

Assignment Options for Field Practica Learning Plans

The following items are provided as optional assignments for BSW students to use in creating individual learning plans that are utilized in field practica. In other words, students may use the options listed below or may create unique items, in collaboration with Field Instructor (FI)/Task Supervisor(TS), to satisfy the assignments that comprise the learning and development of skill as outlined in each of the Practice Behaviors. Students may not ‘count’ one activity or assignment in multiple Practice Behaviors; each assignment counts only once.

Competency 1: Demonstrate Ethical and Professional Behavior	
Core Behavior	Assignment
C1CB1: 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 within the profession as appropriate to the context.	<ul style="list-style-type: none"> • Reflect on personal bias (use Harvard Implicit Association Test). Identify three ways you will manage your personal values and maintain professionalism in practice situations. • Identify if colleagues from other professions have a different code of ethics and the differences and similarities between their code and the social work code. • Research three real-world examples of social work ethical dilemmas and discuss in supervision. • Discuss one section of the NASW Code each week for four weeks. • Identify at least three clients whose values differ from your own and reflect on these differences with FI. • Identify an ethical dilemma with a client and discuss with your FI. (SOWK 481 only) • Discuss with your FI the aspects of an ethical decision-making model as well as the ethical issues faced in the agency. (SOWK 481 only)

<p>C1CB2: Demonstrate professional behavior; appearance; and oral, written, and electronic communication</p>	<ul style="list-style-type: none"> • Be prepared, create agendas for meetings with FI. • Discuss questions or concerns from at least two unique cases and compare to how your FI might address the cases. • Keep a log of experiences and reactions, to discuss with your FI. • Discuss guideless for self-disclosure to clients with FI. • Identify two challenges or ethical dilemmas related to confidentiality in the news. • Discuss and process feedback given by your FI. (SOWK 481 only) • Discuss the importance of professional appearance and behavior in the agency environment. (SOWK 481 only) • Demonstrate professional demeanor in behavior and appearance, as defined in your agency handbook
<p>C1CB3: Use technology ethically and appropriately to facilitate practice outcomes.</p>	<ul style="list-style-type: none"> • Demonstrate professionalism in oral, written, and electronic communication. • Review and discuss technology use in policy manual and identify potential ethical issues that may arise. • Discuss with your FI your understanding of digital technology as well as the ethical use of technology in social work practice.
<p>C1CB4: Use supervision and consultation to guide professional judgment and behavior.</p>	<ul style="list-style-type: none"> • Identify two areas of discomfort while working with clients. Identify four strategies to cope with that discomfort. Ask FI for suggestions on how they cope. • Identify how life experiences affect the development of professional relationships. Discuss with FI. • Identify three coworkers with different personal values and identify how you will work to maintain professionalism in the workplace. • Discuss and process feedback given by your FI. (SOWK 481 only) • Identify at least three clients whose values differ from your own and reflect on these differences with FI. • Identify an ethical dilemma with a client and discuss with your FI. (SOWK 481 only) • Discuss questions or concerns from at least two unique cases and compare to how your FI might address the cases. • Discuss the distinction between personal and professional values with your FI. • Discuss with your FI the measures you take to care for yourself personally and professionally.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	
Core Behavior	Assignment
<p>C2CB5: Advocate for human rights at the individual, family, group, organizational, and community system levels.</p>	<ul style="list-style-type: none"> • Identify a client education project (newsletter, brochure, bulletin board) that would help clients self-advocate. • Identify gaps in <i>community</i> resources and discuss with FI how the agency might meet those needs. • Identify gaps in <i>agency</i> resources and discuss with FI how the community might offer services to meet those needs. • Develop advocacy strategies to meet gaps in resources at all system levels (micro, mezzo, and macro). Document your ideas and present to FI. • Attend a community meeting on advocacy that directly affects the population served by your agency. Take meeting notes and present to FI. • Engage in strategies to eliminate oppressive structural barriers at the agency level.
<p>C2CB6: Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.</p>	<ul style="list-style-type: none"> • Experiment with using person-first language and process with FI. • Demonstrate ability to work with clients of various cultural, ethnic and racial backgrounds and with a variety of problems and value-sensitive issues. • Engage in a discussion of your acceptance of human difference with your FI. • Demonstrate communication with diverse population and process with FI. Include components of language, non-verbal and verbal skills, as well as understanding of factors that affect communication. • Review agency's mission for its influence on social, economic, and political justice. Identify, in writing, if there are conflicts between the agency's mission and NASW Code of Ethics/Values. • Identify instances of social injustice experienced by clients and discuss with your FI. • Discuss with your FI the agency's mission regarding social, economic, and environmental injustices. What are specific examples of how the agency has advocated for its clients?

