BARRY UNIVERSITY
SCHOOL OF SOCIAL WORK

**FIELD EDUCATION**

S A M P L E

# MSW LEARNING PLAN
## Foundation Year

Student's Name: _____

Field Agency: _____

Student's Signature: _____ Date: _____

Field Educator's Signature: _____ Date: _____

Task Supervisor's Signature: _____ Date: _____

Field Advisor's Signature: _____ Date: _____

# MSW LEARNING PLAN

The student learning plan provides a broad framework for developing an individualized learning plan which is responsive to the needs of the student and the resources of the field agency. It is designed to give direction and learning structure to the field experience and is developed around the core practice competencies that are designated in the 2008 Educational Policy and Accreditation Standards (EPAS) by the Council on Social Work Education (CSWE).

List of Ten Core Competencies Identified by CSWE

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Incorporate diversity into practice.
5. Advocate for human rights and social justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior in the social environment.
8. Engage in policy practice to advance social and economic well-being.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene and evaluate with individuals, families groups, organizations and communities.

CSWE has operationalized these competencies by identifying 41 practice behaviors defined as "a set of measurable practice behaviors that are comprised of knowledge, value and skills." The internship plays a key role in teaching practice behaviors to students while measuring and reflecting the student's ability to demonstrate capacity in the ten core competency areas identified by CSWE.

It is the joint responsibility of the student and field educator to negotiate the learning plan content within the first four ( 4) weeks of the field placement. The student is responsible for providing a copy of the learning plan to Field Education (Powers 122) by the stated deadline on the student field calendar.

This learning plan outlines the core competencies and practice behaviors that all accredited social work programs are required to measure. Each practice behavior should have a student task which relates directly to the behavior. A sample plan is included to assist students and field instructors in developing appropriate tasks. Please contact Field Education or your field advisor if you have additional questions.

| 1. | **COMPETENCY:** | **PROFESSIONALISM** |
|---|---|---|
| | **CORE COMPETENCY 2.1.1:** | Identify With the Social Work Profession |
| | **GOAL:** | The intern identifies as a professional social worker and conducts her/himself accordingly |
| | **PRACTICE BEHAVIORS:** | A. The intern advocates for client access to the services of social work<br>B. The intern practices personal reflection and self-correction to assure continual professional development<br>C. The intern attends to professional roles and boundaries<br>D. The intern demonstrates professional demeanor in behavior, appearance and communication<br>E. The intern engages in career-long learning<br>F. The intern uses supervision and consultation |

| | **Tasks/Activities** | **Target Date** |
|---|---|---|
| A. | Advocates for client access to the services of social work | |
| | 1. Determine commonly used resources for client's & most effective referral process | |
| | 2. Explore local and community resources available to clients and for case management | |
| B. | Practices personal reflection and self-correction to assure continual professional development | |
| | 1. Discuss needed areas of growth in supervision and work on strategies toward growth | |
| | 2. Keep reflective journal log of prof. development & challenges; discuss in supervision | |
| C. | Attends to professional roles and boundaries | |
| | 1. Discuss appropriate roles & boundaries of a student intern; practice these behaviors | |
| | 2. Attend multidisciplinary staff mtgs.; discuss social work cases, roles & viewpoints | |
| D. | Demonstrates professional demeanor in behavior, appearance and communication | |
| | 1. Dress according to agency policy | |
| | 2. Present to weekly supervision meetings with a list of topics to discuss | |
| E. | Engages in career-long learning | |
| | 1. Explore career options in social work | |
| | 2. Participate in ongoing workshops and trainings related to social work | |
| F. | Uses supervision and consultation | |
| | 1. Attend weekly supervision meetings; prepare topics to discuss with supervisor | |
| | 2. Consult with agency staff when appropriate to discuss work related issues | |

| 2. | **COMPETENCY:** | **ETHICS** |
|---|---|---|
| | **CORE COMPETENCY 2.1.2:** | Apply Ethical Principles in Practice |
| | **GOAL:** | The intern applies social work ethical principles to guide her/his professional practice |
| | **PRACTICE BEHAVIORS:** | A. The intern recognizes and manages personal values in a way that allows professional values to guide practice<br>B. The intern makes ethical decisions by applying standards of the National Association of Social Workers Code of Ethics<br>C. The intern tolerates ambiguity in resolving ethical conflicts<br>D. The intern applies strategies of ethical reasoning to arrive at principled decisions |

