

BSW Sample Learning Plan Examples of Task and Specific Activities

Competency 1- Demonstrate Ethical and Professional Behavior

Practice Behavior (demonstration of)	As evidenced by... (specific tasks)
<p>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;</p>	<ul style="list-style-type: none"> -Student will identify ethical dilemmas and will identify specific codes for making ethical decisions -Student will define any problems arising from a conflict in ethical codes (NASW, personal, client system, agency) -When confronted with an ethical issue, Student will identify the appropriate code that addresses the issue. -Student will maintain agency and client confidentiality. -Student will uphold NASW Code of Ethics, specifically codes as they apply to field education. (will take agency HIPPA and confidentiality training) -Student will discuss ethical dilemmas during supervision and demonstrate initiative in discussing ethical issues in supervision and staff meetings -Student will identify potential strategies to resolve ethical dilemmas and will demonstrate emerging knowledge of ethical decision- making models as observed by FI
<p>uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations;</p>	<ul style="list-style-type: none"> -Student will keep a journal to record reflections. -Student will assess actions with supervisor. -Student will seek feedback and guidance and utilize it appropriately.
<p>demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication;</p>	<ul style="list-style-type: none"> -Student will identify self as a student intern when communicating with staff and clients (will wear intern name tag, and identify self as a student at all times) -Student will engage in assigned tasks appropriate for generalist practice (will rotate thru agency depts.. to experience various functions and sw roles) -Student will follow agency dress code and dress appropriately at all times. -Student will treat clients and staff in a respectful and non-judgmental manor and will demonstrate positive relationship-building communication with staff and clients -Student will use clear and understandable language when communicating with staff and clients. -Student will review procedures manual and attend orientation

uses technology ethically and appropriately to facilitate practice outcomes; and	<ul style="list-style-type: none"> -Student will demonstrate awareness of agency policy regarding use of technology and verbalize to FI -Student will use email and phone communication as directed by agency policy -Student will practice healthy boundaries as outlined in agency policies and NASW Code of Ethics
use supervision and consultation to guide professional judgment and behavior.	<ul style="list-style-type: none"> -Student will be prepared for supervision and will arrive promptly and prepared to engage in weekly supervision. -Student will seek supervision appropriately outside of formal meeting times and will also seek guidance from supervisor when needed
Students recognize the role and value of leadership in the social work profession and are able to identify the following: personal leadership characteristics, agency culture as it relates to leadership and the impact of leadership on client outcomes	<ul style="list-style-type: none"> -Student will demonstrate knowledge of agency culture and the ways in which leadership is used throughout -Student will demonstrate understanding of personal leadership skills and characteristics -Student will integrate leadership practices taught in the social work curriculum in practice and identify how leadership behaviors (collaboration, challenging processes, mentoring, encouragement, providing resources and inspiration) impact job satisfaction, agency culture and client outcomes.

Competency 2- Engage Diversity and Difference in Practice (EPAS 2.1.2)

Practice Behavior	As evidenced by... (specific tasks)
apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;	<ul style="list-style-type: none"> -Student will be able to describe the impact of culturally diverse factors at all system levels (micro, mezzo, and macro). -Student will demonstrate effective and culturally competent interviewing skills. -Student will identify how agency policies and procedures affect diverse populations eligible for services. -Student will demonstrate cultural sensitivity when working with our diverse population, which will be reflected in strength-based interactions with clients
present themselves as learners and engage clients and constituencies as experts of their own experiences; and	<ul style="list-style-type: none"> -Student will keep a journal to record reflections. -With the direction of the field instructor, student will develop appropriate strategies for managing biases effectively in order to practice without discrimination. -Student will be able to work with clients of various cultural, ethnic and racial backgrounds and with a variety of problems and value-sensitive issues.

	<ul style="list-style-type: none"> -Based on supervisory observation and student reports, S will demonstrate culturally appropriate responsiveness -Student will assess impact of current agency policy and procedures on diverse populations. -Student will design or redesign program's policies and procedures to increase access to and best practices for vulnerable populations. -Based on classroom and field learning, S will identify areas in which agency could improve its responsiveness to minority groups -Student will present suggestions for improvement at staff meeting
<p>apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>	<ul style="list-style-type: none"> Student will keep a journal to record reflections. -Student will be able to identify personal values, beliefs and assumptions evoked in relation to the demands of the agency setting. -With the direction of the field instructor, student will develop appropriate strategies for managing biases effectively in order to practice without discrimination. -During supervision, S will be able to define her values and assumptions that are challenged by her work in the agency and role play culturally sensitive and effective alternatives

Competency 3- Advance Human Rights and Social, Economic and Environmental Justice (EPAS 2.1.3)

Practice Behaviors	As evidenced by... (specific tasks)
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Practice Behaviors	As evidenced by... (specific tasks)
<p>apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and</p>	<ul style="list-style-type: none"> -Student will be able to identify and describe forms and mechanisms of discrimination and oppression. -Student will be able to identify agency policies and structures that adversely affect client systems. -Student will identify underserved needs of population served by agency.
<p>engage in practices that advance social, economic, and environmental justice.</p>	<ul style="list-style-type: none"> -Student will assist in the development of a staff training on diversity issues and co-lead a brainstorming session on how agency can improve both internally as well as in its interactions with broader systems to address discriminatory policies and systems -Utilizing client and staff communication, case record document review, and current demographic analyses, S will engage in on-going program needs assessment -Student will report findings at staff/team meetings and assist in the development of program enhancements.

