



Warner Pacific College

## Social Work Field Education Learning Plan

Student's Name: \_\_\_\_\_

Agency Name: \_\_\_\_\_

Field Instructor: \_\_\_\_\_

Field Instructor Phone: \_\_\_\_\_

Field Instructor Email: \_\_\_\_\_

### Required Signatures:

Student \_\_\_\_\_

Field Instructor \_\_\_\_\_

### Guidelines for the Learning Plan

1. The Learning Plan is the educational plan for the term of field placement; each term is graded separately. The competencies for the Learning Plan are developed to reflect the standards of the Curriculum Policy Statement of the Council on Social Work Education as well as the curriculum of the Bachelor's Degree Program in Social Work at Warner Pacific College. To the best of their ability, Field Instructors are expected to teach students the learning tasks and monitor practice behaviors that address these competencies given the limitations of their respective settings or roles. The Learning Plan also serves as a guide for field instruction and supervision meetings. It further creates a basis for the evaluation and narrative that occur at the end of the term.
2. Responsibility for the Learning Plan is jointly shared by the Student and the Field Instructor. While additional learning tasks may be developed that go beyond the articulated practice behaviors, the Learning Plan should reflect the required learning for bachelor level and term of field placement. The Student submits the plan by the appropriate due date to the Director of Field Education.
3. Measurement criteria can include, but not limited to the following: cases, journals, written assignments and material of all kind that is reviewed by the field instructor; oral presentations, clinical documentation, proposals, projects, and task group participation. Direct observation (shadowing) of the Student's work is expected. Feedback and evaluative information from other staff involved with the Student's effort should be incorporated into the evaluation criteria.
4. The Director of Field Education reviews and approves the Learning Plan. It is used as a focus for agency visits as well as for any issues that may require clarification or problem-solving collaboration between the student and agency.
5. The Learning Plan may be modified during the period of field placement to reflect identified learning needs of the Student as well as changes that may occur. Situations such as student absences/irregular attendance, inability to complete the required number of hours, change of field instructor or change of field assignment may need to be brought to the immediate attention of and discussed with the Director of Field Education.
6. A copy of the Learning Plan is placed in the Student's academic folder.

## Field Education Learning Plan

### Competency #1: Identify as a professional social worker and conduct oneself accordingly

(EPAS Competency 2.1.1)

	Practice Behaviors	Tasks	Specific Activities (where applicable)
A1	Student advocates for client access to social work services.	Student will assess the need for advocacy on behalf of client system.	
		Student will implement advocacy strategy.	
A2	Student practices personal reflection and self-correction to assure continual professional development.	Student will share with supervisor her/his thoughts and feelings about client interactions.	
		Student will seek feedback from supervisor and other systems.	
		Utilizing feedback, student will develop and implement plan for self-correction.	
A3	Student attends to professional roles and boundaries.	Student will identify self as a student intern when communicating with staff and clients.	
		Student will engage in assigned tasks appropriate for generalist practice.	
		Student will maintain agency and client confidentiality.	
		Student will uphold <i>NASW Code of Ethics</i> , specifically codes as they apply to field education.	
A4	Student demonstrates professional demeanor in behavior, appearance, and communication.	Student will follow agency dress code.	
		Student will treat clients and staff in a respectful and non-judgmental manner.	
		Student will use clear and understandable language when communicating with staff and clients.	

<b>A5</b>	Student engages in career-long learning.	Student will investigate resources that support lifelong learning (ex. NASW chapter events, continuing education opportunities, alumni mentoring).	
		Student will develop written lifelong learning plan.	
<b>A6</b>	Student uses supervision and consultation.	Student will be prepared for supervision.	
		Student will seek supervision appropriately outside of formal meeting times.	

**Competency #2: Applies social work ethical principles to guide professional practice** (EPAS Competency 2.1.2)

	<b>Practice Behaviors</b>	<b>Tasks</b>	<b>Specific Activities (where applicable)</b>
<b>B1</b>	Student recognizes and manages personal values to allow professional values to guide practice.	Student will recognize and identify conflict between personal and professional values.	
		Student will act to protect the clients' interests.	
<b>B2</b>	Student makes ethical decisions by applying standards of the <i>NASW Code of Ethics</i> .	Student will identify ethical dilemmas.	
		Student will identify specific Codes for making ethical decisions.	
<b>B3</b>	Student exhibits the ability to tolerate ambiguity in resolving ethical conflicts.	In supervision, student will describe examples of his/her ability to tolerate ambiguity in resolving ethical conflicts.	
<b>B4</b>	Student applies strategies of ethical reasoning to arrive at principled decisions.	Student will discuss ethical dilemmas during supervision.	
		Student will identify potential strategies to resolve ethical dilemmas.	

**Competency #3: Apply critical thinking to inform and communicate professional judgments**  
(EPAS Competency 2.1)

	<b>Practice Behaviors</b>	<b>Tasks</b>	<b>Specific Activities (where applicable)</b>
<b>C1</b>	Student distinguishes, appraises, and integrates among multiple sources of knowledge, including research-based knowledge, and practice wisdom.	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.	
<b>C2</b>	Student analyzes models of assessment, prevention intervention and evaluation.	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.	
<b>C3</b>	Student demonstrates effective oral and written communication skills in working with individuals, families, groups, organizations, communities, and colleagues.	Student will verbally communicate clearly and effectively with clients and staff.	
		Student will be able to clearly and concisely complete progress notes and service plans.	

**Competency #4: Engage diversity and difference in practice** (EPAS Competency 2.1.4)

	<b>Practice Behaviors</b>	<b>Tasks</b>	<b>Specific Activities (where applicable)</b>
<b>D1</b>	Student recognizes the extent to which cultural structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.	Student will be able to identify own personal experience with groups different than s/he.	
		Student will be able to candidly discuss the impact of her/his own personal experience on client interactions with supervisor.	