| | **Tasks/Activities** | **Target Date** |
|---|---|---|
| A. | Recognize and manage personal values in a way that allows for professional values to guide practice | |
| 1. | Discuss any personal or ethical or value dilemmas with your supervisor/field instructor | |
| 2. | Maintain notes on thoughts & perceptions and how these can affect work with clients | |
| B. | Make ethical decisions by applying standards of the NASW Code of Ethics | |
| 1. | Discuss NASW Code of Ethics with supervisor; role of code in agency | |
| 2. | Attend interagency meetings & in-service presentations on aspects of ethical service | |
| C. | Tolerate ambiguity in resolving ethical conflicts | |
| 1. | Apply strategies if ethical reasoning to a case; discuss in supervision | |
| 2. | Identify agency & client ethical dilemmas caused by external factors (funding cuts, etc.) | |
| D. | Apply strategies of ethical reasoning to arrive at principled decisions | |
| 1. | Discuss ethics with agency professionals and how they face ethics in practice | |
| 2. | Relate ethical principles to case consultations in team meetings and supervision | |

| 3. | COMPETENCY: | CRITICAL THINKING AND JUDGMENT |
|---|---|---|
| | **CORE COMPETENCY 2.1.3:** | Apply Ethical Principles in Practice |
| | **GOAL:** | The intern applies critical thinking to inform and communicate professional judgments |
| | **PRACTICE BEHAVIORS:** | A. The intern distinguishes, appraises and integrates multiple sources of knowledge, including research based knowledge and practice wisdom<br>B. The intern analyzes models of assessment, prevention, intervention and evaluation<br>C. The interns demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues |

| **Tasks/Activities** | **Target Date** |
|---|---|
| A. Distinguish, appraise and integrate multiples sources of knowledge, including research-based Knowledge and practice wisdom | |
| 1. Interview members of a treatment team for varying perspectives | |
| 2. Read professional journal articles that relate to practice and discuss with supervisor | |
| B. Analyze models of assessment, prevention, intervention and evaluation | |
| 1. Utilize identified assessment model and analyze its use in the agency | |
| 2. Review treatment and/or prevention models to determine effectiveness with specific age groups | |
| C. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and groups | |
| 1. Staff cases at agency; solicit feedback regarding documentation | |
| 2. Participate in community work groups geared towards effective practice in field | |

| 4. | COMPETENCY: | DIVERSITY AND CULTURAL COMPETENCY |
|---|---|---|
| | **CORE COMPETENCY 2.1.4:** | Incorporate Diversity into Practice |
| | **GOAL:** | The intern will engage in diversity and difference in practice |
| | **PRACTICE BEHAVIORS:** | A. The intern will recognize the extent to which a culture's structure and values may oppress, marginalize, alienate, create or enhance privilege and power<br>B. The intern will gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups<br>C. The intern will recognize and communicate his/her understanding of the importance of difference in shaping life experiences<br>D. The intern will view him/herself as a learner and engage those with whom he/she works as informants |

| **Tasks/Activities** | **Target Date** |
|---|---|
| A. Recognize the extent to which a culture's structure and values may oppress, marginalize, alienate, create or enhance privilege and power | |
| 1. Understand the many forms of diversity & how this influences work with clients | |
| 2. Use assessments that include sections of diversity/culture/spirituality as identified by client | |
| B. Gain sufficient self-awareness to eliminate the influence of person biases and values in working with diverse groups | |
| 1. Identify practitioner and client differences using a strengths perspective | |
| 2. Keep reflective journal to record observations of practice, personal reactions to clients | |
| C. Recognize and communicate an understanding of importance of difference in shaping life experience | |
| 1. Work effectively with diverse populations | |
| 2. Research and apply knowledge related to diversity to enhance client well-being | |
| D. View self as a learner and engage those with whom he/she works as informants | |
| 1. Strive to be assigned a diverse caseload of clients | |
| 2. Work with task supervision of differing ethnicity/gender/gender; explore varying perspectives | |

| 5. | COMPETENCY: | ADVOCACY AND SOCIAL JUSTICE |
|---|---|---|
| | **CORE COMPETENCY 2.1.5:** | Advocate for Human Rights and Social Justice |
| | **GOAL:** | The intern will advance human rights and social and economic justice |
| | **PRACTICE BEHAVIORS:** | A. The intern will understand the forms and mechanisms of oppression and discrimination<br>B. The intern will advocate for human rights and social and economic justice<br>C. The intern will engage in practices that advance social and economic justice |

