

Guide to Learning Plan for Concentration Year MSW Field Placement

Children, Youth, and Families Advanced Practice Behaviors

Core Competencies

1) Ethical and Professional Conduct: To identify as a professional social worker and conduct oneself accordingly.

- Social workers serve as representatives of the profession, its mission and core values.
- Identifying as a professional social worker involves knowing the history of social work, ways of enhancing the profession, and the importance of professional conduct and growth.

PC-CY1 Use critical analysis and take leadership in resolving complex ethical situations involving children, youth, and families.

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

- Student will provide instructor with examples of effective written communication in regard to each of the following: individual clients, families, groups, organizations, communities, and colleagues
- In supervisory session, student will articulate sections of the Code of Ethics that apply most directly to work with this agency's client base
- Student will attend weekly meetings with field instructor to discuss client's progress and struggles

PC-CY2 Model professional judgment, behavior, and values for professionals and para-professionals in children, youth, and family settings.

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

- Student will set and maintain appropriate boundaries with youth and families.
- Student consistently will apply Code of Ethics in interactions with clients, colleagues, and community contacts

2) Diversity: Engage Diversity and Difference in Practice

- Engaging diversity and difference in practice involves understanding how the intersectionality of age, class, color, culture, disability ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation shape human experience and are critical to identity formation.

- Social workers appreciate 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.

Div-CY1 Take leadership in eliminating oppression, poverty, marginalization, alienation, and privilege in practice settings impacting children, youth, and families.

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

- Student will apply motivational interviewing techniques in work with clients
- Student will attend training on cultural competence

Div-CY2 Analyze the effects of intersectionality of multiple factors impacting children, youth, and families.

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

- In supervision, student will discuss application of cultural sensitivity as applied to three client populations she has served (e.g. women, Latinos, elderly)
- Student will share with supervisor what she learns in reading three qualitative studies regarding how immigrant populations interact with social service network

3) Social & Economic Justice: Advance human rights and social and economic justice.

•Social workers recognize that each person has basic human rights; recognize the global interconnections of oppression; are knowledgeable about theories of justice and strategies to promote human and civil rights; and incorporate social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

SEJ-CY1 Use knowledge of economics, policy, and theory to further human rights and social, economic, and environmental justice for children, youth, and families.

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

- Student will discuss with supervisor federal and state policy issues that contribute to poverty and low educational levels among agency clientele
- Student will share with supervisor what she learns in reading three qualitative studies regarding how immigrant populations interact with social service network
- Student will attend drug court and, in supervision, will discuss perceptions regarding oppression and marginalization relative to the handling of the cases she observes

SEJ-CY2 Use diplomacy, advocacy, research, and collaboration to further the human rights and social, economic, and environmental justice for children, youth, and families

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

- Student will review agency policies and procedures as they pertain to client services and will advocate use of appropriate services and resources as to assist clients in accomplishing targeted goals and objectives
- Student will advocate for clients within the program and the campus community, modeling for them how to advocate for themselves and utilize resources

- Student will conduct a 6-week training module on economic literacy for residents of agency's temporary housing

4) Research: Engage in research-informed practice and practice-informed research.

- Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery.
- Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

Rsch-CY1 Apply knowledge of quantitative and qualitative techniques to evaluation of practice with children, youth, and families.

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

- In supervisory sessions, student will support clinical choices by referencing evidence-based practices in professional literature
- In meetings with supervisor, student will articulate application of bio-psycho-social-spiritual and ecological perspectives with respect to assessment of group processes in bereavement group
- In meetings with supervisor, student will articulate application of bio-psycho-social-spiritual and ecological perspectives with respect to assessment of client needs in ER setting
- Student will use multi-dimensional bio-psycho-social-spiritual tools to assess four families and, in supervision, will demonstrate ability to identify both strengths and limitations of each of these families
- Student will use multi-dimensional bio-psycho-social-spiritual tools to assess members of CA group and, in supervision, will demonstrate ability to identify both strengths and limitations of each of these members
- In meetings with supervisor, student will articulate application of bio-psycho-social-spiritual and ecological perspectives with respect to assessment of client needs
- In meetings with supervisor, student will articulate application of bio-psycho-social-spiritual and ecological perspectives with respect to assessment of client needs

Rsch-CY2 Use social work knowledge informed by scientific inquiry to implement evidence based practices for children, youth, and families.

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

- Student will demonstrate understanding of principles of cognitive-behavioral therapy and, in supervision, will provide examples of how she has been able to incorporate these principles into work with clients
- Student will provide supervisor with a review of literature relative to viability of 12-step programs as compared to other recovery programs

5) Policy: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

•Social workers understand that policy affects service delivery, and they actively engage in policy practice.

•Social workers know 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.

PlcY-CY1 Apply knowledge of policy formulation, analysis, and implementation to work with children, youth, and families.

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

- Student will review departmental policies regarding services for children aging out of state custody and discuss ways these services could be improved
- Student will craft an informed letter to the local newspaper advocating for increased attention to the needs of homeless women and children

PlcY-CY2 Develop expertise in policies impacting children, youth, and families at local, state, and federal levels and identify strategies for keeping policy knowledge current.

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

- In collaboration with interested colleagues, student will staff an informational booth at senior fairs to promote immunizations and wellness principles
- Prior to attending the annual legislative Social Work Day on the Hill, student will organize interested colleagues in preparation for speaking with local legislators about the impact of recent changes in TennCare

6) Engage: Engage individuals, families, groups, organizations, and communities.