Competency 4- Engage in Practice-Informed Research and Research-Informed Practice (EPAS 2.1.4)

Practice Behaviors	As evidenced by... (specific tasks)
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Practice Behaviors	As evidenced by... (specific tasks)
use practice experience and theory to inform scientific inquiry and research;	<ul style="list-style-type: none"> -Student will be able, in consultation with field supervisor, to identify agency problem or issue that needs to be addressed and formulate a problem statement. -Student will be able to identify potential participants and plan to gather data. -Student will be able to discuss the effect of research on agency practice and/or policy. -Student will have access to and review current data and outcome measures -Student will share the research proposal outline with supervisor, begin to develop a potential research project, and outline a data collection plan -Student will be able to verbalize how the research project could benefit the program.
apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and	<ul style="list-style-type: none"> -Student will be able to identify various models of assessment and prevention relevant to population served by agency. -Student will be able to compare and contrast models of assessment and prevention. -Student will demonstrate the ability to evaluate the efficacy of assessment and prevention models relative to population served. -Student will be able to identify sources of knowledge (ex. Theoretical, Service Delivery Systems, Evidence- based Practice). -Student will be able to distinguish which sources are relevant to client population served by agency.
use and translate research evidence to inform and improve practice, policy, and service delivery.	<ul style="list-style-type: none"> -Student will conduct thorough literature review addressing practice issue. -Student will discuss her/his conclusions with supervisor. -Student will use supervision to discuss the development of her research project and be able to form a study hypothesis -Student will keep supervisor abreast of progress and present findings at staff/team meeting at conclusion of study

Competency 5- Engage in Policy Practice (EPAS 2.1.5)

Practice Behaviors	As evidenced by... (specific tasks)
<p>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;</p>	<ul style="list-style-type: none"> -Student will describe social policies, laws, practices that impact the client system or delivery of services. -Student will identify key stakeholders. -Student will review state and county legislation on _____ and describe the potential impact on clients -Student will define how the agency partners with local resources in the provision of services -Student will accompany FI to several local forums involving key policy and resource partners
<p>assess how social welfare and economic policies impact the delivery of and access to social services;</p>	<ul style="list-style-type: none"> -Student will describe social policies, laws, practices that impact the client system or delivery of services. -Student will describe services and resources provided by the agency to its client systems.
<p>apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p>	<ul style="list-style-type: none"> -Student will describe services and resources provided by the agency to its client systems. -Student will identify and work with key stakeholders. -Student will collaborate with agency to identify tasks to help resolve an identified social problem that is impacted by policy at the agency, community, local, state or federal level -Student will verbalize an understanding of how changes in policy can help clients to overcome an identified social problem

Competency 6- Engage with Individuals, Families, Groups, Organizations, and Communities

Practice Behaviors	As evidenced by... (specific tasks)
<p>apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and</p>	<ul style="list-style-type: none"> -Student will be able to identify issues related to transitions over the course of the life cycle. -Student will be able to relate social work perspectives and related theories. -Student will be able to complete comprehensive, culturally sensitive, bio-psycho-social-spiritual assessments on clients and client systems. -During supervision and in staff/team meetings, S will elucidate an understanding of client challenges from a life transition perspective -Student will apply learned theories to agency observations and experiences and discuss in supervision -Student will observe staff conducting assessments for 1 month and discuss with task supervisor and field instructor -Student will be able to evaluate environmental impact upon client’s presenting concerns. -Student utilizes eco-systems theory to assess and intervene to address client’s presenting concerns.
<p>use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>	<ul style="list-style-type: none"> Student will be able to “start where the client is”. -Student will be able to establish rapport with the client system. -Student will be able to create and maintain a therapeutic relationship with clients.

Practice Behaviors	As evidenced by... (specific tasks)
	<ul style="list-style-type: none"> -Student will demonstrate growing effectiveness in her relationship building and sustaining skills as observed by task supervisor -Student will demonstrate appropriate boundaries and engage in strength-based partnerships with clients as observed by task supervisor

Competency 7- Assess Individuals, Families, Groups, Organizations, and Communities (EPAS 2.1.7)

Practice Behaviors	As evidenced by... (specific tasks)
<p>collect and organize data, and apply critical thinking to interpret information from clients and constituencies;</p>	<ul style="list-style-type: none"> -Student will be able to gather relevant data in an organized manner. -Student will be aware of, and can appropriately utilize, standardized measurement and diagnostic tools. -Student obtains clients records follow agency policy. -Under supervision, student interprets client data as appropriate. -Student will complete strength-based assessments with at least 4 clients, will secure informed consent to request data from outside sources, and will request this documentation in a timely manner. -At team meetings, S will effectively articulate summaries of her assessments, and auxiliary