<b>D2</b>	Student evidences the gaining of self-awareness leading to practice behaviors that reflect ability to eliminate influences of personal biases and values in working with diverse groups.	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.	
		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.	
<b>D3</b>	Student recognizes and communicates the understanding of the importance of difference in shaping life experiences.	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.	
<b>D4</b>	Student views self as learner and engages those with whom they work as informants.	Student will be able to describe the impact of culturally diverse factors at all systemlevels (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.	

**Competency #5: Advance human rights and social and economic justice** (EPAS Competency 2.1.5)

	<b>Practice Behaviors</b>	<b>Tasks</b>	<b>Specific Activities (where applicable)</b>
<b>E1</b>	Student identifies and understands the forms and mechanisms of oppression and discrimination.	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.	

<b>E2</b>	Student advocates for human rights and social and economic justice.	Student will identify underserved needs of population served by agency.	
		Student will develop advocacy strategies to meet these needs at all system levels (micro, mezzo, and macro).	
<b>E3</b>	Student engages in just practice that advances social and economic justice.	Student will identify her/his position of privilege and power in relation to client system.	
		Student will acknowledge and honor difference between client system and self.	

**Competency #6: Engage in research informed practice and practice informed research**  
 (EPAS Competency 2.1.6)

	<b>Practice Behaviors</b>	<b>Tasks</b>	<b>Specific Activities (where applicable)</b>
<b>F1</b>	Student uses practice experience to inform scientific inquiry.	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.	
<b>F2</b>	Student uses research evidence to inform practice.	In consultation with supervisor, student will identify a practice issue.	
		Student will conduct thorough literature review addressing practice issue.	
		Student will discuss her/his conclusions with supervisor.	

**Competency #7: Apply knowledge of human behavior and the social environment** (EPAS Competency 2.1.7)

	<b>Practice Behaviors</b>	<b>Tasks</b>	<b>Specific Activities (where applicable)</b>
<b>G1</b>	Student utilizes conceptual framework to guide the processes of assessment, intervention, and evaluation.	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.	
<b>G2</b>	Student has ability to critique and apply knowledge to understand person and environment.	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.	

**Competency #8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services** (EPAS Competency 2.1.8)

	<b>Practice Behaviors</b>	<b>Tasks</b>	<b>Specific Activities (where applicable)</b>
<b>H1</b>	Student analyzes, formulates, and advocates for policies that advance social well-being.	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.	
		Student will identify key stakeholders.	
<b>H2</b>	Student collaborates with colleagues and clients for effective policy action.	Student will describe services and resources provided by the agency to its client systems.	
		Student will identify and work with key stakeholders.	

**Competency #9: Respond to contexts that shape practice** (EPAS Competency 2.1.9)

	<b>Practice Behaviors</b>	<b>Tasks</b>	<b>Specific Activities (where applicable)</b>
<b>I1</b>	Student continuously discovers, appraises, and attends to the influence of context (locale, population, scientific and technological developments, and emerging societal trends) on service delivery to provide relevant services.	Student will describe the scope of the problem the agency addresses.	
		Student will articulate the agency's mission, scope and limitations of the agency.	
<b>I2</b>	Student provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	Student identifies agency policies and procedures that impact the quality of service delivery.	
		Student generates ideas to improve service delivery and discusses with field instructor as to viability of proposed improvements.	

**Competency #10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities** (EPAS Competency 2.1.10)

	<b>Practice Behaviors: Engagement</b>	<b>Tasks</b>	<b>Specific Activities (where applicable)</b>
<b>J1</b>	Student substantively and affectively prepares for action with individuals, families, groups, organizations and communities.	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 will be able to create clinical recommendations to client systems based on information gathered.	
<b>J2</b>	Student uses empathy and other interpersonal skills to engage clients.	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.	
<b>J3</b>	Student develops a mutually agreed on focus of work and desired outcomes with clients.	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.	



	<b>Practice Behaviors: Assessment</b>	<b>Tasks</b>	<b>Specific Activities (where applicable)</b>
<b>J4</b>	Student collects, organizes, and interprets client data.	Student obtains clients records follow agency policy.	
		Under supervision, student interprets client data as appropriate.	
<b>J5</b>	Student assesses client strengths and limitations.	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.	
<b>J6</b>	Student develops mutually agreed upon intervention goals and objectives.	Student, in concert with client system, will be able to develop clear and timely service intervention goals.	
		Student will be able to develop measurable objectives designed to meet agreed upon goals.	
<b>J7</b>	Student selects appropriate intervention strategies.	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.	

	<b>Practice Behaviors: Intervention</b>	<b>Tasks</b>	<b>Specific Activities (where applicable)</b>
<b>J8</b>	Student initiates action to achieve organizational goals.	Under supervision, student identifies organizational goals and prepares for action.	
<b>J9</b>	Student implements prevention interventions that enhance client capacities	Student will be able to implement and continually assess progress towards goal attainment.	
		Student will be able to revise intervention plan accordingly.	
<b>J10</b>	Student helps clients resolve problems.	Using a theoretical framework, student and client work together toward goal attainment.	
<b>J11</b>	Student negotiates, mediates and advocates for clients.	Student connects client to appropriate resources and referrals to promote goal attainment.	
		Student advocates for needed services for client.	
<b>J12</b>	Student facilitates transitions and endings.	Student will be able to assess successful goal attainment and plan termination accordingly.	
		Student will be able to successfully terminate in the helping process.	

	<b>Practice Behaviors: Evaluation</b>	<b>Tasks</b>	<b>Specific Activities (where applicable)</b>
<b>J13</b>	Student critically analyses, monitors, and evaluates interventions.	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.	