



## School of Social Work

### **FIELD EDUCATION STUDENT LEARNING PLAN**

A learning plan is required from all students in a degree program in order to ensure that specific agreed-upon performance outcomes and tasks are met during the field placement. A learning plan is created to focus the field education experience on the required competencies. It guides the student, field instructor, (and task supervisor when appropriate) in achieving these competencies. The faculty field liaison and field instructor must approve the learning plan. This document should be reviewed and amended as necessary and students should retain copies.

The following keys terms are used in the learning plan:

Competencies - measurable practice behaviors that are comprised of knowledge, values and skills. These are listed for students and provide a sense of direction and lay out in general what a student will achieve at the field placement. They identify the intended effect and are general statements of what the student will accomplish.

Practice Behaviors are measurable expectations based on the competencies. Practice behaviors are also listed for students and describe the learning and skills necessary to begin professional practice.

Performance Outcomes describe the specific responsibilities that the student will carry out to achieve the competencies and practice behaviors. They should be measurable by specific criteria such as quantity, progress, duration and the like, and they should express individual ideas. Examples include: completing eight assessments, helping one client find full-time employment, and working with a group of young adults on a weekly basis. Specify exact numbers and types of task to be performed)

Timeline details when the student hopes to begin and complete individual tasks. Think in terms of weeks and months and provide general start and end dates. Exact dates are not required. Examples include: January 2006 to March 2006 and second week in April 2006 through June 2006. Be realistic with the task start and end dates by assessing personal skill level and availability of opportunity at the agency.

Status/Comments used by the field instructor to note how the student is progressing toward specific competencies, practice behaviors and performance outcomes.

Students write the learning plan by referencing the Field Instructor Assessment of Student Competencies (located in the OFE manual), which will assist in creating the performance outcomes. Performance outcomes are the specific tasks, duties, and responsibilities that demonstrate achievement of competencies. A learning plan can be

any length, as long as it is complete and thorough. The eleven competencies with the corresponding Practice Behaviors are as follows:

- I. Identify as a professional social worker & conduct oneself accordingly
  - a. Professional Role/Demeanor /Use of Supervision
  - b. Client Access to Service
  - c. Personal Values
- II. Apply social work principles to guide professional practice
  - a. Ethical Decisions
  - b. Roles, Boundaries and Values
  - c. Ethical Reasoning
- III. Apply critical thinking to inform and communicate professional judgments
  - a. Organizing Knowledge
  - b. Assessment and Intervention
  - c. Knowledge Integration
  - d. Oral and written communication
- IV. Engage diversity and difference in practice
  - a. Cultural Awareness/diversity
  - b. Values and Biases
  - c. Recognize and communicate Life Experiences
  - d. Engaged Learner
- V. Advance human rights and social and economic justice
  - a. Oppression and Discrimination
  - b. Human rights and Social and Economic Justice
- VI. Engage in research-informed practice and practice-informed research
  - a. Practice Experience and Scientific Inquiry
  - b. Research Evidence
- VII. Apply knowledge of human behavior and the social environment
  - a. Environment/Assessment
- VIII. Engage in policy practice to advance social and economic wellbeing and to deliver effective social work services
  - a. Policies and Societal Well-Being
- IX. Respond to contexts that shape practice
  - a. Social Trends and related services
  - b. Leadership Roles
- X. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities
  - a. Engagement with systems
  - b. Interpersonal skills
  - c. Focus and outcome with field instructor

Students are evaluated on all competencies on the Field Instructor Assessment of Student Competencies. Therefore, all competencies must be addressed in the student Learning Plan. Please note that some competencies may have performance outcomes that are more detailed and ongoing depending on the work performed at the agency.