Practice Behaviors	As evidenced by... (specific tasks)
	documentation to assist in the development of a tentative treatment plan for clients.
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;	<ul style="list-style-type: none"> -Through the interviewing process, the student will identify at least three areas of strength. -Through the interviewing process, the student will identify at least three areas of challenge. -Utilizing the 4-quadrant summary assessment, S will identify at least 3 strengths and 3 challenges for at least one of the clients she has been assigned -Student will be able to evaluate environmental impact upon client's presenting concerns. -Student utilizes eco-systems theory to assess and intervene to address client's presenting concerns. -After observation, S will conduct 4 assessments successfully on her own as measured by task supervisor
develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and	<ul style="list-style-type: none"> -Student, in concert with client system, will be able to develop clear and timely service goals. -Student will be able to develop measurable objectives designed to meet agreed upon goals. -In partnership with at least one client, S will select an intervention strategy. Documentation of the strategy will include an informed consent form signed by the client that defines the intervention, why it was mutually selected, and a contract that specifies a tentative duration of the treatment -In partnership with at least two clients, S will develop goal plans with measureable outcomes
select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	<ul style="list-style-type: none"> -Student will be able to select from an array of intervention strategies. -Student will be able to describe selected intervention and discuss why particular strategy has been chosen. -In partnership with at least one client, S will select an intervention strategy. Documentation of the strategy will include an informed consent form signed by the client that defines the intervention, why it was mutually selected, and a contract that specifies a tentative duration of the treatment

Competency 8- Intervene with Individuals, Families, Groups, Organizations, and Communities (EPAS 2.1.8)

Practice Behaviors	As evidenced by... (specific tasks)
critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;	<ul style="list-style-type: none"> -Student will be able to implement and continually assess progress towards goal attainment. -Student will be able to revise intervention plan accordingly. -With assigned client, S will review progress on weekly basis. If client shows no improvement, S will, in partnership with client, adjust intervention
apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;	<ul style="list-style-type: none"> -Using a theoretical framework, student and client work together toward goal attainment. -During supervision, S will describe theory that informs her treatment, and how she has partnered with client in their work together
use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	<ul style="list-style-type: none"> -Student identifies ways in which inter-professional team works to ensure ‘best practices’ for client (client system) -Student demonstrates knowledge regarding roles of inter-professional team and benefits of working in an inter-professional setting
negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and	<ul style="list-style-type: none"> Student connects client to appropriate resources and referrals to promote goal attainment. -Student advocates for needed services for client -Student will consult task supervisor when referrals to other agencies are required to assist client -Student will both prepare client for self- advocacy and intervene when necessary (with input from task supervisor).
Facilitate effective transitions and endings that advance mutually agreed-on goals	<ul style="list-style-type: none"> -Student will be able to assess successful goal attainment and plan termination accordingly. -Student will be able to successfully terminate in the helping process. -With client, S will continuously review contract to assess progress toward goal and begin to discuss termination if appropriate -When/if goal is achieved, S will end formal relationship with a follow-up plan in place

Competency 9- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities (EPAS 2.1.9)

Practice Behaviors	As evidenced by... (specific tasks)
<p>select and use appropriate methods for evaluation of outcomes;</p>	<ul style="list-style-type: none"> -Student will identify various approaches to best evaluate outcomes -Student will demonstrate knowledge of evaluation practices -Student will collaborate with FI and FC to identify the best evaluation approach for clients and for their final service-learning project
<p>apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;</p>	<ul style="list-style-type: none"> -Student will demonstrate knowledge of the impact of theory and context on evaluation process -Student will identify variables in the social context that could potentially impact evaluation process or outcomes -Student will demonstrate knowledge of self-determination and various aspects of human behavior on evaluation and outcome measures
<p>critically analyze, monitor, and evaluate intervention and program processes and outcomes; and</p>	<ul style="list-style-type: none"> -Student will be able to continuously evaluate intervention, not only at termination, but throughout process. -Student will be able to evaluate results that test the efficacy of interventions used and monitor successes, failures, and progress in achieving outcomes. -Student will be able to develop future recommendations for favorable outcome strategies for goal attainment. -With client, S will continuously review contract to assess progress toward goal. -Student will utilize weekly sessions to assist client measure progress toward goal and modify intervention when warranted

Practice Behaviors	As evidenced by... (specific tasks)
	-Follow-up plan will include strategies to assist client incorporate gains into daily living
apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	<ul style="list-style-type: none"> -Student will demonstrate knowledge of impact of findings from service –learning project on all levels of practice -Student will present findings from service learning project to agency and will include application of findings to practice -Student will identify strengths and potential future changes with evaluation process at the agency that could lead to improved outcomes for clients and client systems.