

Dalton State College
BSW Field Education Individual Learning Plan (ILP)
SOWK 4999 Spring 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.

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, or observation. Developing knowledge of agency activities and tasks related to competency (**few to none at this stage**)
 2. **Practicing**-learning while participating in an activity alongside agency staff, performing tasks while observed by agency staff, role-playing activities with agency staff. (**On-going**)
 3. **Performance**- performance of responsibilities/tasks on own. Conducting tasks and activities with autonomy under Field Instructor supervision. (**Primary focus**)
- While observation may continue to be a part of the learning process in the second semester, it is expected that students will be practicing and performing in order to demonstrate individual competencies.*

COMPETENCY	OBSERVABLE PRACTICE SKILLS DEMONSTRATING COMPETENCY	TASKS TO PERFORM FOR DEMONSTRATING COMPETENCY	MEASUREABLE OUTCOMES DATE OF COMPLETION
<p>1. Demonstrate Ethical and Professional Behavior</p>	<ul style="list-style-type: none"> -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 -Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations -Demonstrate professional demeanor in behavior, appearance, and oral/written/electronic communication -Use supervision to guide professional judgment and behavior 	<p><i>Review with field supervisor the changes to the NASW Code of Ethics and the impact of the changes (if any) for agency.</i></p> <p><i>Review with field supervisor the application of ethics and ethical decision making as it relates to individual capstone.</i></p> <p><i>Demonstrate ability to produce written documentation specific to agency that is reviewed by supervisor to assess the quality of written communication skills. (Indicate specific documents on ILP)</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>Review culture and diversity related organizational issues with supervisor.</i></p> <p><i>Discuss in supervision the management of personal biases and values when working with client systems.</i></p> <p><i>Practice self-awareness and self-regulation in practice.</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>Consider service provision in the agency and asses and determine if marginalization of client(s) occurs/has occurred/could occur (ie-decisions made that could have been influenced by poverty, sexual orientation, gender, etc). Review findings in supervision.</i></p> <p><i>Discuss with agency the results of your Environmental Justice assessment (completed in SOWK 4202) and the information relevant to individuals served by the agency.</i></p>	

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<p>4. Engage in Practice-informed Research and Research-.informed practice</p> <p>.....</p>	<ul style="list-style-type: none"> -Use practice experience and theory to inform scientific inquiry and research -Apply critical thinking to engage in analysis of quantitative and qualitative research methods research findings -Use and translate research findings to inform and improve practice, policy, and service delivery 	<p><i>Use practice experience to identify needs of agency in ongoing development of Capstone research question and research activities</i></p> <p><i>Discuss in supervision and in log the specific research method selected for Capstone and how it relates to practice and service delivery in agency.</i></p> <p><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></p> <p><i>Read <u>3</u> article(s) from scholarly journal to increase knowledge relevant to agency practice. Determine way to share information relevant to scholarly articles (above) with other agency staff.</i></p>	

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5. Engage in Policy Practice	<ul style="list-style-type: none"> -Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services -Assess how social welfare and economic policies impact the delivery of and assess to social services -Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice 	<p><i>Discuss in supervision how policy activities of your SOWK 4202 course specifically relate to your practicum agency and/or clients</i></p> <p><i>Review in supervision relevant policy matters of Georgia General Assembly Session 2018 and ways to share pertinent policy information agency wide.</i></p> <p><i>Review in supervision policy activities of SOWK 4202, relevance to agency, and application of information to practice.</i></p>	

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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"> -Collect and organize data, and apply critical thinking to interpret information from clients and constituencies -Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies -Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. 		

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

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

Practicum Experience Tally

Instructions: Please indicate the total number of times you engaged in the activity or process as it applies to your field practicum experience. Approximate totals are acceptable if exact number is not known. If zero, please indicate. Not all students will have the opportunity to participate in every activity or process and each agency will present different opportunities for students.

1. Identification of client systems engaged:

_____Individuals _____Family _____Community _____Small Group _____Organizational

2. Type of contact with client systems (observed)

_____Phone _____Office Visit _____Home Visit _____Collateral Visit _____Collaborative _____Consultation _____Court Appearances
_____Other

3. Type of contact with client systems (performed)

_____Phone _____Office Visit _____Home Visit _____Collateral Visit _____Collaborative _____Consultation _____Court Appearances
_____Other

4. Level of Intervention (observed)

____ Individual ____ Family ____ Small Group ____ Community ____ Organization

5. Level of Intervention (performed)

____ Individual ____ Family ____ Small Group ____ Community ____ Organization

6. Purposes of Interventions:

____ Engagement of client system ____ Assessment of client system
____ Planning for change/case planning ____ Implementation
____ Resource development ____ Referral
____ Advocacy ____ Data Collection
____ Evaluation ____ Termination with client system
____ Crisis Intervention ____ Follow-up
____ Other (specify) _____

Please list any other significant processes or activities in which you were able to engage that may not be listed: _____

Student Signature: _____ Date: _____

Field Instructor Signature: _____ Date: _____

Task Instructor (if applicable): _____ Date: _____

Seminar Faculty Signature: _____ Date: _____

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