or to monitor medication in the treatment process.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

CORE COMPETENCY 2.1.8: Engage in policy practice to advance social and economic well-being

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	25. Communicate to stake-holders the implications of policies and policy change in the lives of clients	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	26. Use evidence-based practice and practice-based evidence in advocacy for policies that advance social and economic well-being	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	27. Advocate with and inform administrators and legislators to influence policies that affect clients and service.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

CORE COMPETENCY 2.1.9: Respond to contexts that shape practice

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	28. Assess the quality of clients' interactions within their social contexts.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	29. Develop intervention plans to accomplish systemic change	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	30. Work collaboratively with others to effect systemic change that is sustainable	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

CORE COMPETENCY 2.1.10: Assess, intervene, and evaluate with individual, families, groups, organizations and communities.

<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
e. Engagement	
31. Develop a culturally responsive therapeutic relationship.	
a. Click or tap here to enter text.	
b. Click or tap here to enter text.	
32. Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance.	
a. Click or tap here to enter text.	
b. Click or tap here to enter text.	
33. Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.	
a. Click or tap here to enter text.	
b. Click or tap here to enter text.	
f. Assessment	
34. Use multidimensional bio-psycho-social-spiritual assessment tools.	
a. Click or tap here to enter text.	
b. Click or tap here to enter text.	
35. Assess client readiness for change..	
a. Click or tap here to enter text.	
b. Click or tap here to enter text.	
36. Assess client's coping strategies to reinforce and improve adaptation to life situations, circumstances, and events.	
a. Click or tap here to enter text.	
b. Click or tap here to enter text.	
37. Selects and modify appropriate intervention strategies based on continuous clinical assessment.	
a. Click or tap here to enter text.	
b. Click or tap here to enter text.	
38. Uses differential and multi-axial diagnoses .	
a. Click or tap here to enter text.	
b. Click or tap here to enter text.	
g. Intervention	
39. Critically evaluates, selects, and applies best practices and evidence-based interventions.	
a. Click or tap here to enter text.	
b. Click or tap here to enter text.	

	40. Demonstrate the use of appropriate clinical techniques for range of presenting concerns identified in the assessment, including crisis intervention strategies as needed	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	41. Collaborate with other professionals to coordinate treatment interventions	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	h. Evaluation	
	42. Contribute to the theoretical knowledge base of the social work profession through practice-based research	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	43. Use clinical evaluation of the process and/or outcomes to develop best practices interventions for a range of bio-psycho-social-spiritual conditions.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

BARRY UNIVERSITY SCHOOL OF SOCIAL WORK SPECIFIC ADVANCED PRACTICE BEHAVIORS

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	1. Applies advanced clinical knowledge of the effects of trauma in multidimensional assessment, intervention and evaluation.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	2. Demonstrates professional practice reflecting the profession's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity and competence.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	3. Demonstrates the ability to apply interventions that are responsive to all dimensions of diversity.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	4. Responds to factors that produce and constrain the strengths and resilience found in transactions among people, their communities, and the larger social environment, based on differential assessment of risks and protective factors.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	5. Demonstrates leadership in addressing the range of political, economic and environmental factors that affect clinical social work practice.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

FIELD EDUCATION

SW 689– Field Education III

Learning Plan

The student learning plan is designed to give direction and learning structure to the field experience and is based in the practice competencies that are designated in the 2008 Educational Policy and Accreditation Standards from the Council on Social Work Education (CSWE).

Student's Name:	Click or tap here to enter text.
Field Agency:	Click or tap here to enter text.
Student's Signature: Date:	Click or tap here to enter text. Click or tap here to enter text.
Field Educator's Signature: Date:	Click or tap here to enter text. Click or tap here to enter text.
Task Supervisor's Signature: Date:	Click or tap here to enter text. Click or tap here to enter text.
Field Advisor's Signature: Date:	Click or tap here to enter text. Click or tap here to enter text.

**Please When Entering Information, Kindly Press The Enter Key At The End Of Each Line,
Otherwise Everything Will Move All Over The Place.**

CORE COMPETENCY 2.1.1: Identify as professional social worker and conduct oneself accordingly

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	5. Readily identify as a social work professional	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	6. Demonstrate professional use of self with clients	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	7. Understand and identify professional strengths, limitations and challenges	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	8. Develop, manage and maintain therapeutic relationships with clients within the person-in environment and strengths perspectives	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

CORE COMPETENCY 2.1.2: Apply social work ethical principles to guide professional practice

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	5. Apply ethical decision-making skills to issues specific to clinical social work.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	6. Employ strategies of ethical reasoning to address the use of technology in clinical practice and its impact on client rights.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	7. Identify and use knowledge of relationship dynamics, including power differentials.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	8. Recognize and manage personal biases as they affect the therapeutic relationship in the service of the client's well-being.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

CORE COMPETENCY 2.1.3: Apply critical thinking to inform and communicate professional judgments

