

**Dalton State College**  
**BSW Field Education Individual Learning Plan (ILP)**  
**SOWK 4998 Fall Semester**

Student: \_\_\_\_\_ Agency: \_\_\_\_\_ Field Instructor: \_\_\_\_\_

Task Instructor if applicable: \_\_\_\_\_ Seminar Faculty \_\_\_\_\_ Date: \_\_\_\_\_

**Introduction**

Outlined in the following pages are the practice competencies and their corresponding practice behaviors in generalist social work education that the Council on Social Work Education requires of all BSW programs. The purpose of the learning plan is to identify tasks within the internship which provide opportunities for the intern to demonstrate their individual competence. This document will be used in the final evaluation of the student. Student learning agreements, when developed between the student and supervisor, are particularly valuable tools in planning for a successful internship experience for both the student and the agency. These agreements help to provide structure and clarity and can be of great assistance in guiding the evaluation process for supervisors. It is the expectation that these agreements will be developed through a collaborative process in which the student's learning needs (or wants) are being considered along with the agency's ability to make those opportunities available. The tool can also help the student to plan for supervision and to understand and participate in the development of their progressively expanding role in terms of the depth and nature of the work.

We ask that you sit with your student(s) during the first week of the internship and select tasks/activities that will be completed during that particular semester. Again, joint development of the agreement will produce the richest results. Please keep in mind, the Individual Learning Plan (ILP) must be provided by the student to the seminar instructor on the assigned due date in the course syllabus. It is usually around the third week, but your student will know this date. Of course, the supervisor and intern may add tasks/activities that will be completed and that are specific to this particular internship. *Consider this a living document, which is open to revision, if needed.* As the senior placement takes place over two semesters students may find that some practice skills are emphasized for either fall or spring semester or emphasized equally for both semesters. (Example Competency 5 does not appear in the 4998 ILP)

Field placements can vary in the precise timing of practice opportunities. If a task cannot be accomplished because of a lack of opportunity, then the student should consult with the field seminar faculty to insure simulated opportunities are made available to the student.

Learning tasks and assignments should be created to reflect the individualized learning needs and goals of the student as well as the services of the agency in which the student is placed. *Some tasks may be already identified as these are requirements for all students regardless of the specific agency, these are in italics and may **not** be omitted.* **The Learning Plan does not necessarily include every activity in which the student is engaged during practicum. The purpose of the Learning Plan is to identify specific opportunities for the student to demonstrate the CSWE identified competencies.**

Student learning tasks should include

1. **Preparation**-learning by reading, review, and/or observation. Developing knowledge of agency activities and tasks related to competency
2. **Practicing**-learning while participating in an activity alongside agency staff, performing tasks while observed by agency staff, role-playing activities with agency staff.
3. **Performance**- performance of responsibilities/tasks on own. Conducting tasks and activities with autonomy under Field Instructor supervision.

COMPETENCY	OBSERVABLE PRACTICE SKILLS DEMONSTRATING COMPETENCY	TASKS TO PERFORM FOR DEMONSTRATING COMPETENCY	MEASUREABLE OUTCOMES DATE OF COMPLETION
1. Demonstrate Ethical and Professional Behavior	<p>-Make ethical decisions by applying the standards of the NASW code of ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context</p> <p>-Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</p> <p>-Demonstrate professional demeanor in behavior, appearance, and oral/written/electronic communication</p> <p>-Use supervision to guide professional judgment and behavior</p>	<p><i>-Produce written documentation that is reviewed by supervisor to assess the quality of written communication skills</i></p> <p><i>-Read and follow agency policy and procedures regarding professional behavior, dress code, and communication (e.g., case notes, memos, email, etc.)</i></p> <p><i>-Participate in supervision by preparing for supervision with an agenda (including questions) and maintain log that reflects material learned in supervision</i></p>	

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<p>2. Engage diversity and difference in practice</p>	<p>-Apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels of practice</p> <p>-Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies</p>	<p><i>-Identify personal values that are in agreement and/or conflict with agency and client population and discuss in supervision and in field seminar log (follow up with one log entry on this)</i></p> <p><i>-Share with your supervision pre-existing biases or misperceptions you have about your clients and how those are being corrected in the reality of your professional experiencing of the clients(follow up with at least one log entry on this)</i></p>	

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<p>3. Advance Human Rights and Social, Economic, and Environmental Justice</p>	<p>-Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems levels</p> <p>-Engage in practices that advance social, economic, and environmental justice</p>	<p><i>-Read and discuss with supervisor and in your practicum log your understanding of your agency policy on discrimination</i></p> <p><i>-Identify practices in agency that address social, economic or environmental justice with client systems. Discuss in supervision and log entry.</i></p>	

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<p>4. Engage in Practice-informed Research and Research-informed practice</p>	<ul style="list-style-type: none"> <li>-Use practice experience and theory to inform scientific inquiry and research</li> <li>-Apply critical thinking to engage in analysis of quantitative and qualitative research methods research findings</li> <li>-Use and translate research findings to inform and improve practice, policy, and service delivery</li> </ul>	<ul style="list-style-type: none"> <li><i>-Use practice experience to identify needs of agency in developing Capstone research question</i></li> <li><i>-Identify a specific client situation or issue to research scholarly information and begin to connect underlying issues. Select one article for discussion in supervision and log entry.</i></li> <li><i>-Read ___ article(s) from scholarly journal to increase knowledge relevant to agency practice</i></li> </ul>	

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<p>6.Engage with individuals, families, groups, organizations, and communities.</p>	<p>-Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies</p> <p>-Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>		

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<p>7. Assess individuals, families, groups, organizations, and communities.</p>	<ul style="list-style-type: none"> <li>-Collect and organize data, and apply critical thinking to interpret information from clients and constituencies</li>   <li>-Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies</li>   <li>-Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</li> </ul>		

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<p>8. Intervene with individuals, families, groups, organizations, and communities.</p>	<ul style="list-style-type: none"> <li>-Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies</li>   <li>-Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies</li>   <li>-Facilitate effective transitions and endings that advance mutually agreed-on goals.</li> </ul>		



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9. Evaluate practice with individuals, families, groups, organizations, and communities.	<ul style="list-style-type: none"> <li>-Select and use appropriate methods for evaluation of outcomes</li> <li>-Critically analyze, monitor, and evaluate intervention and program processes and outcomes</li> <li>-Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels</li> </ul>		

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Field Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Task Instructor (if applicable): \_\_\_\_\_ Date: \_\_\_\_\_

Seminar Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**TMR Revised 6/2016**  
**EPAS 2015**