

Guide to Learning Plan for Field Placement

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-F1 Demonstrate an ability to make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making and additional codes of ethics as appropriate to context.

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 session, student will articulate sections of the Code of Ethics that apply most directly to work with this agency's client base
- Student consistently will apply Code of Ethics in interactions with clients, colleagues, and community contacts

PC-F2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

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.

- By end of the first semester, student will provide supervisor with a list of personal biases that potentially impact her work with clients with HIV/AIDS
- Student will discuss with supervisor concerns relative to her personal history that may affect her ability to work with perpetrators of domestic violence

PC-F3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.

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 to work with at least three homeless clients and will assist them in their pursuit of health services and shelter
- 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
- Student will attend interdisciplinary staff meetings and advocate for clients' needs

PC-F4 Use technology ethically and appropriately to facilitate practice outcomes.

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 act ethically, ensure professional competence, protect clients, and uphold the values of the social work profession when engaging with clients via technology and social media.

PC-F5 Use supervision and consultation to guide professional judgment and behavior

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 meet with field supervisor once-a-week for supervision
- Client will shadow case managers to observe protocol and procedure for conducting intake interviews of clients.

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-F1 Demonstrate an ability to apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.

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 accompany at least three clients applying for disability to the Social Security office, assist them with their applications, and discuss the dynamics of privilege and power relative to that process

Div-F2 Present as a learner and engage clients and constituencies as experts of their own experiences.

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 evidence of her ability to develop a treatment plan consistent with client’s objectives for treatment
- Student will apply motivational interviewing techniques in work with clients

Div-F3 Demonstrate the ability to apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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 the values that contribute to her desire to work with at-

risk adolescents

- By end of the first semester, student will provide supervisor with a list of personal biases that potentially impact her work with clients with HIV/AIDS
- Student will discuss with supervisor the ways in which her cultural background may impact her work with racial minority teens
- Student will discuss with supervisor concerns relative to her personal history that may affect her ability to work with perpetrators of domestic violence

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-F1 Demonstrate the ability to apply an understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

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
- Student will be assigned to work with at least three homeless clients and will assist them in their pursuit of health services and shelter
- Student will develop training course for agency case managers to help them better understand procedures relative to honoring clients' right to informed consent

SEJ-F2 Engage in practices that advance social, economic, and environmental justice.

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 accompany at least five clients to court and help them secure Orders of Protection
- Student will craft an informed letter to the local newspaper advocating for increased attention to the needs of homeless women and children
- 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-F1 Use practice experience and theory to inform scientific inquiry and research.

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

Rsch-F2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research finding.

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
- In meetings with supervisor, student will articulate application of bio-psycho-social-spiritual and ecological perspectives with respect to interventions chosen

Rsch-F3 Use and translate research evidence to inform and improve practice, policy, and service delivery.

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 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

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.

Plyc-F1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.

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.

- 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

Plyc-F2 Demonstrate the ability to assess how social welfare and economic policies impact the delivery of and access to social services.

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

Plyc-F3 Demonstrate the ability to apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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 an informed letter to the local newspaper advocating for increased attention to the needs of homeless women and children

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-F1 Demonstrate the ability to apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

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
- In meetings with supervisor, student will articulate application of bio-psycho-social-spiritual and ecological perspectives with respect to interventions chosen to address client needs

Engg-F2 Demonstrate the ability to use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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-F1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.

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 attend 10 meetings of group for domestic violence victims and exhibit ability to incorporate systems framework in assessing client situations
- Student will learn procedures for, and demonstrate competence in, conducting classroom observation of student behaviors
- Student will do five intake screenings and develop treatment plans associated with those assessments
- Student will do phone interviews with key informants at provider agencies and develop report summarizing their responses for executive team

Asss-F2 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.

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 attend 10 meetings of group for domestic violence victims and will exhibit ability to incorporate systems framework in assessing client situations
- Student will convey her understanding of how recent changes in the school system will impact the broader community

Asss-F3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

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 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 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 compile notes from recent neighborhood meetings and develop list of mutually agreed-on intervention goals and objectives

Ass-F4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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 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 intervene in family systems in addressing adolescent client's behavioral issues
- In supervisory sessions, student will support clinical choices by referencing evidence-based practices in professional literature
- Following weekly survivors' meeting, student will debrief with supervisor and provide rationale for the interventions she chose to use in leadership of the group

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-F1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

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 learn how to develop and implement Behavioral Intervention Plan
- Student will develop training course for agency case managers to help them better understand procedures relative to honoring clients' right to informed consent
- Student will help coordinate and implement agency's participation in annual senior fair
- Student will participate in weekly interdisciplinary staff meetings and present client data for clients with whom she is working

Itvn-F2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

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-F3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

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

Itvn-F4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

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 interventions chosen to address client needs
- Student will make appropriate referrals of clients based on agency's multi-dimensional assessment process
- 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

Itvn-F5 Facilitate effective transitions and endings that advance mutually agreed-on goals.

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 ability to facilitate meaningful termination process with clients at close of DV group
- Prior to departure from agency, student will provide supervisor with a written report documenting disposition (termination or transition) of entire caseload

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.

Evlit-F1 Demonstrate the ability to select and use appropriate methods for evaluation of outcomes.

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 prepare process recordings and evaluate her responses in regard to choices made in intervening with at least three families

Evlit-F2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

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 attend 10 meetings of group for domestic violence victims and will exhibit ability to incorporate systems framework in assessing client situations
- Student will convey her understanding of how recent changes in the school system will impact the broader community

Evlit-F3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

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-F4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

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