09/15/15

- d. Interpreting client data
  - e. Assessing clients
  - f. Intervention goals and objectives
  - g. Selecting Intervention strategies
  - h. Client capacities
  - i. Transition and endings
  - j. Evaluation of work and services
- XI. Analyze the impact of the urban context on a range of client systems, including practice implications
- a. Urban Context and Social Work

### **FIELD EDUCATION STUDENT LEARNING PLAN: *EXAMPLE***

Student's Name Jane Doe

Field Placement Agency Wayne State Univ- Social Work

Program (BSW or MSW) / Year MSW / Advanced Year

Field Instructor's Name John Doe

Date of Plan (When to When) 9/4/12 – 12/18/12

Faculty Field Liaison Professor John Smith

| Competency   | Practice Behaviors                                 | Performance Outcomes  | Timeline                   | Status/ Comments |
|--|--|---|----------------------------|------------------|
| Identify as a professional social worker & conduct oneself accordingly | Professional Role and Demeanor /Use of Supervision | Become familiar with staff and school culture.<br>Integrate into the school community | September - April 2012     |                  |
|  | Client Access to Service                           |   |                            |                  |
|  | Personal Values                                    |   |                            |                  |
|  |  | Review the Southfield Schools Code of Conduct   | September 2012             |                  |
|  |  | Review the Birney Middle School Handbook  | October 2012               |                  |
|  |  | Review Special Education forms  | September - April 2012     |                  |
|  |  | Attend 2 Birney Staff meetings  | Sept –Feb 2012-2013        |                  |
|  |  | Attend 1 School Social Work staff meeting   | November – April 2012-2013 |                  |
|  |  | Shadow 1 elementary and 1 high school SW  | January – April 2013       |                  |

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09/15/15

|  |                                |   |                             |  |
|--|--------------------------------|---|-----------------------------|--|
| Apply social work principles to guide professional practice              | Ethical Decisions              | Utilize supervision when dealing with an ethical dilemma  | Sept – April 2012-2013      |  |
|  | Roles, Boundaries and Values   |   |                             |  |
|  | Ethical Reasoning              | Understand the role of a school social worker in a school setting   | Sept-April 2012-2013        |  |
| Apply critical thinking to inform and communicate professional judgments |                                | Understands the limits of therapeutic intervention in a school setting  | Sept-April 2012-2013        |  |
|  | Organizing Knowledge           |   |                             |  |
|  | Assessment and Intervention    | Will complete 3 full social histories   | October – April 2012-2013   |  |
|  | Knowledge Integration          | Will complete 12 classroom observations   | September – April 2012-2013 |  |
|  | Oral and Written Communication | Participate and facilitate 5 functional Analysis of Behaviors and Behavior Plans including bi-monthly reviews | September – April 2012-2013 |  |
|  |                                | Participate in 2 Review of Educational Evaluative Data (REED) meetings  | September – April 2012-2013 |  |
|  |                                | Observe and Participate in 10 Mets and IEPs   | September – April 2012-2013 |  |

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09/15/15

|  |  |  |   |  |
|--|--|--|---|--|
| Engage diversity and difference in practice  | <p>Cultural Awareness/ diversity</p> <p>Values and Biases</p> <p>Recognize and Communicate Life Experiences</p> <p>Engaged Learner</p>   | <p>Be aware of own values and biases when working with clients</p> <p>Learning the impact of culture and diversity on a person's perception of their world</p> <p>Learn when personal experience is appropriate to share with clients</p>                    | September – April 2012-2013   |  |
| Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities | <p>Engagement with systems</p> <p>Interpersonal skills</p> <p>Focus and outcome with field instructor</p> <p>Interpreting client data</p> <p>Assessing clients</p> <p>Intervention goals and objectives</p> <p>Selecting Intervention strategies</p> <p>Client capacities</p> <p>Transition and endings</p> <p>Evaluation of work and services</p> | <p>Will create and implement 2 social skills groups each meeting for 10 sessions</p> <p>Carry an individual caseload of 8 students</p> <p>Complete 10 social history updates</p> <p>Participate in Crisis Intervention with staff, students, and parents</p> | <p>November 2012 – April 2013</p> <p>October 2012 – April 2013</p> <p>September 2012 – April 2013</p> <p>September 2012- April 2013</p> |  |

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09/15/15