- Social workers use a theory-informed knowledge base to understand the dynamic, interactive, and reciprocal processes of engagement with diverse individuals, families, groups, organizations and communities.

Engg-CY1 Develop culturally responsive therapeutic relationships and equal partnerships with children, youth, and families.

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

- Student will be assigned five individual cases and demonstrate ways in which she was able to combine the client's assessment of need with her own assessment in crafting a plan of action
- Student will attend survivors' group and demonstrate ways in which she was able to combine the group members' assessment of need with her own assessment in leading the group session
- Student will demonstrate her ability to establish a treatment plan that incorporates the client's purpose(s) in seeking treatment
- Student will share with supervisor the process of negotiation she employed in establishing a treatment agreement with 2 families with whom she is working

Engg-CY2 Attend to interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance in work with children, youth, and families.

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

- Student will craft 2 process recordings that documents her abilities to employ empathy and other interpersonal skills in connecting with clients

- Student will identify the interpersonal skills she used in leading the initial session of the domestic violence group
- In meeting with supervisor, student will demonstrate how empathy and other clinical skills contributed to her ability to move from assessment of client needs to development and implementation of treatment plan
- Student will relate the role that empathy played in helping to establish a working relationship with 2 individuals and one family unit

7) Assess: Assess individuals, families, groups, organizations, and communities.

- Social workers have a theory-informed knowledge base so as to be able to assess individuals, families, groups, organizations, and communities. They understand how to analyze policies and services that affect the well-being of individuals, families, groups, organizations, and communities.

Asss-CY1 Apply knowledge of the DSM and use differential diagnosis in complex mental health settings with children, youth, and families.

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

- Student will utilize DSM to assess and diagnose
- Student will do five intake screenings and develop treatment plans associated with those assessments

Asss-CY2 Assess client readiness for change and modify intervention strategies based on continued assessment with children, youth, and families.

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

- In meetings with supervisor, student will articulate application of bio-psycho-social-spiritual and ecological perspectives with respect to assessment of group processes in bereavement group
- In meetings with supervisor, student will articulate application of bio-psycho-social-spiritual and ecological perspectives with respect to assessment of client needs in ER setting

- Student will use multi-dimensional bio-psycho-social-spiritual tools to assess four families and, in supervision, will demonstrate ability to identify both strengths and limitations of each of these families
- Student will use multi-dimensional bio-psycho-social-spiritual tools to assess members of CA group and, in supervision, will demonstrate ability to identify both strengths and limitations of each of these members
- In meetings with supervisor, student will articulate application of bio-psycho-social-spiritual and ecological perspectives with respect to assessment of client needs

8) Intervene: Intervene with individuals, families, groups, organizations, and communities.

•Social workers use a theory- and research-informed knowledge base to identify, analyze, and implement evidence-based interventions designed to achieve client goals for diverse individuals, families, groups, organizations, and communities.

•Social workers develop leadership skills for implementation of policies and services that promote social and economic justice and serve the well-being of individuals, families, groups, organizations, and communities.

Itvn-CY1 Apply advanced knowledge of clinical techniques to work with children, youth, and families.

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

- Student will conduct at least three family sessions at which she will demonstrate ability to mediate regarding client's return to family system
- In meetings with supervisor, student will articulate application of bio-psycho-social-spiritual and ecological perspectives with respect to interventions chosen
- Student will conduct at least three Adoption-Centered Therapeutic Approach (ACTA) sessions in order to demonstrate her ability to addresses the complex needs of adopted children/teen/adults and their families.
- Student will demonstrate ability to facilitate meaningful termination process with clients at close of DV group.
- Student will demonstrate ability to facilitate school-based anger management group.

Itvn-CY2 Apply advanced knowledge of integrative and wrap-around approaches to work with children, youth, and families.

In the box below, please indicate activities in which the student will be engaged this year in

order that s/he will have opportunities to demonstrate this practice behavior.

- Student will intervene in family systems in addressing adolescent client's behavioral issues
- Student will articulate steps taken in building clients' problem-solving abilities

Itvn-CY3 Apply advanced knowledge of community and organizational change techniques to settings that serve children, youth, and families.

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

- Following weekly survivors' meeting, student will debrief with supervisor and provide rationale for the interventions she chose to use in leadership of the group
- In supervisory sessions, student will support clinical choices by referencing evidence-based practices in professional literature
- Student will co-lead series of relapse prevention meetings

9) Evaluate: Evaluate individuals, families, groups, organizations, and communities.

•Social workers know how to use research and technological advances in the service of individuals, families, groups, organizations, and communities.

•Social workers understand how to critically analyze research literature to select appropriate interventions.

Evl-CY1 Use evaluation processes to develop best practice interventions and contribute to the knowledge base around intervention with children, youth, and families.

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

- Student will review cases with supervisor on weekly basis and exhibit ability to evaluate interventions chosen to address client needs
- Student will prepare process recordings and evaluate her responses in regard to choices made in intervening with at least three families
- Student will develop training course for agency case managers to help them better understand procedures relative to honoring clients' right to informed consent

- In supervisory sessions, student will support clinical choices by referencing evidence-based practices in professional literature

Evlit-CY2 Understand and evaluate budget models in practice settings for children, youth, and families.

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

- Student will become familiar with what policies govern services clients are eligible to receive.
- Student will utilize knowledge of client needs, strengths and limitations to offer recommendations for priorities in resource allocation.
- Student will generate and monitor a budget for the client.