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	14. Engage in reflective practice.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	15. Identify and articulate clients' strengths and vulnerabilities	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	16. Evaluate, select, and implement appropriate multidimensional assessment, diagnostic, intervention, and practice evaluation tools.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	17. Evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	18. Communicate professional judgments to other social workers and to professionals from other disciplines, in both verbal and written format.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

CORE COMPETENCY 2.1.4: Engage diversity and difference in practice

<u>Learning Activities/Tasks:</u>		<u>Target Date</u>
17. Researches and applies knowledge of diverse populations to enhance client well-being .		
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
18. Works effectively with diverse populations.		
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
19. Identifies and uses practitioner/client differences from a strengths perspective s.		
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

CORE COMPETENCY 2.1.5: Advance human rights and social and economic justice

<u>Learning Activities/Tasks:</u>		<u>Target Date</u>
19. Uses knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention		
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
20. Advocates at multiple levels for mental health parity and reduction of health disparities for diverse populations		
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

CORE COMPETENCY 2.1.6: Engage in research-informed practice and practice-informed research /or outcomes.

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	22. Use the evidence-based practice in clinical assessment and intervention with clients.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	23. Participate in the generation of new clinical knowledge, through research and practice.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	24. Use research methodology to evaluate clinical practice effectiveness and/or outcomes.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

CORE COMPETENCY 2.1.7: Apply knowledge of human behavior in the social environment

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	25. Synthesizes and differentially applies theories of human behavior and the social environment to guide clinical practice	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	26. Uses bio-psycho-social spiritual theories and multiracial diagnostic classification systems in formulation of comprehensive assessments.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	27. Consults with medical professionals, as needed, to confirm diagnosis and/or to monitor medication in the treatment process.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

CORE COMPETENCY 2.1.8: Engage in policy practice to advance social and economic well-being

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	28. Communicate to stake-holders the implications of policies and policy change in the lives of clients	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	29. Use evidence-based practice and practice-based evidence in advocacy for policies that advance social and economic well-being	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	30. Advocate with and inform administrators and legislators to influence policies that affect clients and service.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

CORE COMPETENCY 2.1.9: Respond to contexts that shape practice

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	44. Assess the quality of clients' interactions within their social contexts.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	45. Develop intervention plans to accomplish systemic change	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	46. Work collaboratively with others to effect systemic change that is sustainable	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

CORE COMPETENCY 2.1.10: Assess, intervene, and evaluate with individual, families, groups, organizations and communities.

<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
i. Engagement	
47. Develop a culturally responsive therapeutic relationship.	
a. Click or tap here to enter text.	
b. Click or tap here to enter text.	
48. Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance.	
a. Click or tap here to enter text.	
b. Click or tap here to enter text.	
49. Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.	
a. Click or tap here to enter text.	
b. Click or tap here to enter text.	
j. Assessment	
50. Use multidimensional bio-psycho-social-spiritual assessment tools.	
a. Click or tap here to enter text.	
b. Click or tap here to enter text.	
51. Assess client readiness for change..	
a. Click or tap here to enter text.	
b. Click or tap here to enter text.	
52. Assess client's coping strategies to reinforce and improve adaptation to life situations, circumstances, and events.	
a. Click or tap here to enter text.	
b. Click or tap here to enter text.	
53. Selects and modify appropriate intervention strategies based on continuous clinical assessment.	
a. Click or tap here to enter text.	
b. Click or tap here to enter text.	
54. Uses differential and multi-axial diagnoses .	
a. Click or tap here to enter text.	
b. Click or tap here to enter text.	
k. Intervention	
55. Critically evaluates, selects, and applies best practices and evidence-based interventions.	
a. Click or tap here to enter text.	
b. Click or tap here to enter text.	

	56. Demonstrate the use of appropriate clinical techniques for range of presenting concerns identified in the assessment, including crisis intervention strategies as needed	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	57. Collaborate with other professionals to coordinate treatment interventions	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	1. Evaluation	
	58. Contribute to the theoretical knowledge base of the social work profession through practice-based research	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	59. Use clinical evaluation of the process and/or outcomes to develop best practices interventions for a range of bio-psycho-social-spiritual conditions.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	

BARRY UNIVERSITY SCHOOL OF SOCIAL WORK SPECIFIC ADVANCED PRACTICE BEHAVIORS

	<u>Learning Activities/Tasks:</u>	<u>Target Date</u>
	2. Applies advanced clinical knowledge of the effects of trauma in multidimensional assessment, intervention and evaluation.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	2. Demonstrates professional practice reflecting the profession's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity and competence.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	3. Demonstrates the ability to apply interventions that are responsive to all dimensions of diversity.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	4. Responds to factors that produce and constrain the strengths and resilience found in transactions among people, their communities, and the larger social environment, based on differential assessment of risks and protective factors.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	
	5. Demonstrates leadership in addressing the range of political, economic and environmental factors that affect clinical social work practice.	
a.	Click or tap here to enter text.	
b.	Click or tap here to enter text.	