

Suggested Learning Plan Activities

Suggested learning activities for each competency are listed below. Please feel free to use them as a starting point for crafting specific learning activities that match your agency and your learning needs.

1: Professionalism & Ethics

- Explain social work's role within the field agency.
- Identify areas of organizational and personal strength and areas for improvement in upholding the social work mission and core values.
- Attend to professional roles and boundaries.
- Demonstrate professional demeanor in behavior, appearance, and communication.
- Complete case documentation as required.
- Frame useful questions for supervision meetings.
- Record FI recommendations and follow-up at next supervision.
- Attend trainings and conferences to enhance learning and growth as a social worker
- Examine and utilize agency policies that guide written and oral communications.
- Use appropriate communication skills while participating in supervision and field seminars.
- Engage in explicit and detailed dialogue regarding practice & professional development.
- Reflect on how personal assumptions impact professional conduct and interactions with clients.
- Interact with other professionals in the agency to understand their roles, and the similarities and differences between your respective works.
- Describe to the Field Instructor what the integrative practice approach means and how you might see it operationalized in the agency setting.
- Read the NASW Code of Ethics & integrate its principles into your practice of social work.
- Review, discuss and sign agency confidentiality forms.

- Evaluate the values and ethical issues and dilemmas related to assigned cases.
- Discuss social work values as they relate to the agency's mission, policies and practice
- Compare and contrast how the ethics of your field agency aligns with the social work code of ethics and your own beliefs.
- Maintain a journal on evolving thoughts and perceptions on how personal biases affect practice and interactions with clients and client systems.

2: Diversity

- Shadow diverse staff.
- Reflect on how you deal with “differences” and discuss in supervision or seminar.
- Explore your biases with your Field Instructor and examine how this affects your equitable delivery of services.
- Attend in-house training or orientations related to working with diverse clients.
- Carry cases involving diversity.
- Ask questions to understand clients who differ from you.
- Embody empathy when working with those representing marginalized populations.
- Review with your Field Instructor the DSM implications for practice.
- Analyze the cultural implications regarding diagnosis.
- Make referrals to community agencies that reflect the values and cultural beliefs of the client or client system.

3: Social Justice

- Identify how your field agency addresses social & economic justice as part of its delivery of services.
- Describe issues of social justice as they relate to the client or client system.
- Discuss with your Field Instructor the appropriate use of out-of-home placements & least restrictive environments.
- Incorporate aspects of empowerment into action plans.
- Engage in an agency initiative that focuses on collaborative development.
- Develop greater understanding of how cultural, ethnic, and socioeconomic factors influence the access to services.

- Describe the agency's fee structure, language and forms used, and articulate how this impacts the agency's cultural competency.
- Analyze how the dynamics of power and authority impact the helping relationship & discuss in supervision or seminar.

4: Research/Practice

- Examine the agency's program evaluation methods and discuss with your Field Instructor.
- Analyze your agency's data collection plan and how data is used for evaluation purposes
- Connect course content to direct social work field practice.
- Apply critical thinking to evidence-based interventions, best practices, and evidence-based research processes.
- Utilize qualitative and quantitative research to understand the nature of communities and the best practices to improve their well-being.
- Engage and partner with diverse and marginalized community constituents to define, assess, plan and address community needs via participatory action research and practice.

5: Policy Practice

- Describe how agencies develop and change internal policies.
- Give examples of key Federal and State policies that impact the agency.
- Determine who participates in the formulation of agency policies.
- Participate in an agency effort involving the development or change of a policy.
- Carry out an analysis of the impact of a key agency policy and share analysis with FI and discuss in field seminar.
- Describe the agency's organizational chart & mission statement.
- Meet with the agency director to discuss mission and functions of agency.
- Identify key funding streams that support the agency.
- Determine agency status: "non-profit," "public," or "private" and discuss implications with FI.
- Evaluate how key agency policies impact service provision & discuss with your Field Instructor.
- Develop organizational change and policy proposals that are based on knowledge of the larger political, social and structural frameworks, systems, contexts, and history.

- Examine the DSM relationship to policy and funding practices in the agency.

6: Engagement

- Engage client and client system in the planning process.
- Explain the emphasis on the client's perspective and his or her role in the helping relationship.
- Contact constituents by telephone and in focus groups to learn about community needs.
- Seek feedback from supervisor, clients, and colleagues about ways to build rapport and trust in interpersonal interactions.

7: Assessment

- Carry out comprehensive assessments of specific assigned cases.
- Incorporate strengths into an assigned assessment.
- Provide a copy of a written assessment/writing assignment to your Field Instructor for review
- Read agency examples of assessments.
- Prepare information to present in case conferences and to determine appropriate resources and recommendations.
- Review agency policies and forms that guide the assessment process.
- Learn human developmental stages ages 6 through 13 & integrate understanding of human development to case examples.
- Discuss all size systems relating to the assessment.
- Work with clients to prioritize needs.
- Role play an assessment and reflect on areas of confidence and discomfort.

8: Intervention

- Compare and contrast the theories of human behavior and the social environment & apply as appropriate to interventions with clients and client systems.
- Initiate collaborative interventions with client or client system.
- Review agency examples of intervention plans and discuss with your Field Instructor.

- Develop a comprehensive intervention plan related to an assigned case.
- Present a case that offers examples of interventions and collaborative efforts with clients or client system.
- Discuss possible multiple approaches.
- Describe to the Field Instructor what the integrative practice approach means and how you might see it operationalized in the agency setting.
- Participate in interventions requiring work with established community “collaboratives.”
- Attend a meeting involving interagency collaboration.
- Identify and use the collaborative agency linkages relevant to the agency.

9: Evaluation

- Identify the agency's outcome indicators and discuss with your Field Instructor.
- Carry out a self-evaluation of your practice using client/supervisor feedback and discuss results with your Field Instructor.
- Discuss in supervision the Field Instructor's approach to supervision and his or her supervision style & techniques.
- Present an example of your action plan to your faculty liaison.
- Complete a case presentation.
- Complete a process recording of the intervention & discuss with your Field Instructor.
- Discuss with your Field Instructor how you determine outcomes and work with clients to evaluate progress.
- Talk with agency social workers about their methods of self-evaluation.