| | **Tasks/Activities** | **Target Date** |
|---|---|---|
| A. | Understands the forms and mechanisms of oppression and discrimination | |
| 1. | Familiarize self with current political events & impact on client | |
| 2. | Identify forms of oppression/discrimination of particular client group; discuss with supervisor | |
| B. | Advocates for human rights and social and economic justice | |
| 1. | Advocate for client services at a community event | |
| 2. | Follow a bill promoting civil rights for marginalized group | |
| C. | Engages in practices that advance social and economic justice | |
| 1. | Attend Advocacy Day; share experience with supervisor and others (if appropriate) | |
| 2. | Contact legislators about a current advocacy need | |

| 6. | COMPETENCY: | INFORMED RESEARCH AND EVIDENCE BASED PRACTICE |
|---|---|---|
| | **CORE COMPETENCY 2.1.6:** | Engage in Informed Research |
| | **GOAL:** | The intern engages in research-informed practice and practice-informed research |
| | **PRACTICE BEHAVIORS:** | A. The intern uses practice experience to inform scientific inquiry<br>B. The intern uses research evidence to inform practice |

| | **Tasks/Activities** | **Target Date** |
|---|---|---|
| A. | Uses practice experience to inform scientific inquiry | |
| 1. | Read professional journal articles relevant to agency population | |
| 2. | Solicit feedback from agency personnel to learn about effective forms of intervention use with client population | |
| B. | Uses research evidence to inform practice | |
| 1. | Explore research related to agency target population; review findings with supervisor | |
| 2. | Assess use of current research based practice and its effectiveness with client(s) | |

| 7. | COMPETENCY: | PERSON IN ENVIRONMENT |
|---|---|---|
| | **CORE COMPETENCY 2.1.7:** | Apply knowledge of human behavior in the social environment |
| | **GOAL:** | The intern applies knowledge of human behavior in the social environment |
| | **PRACTICE BEHAVIORS:** | A. The intern utilizes conceptual frameworks to guide the processes of assessment, Intervention and evaluation<br>B. The intern critiques and applies knowledge to understand person and environment |

| | **Tasks/Activities** | **Target Date** |
|---|---|---|
| A. | Utilization of conceptual frameworks to guide the processes of assessment, intervention and evaluation | |
| 1. | Become familiar with different assessment tools & the strengths/limitations of each tool | |
| 2. | Understand developmental stages of client population & integrate this into assessment process | |
| B. | Critique and apply knowledge to understand person and environment | |
| 1. | Complete an intake assessment and intervention plan for a case | |
| 2. | Utilize specific interventions to increase understanding of client in environment | |

| 8. | COMPETENCY: | POLICY |
|---|---|---|
| | **CORE COMPETENCY 2.1.8:** | Engage in Policy Practice to Advance Social and Economic Well-being |
| | **GOAL:** | The intern will engage in policy practice to advance social and economic well-being and deliver effective social services |
| | **PRACTICE BEHAVIORS:** | A. The intern analyzes, formulates and advocates for policies that advance social well-being<br>B. The intern collaborates with colleagues and clients for effective policy action |

| | **Tasks/Activities** | **Target Date** |
|---|---|---|
| A. | Analyze, formulate and advocate for policies that advance social well-being | |
| | 1. Participate in community advocacy event | |
| | 2. Attend Advocacy Day and meet with legislators regarding policy issues | |
| B. | Collaborate with colleagues and clients for effective policy action | |
| | 1. Attend an agency policy development meeting | |
| | 2. Discuss the laws that affect agency with supervisor | |

| 9. | COMPETENCY: | CURRENT TRENDS |
|---|---|---|
| | **CORE COMPETENCY 2.1.9:** | Respond to Contexts That Shape Practice |
| | **GOAL:** | The intern will respond to the contexts that shape practice |
| | **PRACTICE BEHAVIORS:** | A. The intern will continuously discover, appraise and attend to changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant services<br>B. The intern will provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services |

| **Tasks/Activities** | **Target Date** |
|---|---|
| A. Continuously discover, appraise and attend to changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant services | |
| 1. Participate in or attend community coalition meetings | |
| 2. Assist with or participate in local training or workshops relevant to agency issues | |
| B. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services | |
| 1. Organize a community event to create awareness of social services; client resources | |
| 2. Develop or revise community resource guide | |

