INSTRUCTIONS:

The student and the field instructor discuss and enter the required program and agency activities (under the activity heading) the student will complete during the semester that will demonstrate the student’s competency for each practice behavior. The student is expected to complete the required **bolded** activity with each behavior. Students are to add at least two additional activities with each behavior listed within each core competency. The student and field instructor will enter the target date the student plans to complete the activity. Remember, the date is only a “target” and may be modified based on activity. At mid and end of the semester, the field instructor(s) will evaluate the student’s level of competency demonstrated. The student and the field instructor should discuss the learning plan at each weekly supervisory session.

The student and the field instructor will print the document, sign and date in the appropriate line on the final page of this document **(draft and final learning plan)**. The student and field instructor should keep a copy of the learning plan. The final learning plan will be included in the student’s file at the end of the semester. The student submits the learning plan to the faculty liaison for review at week 3. The student submits the final learning plan to the faculty liaison on the designated due date listed in the syllabus. The student may continue to add to the learning plan, as appropriate, until the end of the practicum.
# LEARNING PLAN

## Competency # 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro mezzo, and macro levels. Social workers understand the frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Activities to support practice outcomes/behaviors</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context</td>
<td>1. <strong>Student will review the NASW Code of Ethics with FI and identify at least two issues that may pose ethical dilemmas.</strong>&lt;br&gt;2. Present an ethical issue at a staff meeting.&lt;br&gt;3. Discuss implications of the ethical issue with Field Instructor.</td>
<td></td>
</tr>
<tr>
<td>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</td>
<td>1. <strong>Student will reflect in at least three logs how (provide specific examples) they maintained professionalism in practice situations.</strong>&lt;br&gt;2. Learn self-care strategies/activities and use at least one of the strategies during practicum.&lt;br&gt;3. After each client interaction, the student will reflect on what occurred and consider strengths and opportunities to improve when interacting with each client, During supervision time, the student will discuss these reflections with his/her field instructor.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication</td>
<td>1. <strong>Student will be punctual to practicum 95% of the time. If late, student will contact FI.</strong>&lt;br&gt;2. Observe social workers’/colleagues documentation to learn different styles of documentation and best practice. Discuss best practice with field instructor.&lt;br&gt;3. Present in-service project to appropriate audience.</td>
<td></td>
</tr>
<tr>
<td>Use technology ethically and appropriately to facilitate practice outcomes</td>
<td>1. <strong>Student will only use personal cell phone in an emergency during practicum hours. Student will inform FI if needs to use personal cell phone for an emergency.</strong>&lt;br&gt;2. Use social media during practicum time only as appropriate 100% of the time.&lt;br&gt;3. Read one article by Frederic Reamer regarding the ethical use of technology.</td>
<td></td>
</tr>
</tbody>
</table>
LEARNING PLAN

### Use supervision and consultation to guide professional judgment and behavior

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Activities to support practice outcomes/behaviors</th>
<th>Target Date</th>
</tr>
</thead>
</table>
| 1. Student will attend weekly supervision with FI to discuss appropriate weekly learning activities from learning plan.  
2. Discuss one case with my field instructor and listen to feedback regarding strengths and opportunities to improve.  
3. At the beginning, midterm and end of practicum, seek input from field instructor(s) regarding professional behavior at the agency. | | |

### Competency # 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Activities to support practice outcomes/behaviors</th>
<th>Target Date</th>
</tr>
</thead>
</table>
| Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels | 1. Student will research the background and diversity of two clients who differ from her/himself and discuss findings with field instructor.  
2. During supervision, discuss how clients’ diverse backgrounds may determine level of importance in family reunification.  
3. During supervision, discuss how diversity impacts a client at the micro, mezzo, and macro levels. | |
| Present themselves as learners and engage clients and constituencies as experts of their own experiences | 1. Student will attend a diversity event in the community or surrounding communities. Student will reflect on the experience with the FI.  
2. Learn about diversity through observation and discuss with supervisor.  
3. Present in-service about the underrepresentation and challenges of women in law enforcement. | |
| Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies | 1. Student will identify two diverse clients/constituencies differences that could be a challenge for student with FI. Student will self-reflect on how he/she will regulate personal biases/values and discuss with FI.  
2. Reflect on biases presented in weekly logs and discuss with faculty liaison.  
3. Conduct research on an unfamiliar diversity topic. Discuss at least two new areas of self-awareness to apply in working with clients and constituencies. | |
**LEARNING PLAN**

