

**Sample tasks for learning plan
2015 EPAS**

COMPETENCY 1- Demonstrate Ethical and Professional Behavior

- Student will participate in the local chapter of NASW: attend local meetings, volunteer in chapter work, etc.
- Student will prepare a weekly agenda for supervision including a summary of activities, update on client progress, reflections, questions and process with FI.
- Student will write in a reflection journal observations and activities before leaving practicum each day and discuss it with FI weekly throughout practicum.
- Student will attend two professional development events and prepare a reflection including observations and new learning and how it applies to practice for sharing in supervision by the end of November.
- Student will be aware of gaps in knowledge and skills and initiate efforts to address these gaps – FI will provide student with resources and opportunities to enhance learning.
- Student will review the NASW Code of Ethics with FI and identify issues that may pose ethical dilemmas.
- Student will review the NASW Code of Ethics and will be able to articulate social work ethical values and principles that guide their professional practice.
- Student will demonstrate awareness and sensitivity to ethical issue- FI will consult and give feedback and guidance to student about ethical issue.
- Student will attend at least attend one professional development events, in services, trainings, or workshops related to ethics and prepare a written summary to share observations and learning with my supervisor by the end of the semester.
- Student will interview three social workers in the agency regarding the most common ethical dilemmas encountered. Findings will be shared with FI.

COMPETENCY 2- Engage Diversity and Difference in Practice

- Student will carry at least two cases involving client systems that have different backgrounds/characteristics from student.
- Student will research the background and culture of two clients who differ from her/himself and discuss findings with FI, including identifying differences that could be a potential stumbling block for engagement and work.
- Student will participate in at least two community events that will help student in understanding background of assigned clients.
- Student will conduct a cultural competence assessment of the agency using the NASW Cultural Competence Standards and write a summary of the results to with FI by the end of the first semester.

COMPETENCY 3- Advance Human Rights and Social, Economic, and Environmental Justice

- Student will discuss steps in client advocacy with FI and identify one client, client population, or environmental issue related to the agency services for advocacy during practicum.
- Student will research local consumer/client advocacy groups and share information with FI.
- Student will research advocacy methods and come up with at least two relevant actions that they will take on behalf of client issue(s).
- Student will examine client accessibility to agency services (or other current social, economic, or environmental justice issue related to the agency) and make suggestions for changes and discuss with FI by the end of the semester.

COMPETENCY 4- Engage in Practice-informed Research and Research-informed Practice

- Student will review research text and discuss with FI the difference between quantitative and qualitative research.
- Student will research how field agency evaluates practice and programs and discuss findings with FI. Student will also discuss this in related field course assignment.
- Student will participate in agency evaluation/outcome studies by reviewing instruments and data collection methods.
- Student will review the scholarly literature and find 1 article per month or X number per semester regarding the target population or a problem facing this population. Summarize the findings and share with field instructor and agency staff.
- Student will conduct literature review to find evidence-based practices for intervention with target population(s) served by agency.
- Student will identify and use at least 6 scholarly articles in developing a curriculum for a support group by the end of the semester.
- Student will assist agency staff in evaluating outcomes for a project of program and reflect on the process to discuss in weekly supervision by the end of the semester.

COMPETENCY 5- Engage in Policy Practice

- Student will research, and then discuss with the FI, the major laws and policies that govern practice in the field agency.
- Student will select one policy and complete a formal policy analysis of it. (Garthwait – Chapter 11 provides a format.) Student will share and discuss written policy analysis with FI.
- Student will identify some aspect of current policy or procedure that is not working to support positive client outcomes and come up with at least 2 realistic action steps for change.

- Using a model for social work advocacy (planned change at mezzo or macro level, depending on level of policy), student will develop a plan to improve current policy. Implement as far as possible.
- Student will participate in coalition meeting monthly and discuss observations and questions in supervision through the end of the semester.

COMPETENCY 6- Engage with Individuals, Families, Groups, Organizations, and Communities

- Student will research and prepare a presentation on best practices for engaging a specific client group and present it in a meeting by the end of the semester.
- Student will document instances of professional communications with client systems (of all sizes), colleagues, supervisor, other agency personnel, etc. Student will evaluate the effectiveness of these differing communications with field instructor, looking at strengths and areas for improvement.
- Student will review HBSE texts for relevant theories to apply to client systems served by the agency. Student will be able to apply theories when engaging clients.

COMPETENCY 7- Assess Individuals, Families, Groups, Organizations, and Communities

- Student will conduct a co-interview and write up the assessment and meet with the social worker or supervisor to process strengths and areas for improvement each week through the end of the semester.
- Student will critically analyze, and then discuss with field instructor, the current information gathered by the agency for purposes of assessment and case planning.
- Student will complete client system assessments (individual, family, group, and/or community).
- Student will conduct intake assessments using the person in environment and strengths perspective and explain concepts as it applies to the client in supervision.
- Incorporate specific HBSE theoretical perspective into bio-psycho-social-cultural-spiritual assessments conducted with clients.
- Student will incorporate into their assessment of clients a biological, social, cultural, psychological, and spiritual perspective. Student will share and get feedback on these assessments from FI.
- Student will use an eco-map to identify strengths and needs in a client system and process in supervision.
- Student will create a treatment plan for a client and discuss it with FI.

COMPETENCY 8- Intervene with Individuals, Families, Groups, Organizations, and Communities

- Student will observe an agency (or other) social worker leading a client group. In the second semester, the student will be responsible for leading some sessions (with supervision).
- Student will prepare work memos, case recordings, case plans, etc. for FI review. With field instructor's assistance, list primary ways critical thinking is integrated into the social work practice of the agency.
- Student will perform case management activities for at least 3 clients and use process recordings then review documentation with FI.

COMPETENCY 9- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

- During the course of working with clients, student will identify approaches and/or resources where "standard operating procedure" is not working and make suggestions for changes.
- Student will complete a community assessment of the community the agency serves to determine the strengths and needs and present findings in supervision along with at least one suggestion for addressing one community need.
- Student will make at least two case presentations and solicit feedback from my colleagues and supervisor regarding my assessment and intervention plans.
- Student will complete a critical analysis of planned change process used in field agency and discuss with FI.
- Student will attend community service provider coalition meetings, with an emphasis on learning how the local service community responds to needs for service.
- Student will complete an agency or community analysis and discuss with FI and seminar group. (Garthwait Chapter 8 & 9 has format for this.)