| 10. | COMPETENCY: | PRACTICE SKILLS |
|---|---|---|
| | **CORE COMPETENCY 2.1.10:** | Engage, Assess, Intervene and Evaluate With Individuals, Families, Groups, Organizations and Communities |
| | **GOAL:** | The intern will engage, assess, intervene and evaluate individuals, families, groups, organizations and community's social work services |
| | **PRACTICE BEHAVIORS:** | A. The intern will substantively and effectively prepare for action with individuals, families, groups, organizations and communities<br>B. The intern will use empathy and other interpersonal skills<br>C. The intern will develop a mutually agreed-on focus of work and desired outcomes<br>D. The intern will collect, organize and interpret client data<br>E. The intern will assess client strengths and limitations<br>F. The intern will develop mutually agreed-on intervention goals and objectives<br>G. The intern will select appropriate intervention strategies<br>H. The intern will initiate actions to achieve organizational goals<br>I. The intern will implement interventions that enhance client capacities<br>J. The intern will help clients resolve problems<br>K. The intern will negotiate, mediate and advocate for clients<br>L. The intern will facilitate transitions and endings<br>M. The intern will critically analyze, monitor and evaluate interventions |

| **Tasks/Activities** | **Target Date** |
|---|---|
| A. Substantively and effective prepare for action with individuals, families, groups, organizations and communities | |
| 1. Seek feedback from supervisor about ways to build rapport & trust with client population | |
| 2. Plan, develop and carry out support group | |
| B. Use empathy and other interpersonal skills | |
| 1. Identify areas of comfort & discomfort in client engagement & discuss in supervision | |
| 2. Participate in a client intake interview | |

**10. COMPETENCY: PRACTICE SKILLS – continued**

| | Tasks/Activities | Target Date |
|---|---|---|
| C. | Develop a mutually agreed-on focus of work and desired outcomes | |
| 1. | Work with a client or client system to develop an intervention plan | |
| 2. | Role play an assessment with supervisor and work on agreed upon goals & outcomes | |
| D. | Collect, organize and interpret client data | |
| 1. | Observe client assessment and offer to write, organize and interpret client data | |
| 2. | Do a family genogram and ecomap as part of an assessment | |
| E. | Assess client strengths and limitations | |
| 1. | Develop a written assessment of client that includes client's strengths & weaknesses | |
| 2. | Shadow colleagues when available; observe assessment & documentation skills as well as cultural observations | |
| F. | Develop mutually agreed-on intervention goals and objectives | |
| 1. | Participate in appropriate goal setting with client | |
| 2. | Continually review goals and objectives with client to monitor progress | |
| G. | Select appropriate intervention strategies | |
| 1. | Discuss topic of intervention strategies in field seminar | |
| 2. | Continually review goals and objectives with client to monitor progress | |
| H. | Initiate actions to achieve organizational goals | |
| 1. | Discuss topic of intervention strategies in field seminar | |
| 2. | Build caseload of clients & monitor progress towards meetings goals | |
| I. | Implement interventions that enhance client capacities | |
| 1. | Lead a support group or psycho-educational group | |
| 2. | Develop a mutually agreed-upon focus of work and case plan with client | |

**10. COMPETENCY: PRACTICE SKILLS – continued**

| | Tasks/Activities | Target Date |
|---|---|---|
| J. | Help clients resolve problems | |
| 1. | Demonstrate ability to empathize & use appropriate interpersonal skills with clients | |
| 2. | Empower clients to identify & work on specific, achievable goals within designated time frame | |
| K. | Negotiate, mediate and advocate for clients | |
| 1. | Identify & connect client to community resources to assist in recovery process | |
| 2. | Maintain communication & follow up with client (when appropriate) to determine client outcomes and potential success | |
| L. | Facilitate transitions and endings | |
| 1. | Review client progress throughout termination phase; prepare client for final sessions/meetings | |
| 2. | Follow up with client (as appropriate) to determine sustained recovery efforts and success related to determined goals | |
| M. | Critically analyze, monitor and evaluate interventions | |
| 1. | Evaluate assessments/data collection & intervention practices during supervision | |
| 2. | Review client (files) to determine progress toward agreed upon goals between client & intern | |