**Competency # 3: Advance Human Rights and Social, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, and adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social and cultural human rights are protected.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Activities to support practice outcomes/behaviors</th>
<th>Target Date</th>
</tr>
</thead>
</table>
| Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels | 1. **Student will identify one environmental issue at a system level and discuss steps to advocate for human rights.**  
2. Participate in one community awareness program to promote community engagement. Discuss lessons learned after attending the program.  
3. Identify one economic barrier to health care in the agency’s community. Discuss with field instructor his/her understanding of the economic injustice and how would advocate for client. |             |
| Engage in practices that advance social, economic, and environmental justice | 1. **Student will examine accessibility to agency services that advance social, economic and/or environmental justice and make one suggestion for change with field instructor.**  
2. Attend Advocacy Day. Discuss event with field instructor.  
3. Assist single parent client in building resume for employment. |             |
## LEARNING PLAN

**Competency # 4: Engage in Practice-informed Research and Research-informed Practice**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multidisciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Activities to support practice outcomes/behaviors</th>
<th>Target Date</th>
</tr>
</thead>
</table>
| Use practice experience and theory to inform scientific inquiry and research | 1. **Student will discuss one practice experience that could be analyzed in research for efficacy.**  
2. Conduct needs assessment.  
3. Complete count of homeless population. |             |
| Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings | 1. **Student will review material from research class and discuss (provide examples) with FI the difference between quantitative and qualitative research.**  
2. Review one scholarly article applicable to agency practice/clients that used qualitative research. Discuss importance of research findings to practice.  
3. Review one scholarly article applicable to agency practice/clients that used quantitative research. Discuss importance of research findings to practice. |             |
| Use and translate research evidence to inform and improve practice, policy, and service delivery | 1. **Student will find three scholarly articles regarding the target population or problem facing the agency’s population and report how the article’s findings may improve practice, policy and service delivery.**  
2. Complete literature review on in-service topic. Provide literature evidence during in-service presentation.  
3. Discuss implications of needs assessment to improve practice, policy and/or service delivery with field instructor. |             |
# LEARNING PLAN

## Competency #5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Activities to support practice outcomes/behaviors</th>
<th>Target Date</th>
</tr>
</thead>
</table>
| Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services | 1. Student will select three agency policies (local, state, federal) and discuss each policies impact on clients’ well-being, service delivery, and access to social services.  
2. Identify reputable governmental website(s) that provide information regarding social policies. Discuss with field instructor.  
3. Develop social policy resource binder for agency. |             |
| Assess how social welfare and economic policies impact the delivery of and access to social services | 1. **Student will research one social welfare policy and one economic policy, and then discuss with FI how these policies impact the delivery of and access to social services.**  
2. Discuss with field instructor how policy influences the training we provide for the law enforcement community.  
3. Speak with local/state or national legislator regarding one policy applicable to agency setting. Ask him/her how this policy impacts the delivery of and access to social services. |             |
| Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice | 1. **Student will identify and discuss with field instructor opportunities to improve and advocate for policies impact agency services.**  
2. Review (from policy/social justice classes) and discuss with field instructor how to analyze, formulate and advocate for one policy.  
3. Discuss with field instructor why critical thinking is important to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. |             |
## LEARNING PLAN

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Activities to support practice outcomes/behaviors</th>
<th>Target Date</th>
</tr>
</thead>
</table>
| **Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies** | 1. Student will review HBSE class material for relevant theories to apply to client systems served by the agency. Student will discuss with FI one theoretical perspective and how it applies when engaging with a client and constituencies.  
2. Identify the agency’s theoretical based practice framework.  
3. Discuss with field instructor the agency’s theoretical based practice framework and rationale for using this framework. |             |
| **Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies** | 1. Student will provide the field instructor with at least two examples of how he/she demonstrates empathy, reflection, and interpersonal skills with clients and constituencies.  
2. Complete one process recording.  
3. Review at least one article on the importance of competent interpersonal skills in social work. |             |
**LEARNING PLAN**

### Competency # 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of interprofessional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Activities to support practice outcomes/behaviors</th>
<th>Target Date</th>
</tr>
</thead>
</table>
| Collect and organize data, and apply critical thinking to interpret information from clients and constituencies. | 1. Student will complete or observe one assessment and discuss with FI how the method of assessment used will advance practice effectiveness.  
2. Provide appropriate consent forms for agency and providers.  
3. Observe a grant application process. | |
| Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies | 1. Student will identify the client population/constituency with FI and discuss the application of one human behavior social environment framework in the analysis of assessment data from clients and constituencies.  
2. Review the life stages from HBSE class and provide examples to field instructor.  
3. Discuss the current life stage of a client and why it is important to know the life stage when assessing a client. | |
| Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies | 1. Student will develop one mutually agreed on intervention goal and one objective based on the strengths, needs, and challenges within clients and constituencies. Student will discuss why selected this goal and objective with FI.  
2. Co-facilitate a group meeting within the agency.  
3. Discuss with clients their plan of action that they will use to accomplish their Step 1 goals. | |
| Select appropriate intervention strategies based on the assessment, research knowledge, and values/preferences of clients and constituencies | 1. Student will select one intervention strategy based on the assessment, research knowledge, and values/preferences of clients and constituencies. Student will discuss why selected this intervention strategy with FI.  
2. Research information regarding intervention strategies.  
3. Discuss with field instructor one intervention strategy used at agency appropriate to use based on client’s assessment. | |
## LEARNING PLAN

### Competency #8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that interventions are an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Activities to support practice outcomes/behaviors</th>
<th>Target Date</th>
</tr>
</thead>
</table>
| Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies | 1. Student will give at least three examples of appropriate resources to provide client(s).  
2. Review service plan with client during client interaction.  
3. Review material on intervention strategies learned in social work practice classes, including case management. |             |
| Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies | 1. Utilize and discuss with FI Erickson's developmental stages and its' application in the intervention process.  
2. Discuss with field instructor how the strengths perceptive is used when intervening with clients and constituencies.  
3. Discuss person-in-environment perspective with field instructor. |             |
| Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes | 1. Attend at least one interdisciplinary team meeting or other inter-professional meeting.  
2. Attend one planning meeting for upcoming conference on__________.  
3. Attend Interagency Council meeting. Discuss the importance of the council to achieve beneficial practice outcomes. |             |
| Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies | 1. Work with interdisciplinary team to confirm clients/constituencies needs are being met.  
2. Assess different techniques used to facilities support group.  
3. Advocate for client’s referral to transitional housing. |             |
| Facilitate effective transitions and endings that advance mutually agreed-on goals | 1. Discuss with FI two examples of effective transitions/endings.  
2. Review with FI or observe staff facilitate client transitions and endings.  
3. Discuss preparation for termination with client/agency/social work program with field instructor and practicum seminar. |             |
### Competency # 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluating is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcome. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Activities to support practice outcomes/behaviors</th>
<th>Target Date</th>
</tr>
</thead>
</table>
| Select and use appropriate methods for evaluation of outcomes | 1. **Student will observe, discuss, and/or provide an evaluation of outcomes using one appropriate method utilized by agency.**  
2. Student will discuss with field instructor an appropriate method for evaluation of outcomes used by agency.  
3. Evaluate a client’s progress with field instructor. |             |
| Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes | 1. **Discuss with FI how the strengths perspective is used in the evaluation of outcomes**  
2. Review Maslow’s hierarchy of needs theoretical perspective.  
3. Discuss with field instructor how Maslow’s theoretical perspective can be used in the evaluation of outcomes. |             |
| Critically analyze, monitor, and evaluate intervention and program processes and outcomes | 1. **During a supervisory session, discuss and evaluate an agency intervention/program outcome**  
2. Review a client’s case file to analyze an intervention.  
3. Complete assessment of practicum agency at end of the semester. |             |
| Apply evaluation finding to improve practice effectiveness at the micro, mezzo, and macro levels | 1. **In collaboration with field instructor, review one evaluation finding based on an evaluation tool used at the agency.**  
2. Discuss with field instructor, an evaluation finding to improve practice effectiveness at the micro, mezzo, and macro levels.  
3. Discuss with field instructor the rationale for agency to utilize an evaluation tool to improve practice effectiveness. |             |
LEARNING PLAN

Student Signature______________________________________________________________

Field Instructor Signature______________________________________________________

Date__________________________