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (A DEI) in Practice

Core Behavior	Assignment
<p>C3CB7: Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.</p>	<ul style="list-style-type: none">• Participate in an international immersion event (not observation) and process the event with FI from the perspective of how it felt to be different.• Identify areas for future learning or development. Discuss the importance of future professional development as a social worker.• Identify three areas of cultural diversity within your consumer base (micro, mezzo, and/or macro).• Practice effective and culturally competent interviewing skills with clients. Process with FI.• Discuss the impact of diversity from the perspective of at least two cases.• Research two common languages (other than your native language) used by your consumer base. Identify an interpreter and/or translation service and learn how to use them appropriately, per agency policy.• Participate in a client assessment with a client that is from a different culture and discuss with your FI. (SOWK 481 only)• Demonstrate ability to work with clients of various cultural, ethnic and racial backgrounds and with a variety of problems and value-sensitive issues.• Develop appropriate strategies for managing biases effectively in order to practice without discrimination.• Discuss with your FI how to manage personal biases.• Use your knowledge, awareness, and skills to engage in anti-racist practice.• Discuss with your FI how diversity and intersectionality shape human experiences and identity development, and affect equity and inclusion.

<p>C3CB8: Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.</p>	<ul style="list-style-type: none"> • Research agencies that advocate for your primary population served. Identify if they are currently used within the agency. If not, present a proposal to FI with your ideas on how to incorporate those organizations. • Attend treatment team/interagency staffing, meetings, or supervision sessions. Take notes and review how those meetings advance and impact clients of the agency practice. • Document the steps or criteria that clients must meet in order to access agency services. • Assist five clients in completing paperwork (referrals, applications, agency documents). • Identify your position of privilege and power in relation to client system and process with FI. • Engage in an event that involves others that make the student the minority and process with FI what biases were experienced and how it felt. • Discuss the impact of two personal experiences with clients with FI, including unconscious bias, comfort level with client, and language used and heard in the experiences. • Discuss the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.
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Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Core Behavior	Assignment
<p>C4CB9: Apply research findings to inform and improve practice, policy, and programs.</p>	<ul style="list-style-type: none"> • Assess one agency program for efficacy and research support. • Discuss the effect of research on agency practice and/or policy. • Write a formal report on a topic, utilizing literature review, for the agency. • Review agency policies/practices and document which theories are being used (implicitly or explicitly). Document other theories that could be incorporated. • Review outcome measures and engage in a discussion with FI that demonstrates your understanding of the meaning of the information. • Identify and discuss theories that are used during assessments with your FI/TS. (SOWK 481 only) • Discuss how the effectiveness of interventions are evaluated with your FI. (SOWK 481 only) • Identify what literature supports the agency policies and practices and discuss with FI. • Identify two areas of research, that you have studied in class, that shape your practice or methods.
<p>C4CB10: Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.</p>	<ul style="list-style-type: none"> • REQUIRED: With approval from your FI/TS, identify and practice two evidence-based tools with clients. • Research two new (<5 years old) methods of intervention for your agency population. Review and receive feedback from FI. • In supervision, identify a practice issue and research ways that the issue is addressed in various settings. • Find two new (<3 years old) peer-reviewed journal articles that relate to your specific population. Summarize the findings and present to your FI for inclusion in agency practices. • Identify which interventions are evidence-based with your FI/TS. Read and discuss available articles that indicate effectiveness in practice (SOWK 481 only). • Discuss with FI the inherent bias in research. • Interpret data derived from qualitative and quantitative research methods and analysis. • Discuss the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Competency 5: Engage in Policy Practice

Core Behavior	Assignment
<p>C5C11: Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.</p>	<ul style="list-style-type: none"> • REQUIRED: Identify and discuss with your FI/TS how agency policies and procedures affect diverse populations eligible for services • Research state level policy processes for any state reviewed/required work in your agency. • Identify if there are ways to improve/change state policies to better provide services for your clients. • Research federal policy processes for any federally reviewed/required work in your agency. • Identify if there are ways to improve/change federal policies to better provide services for your clients. • Review your agency’s policy manual and identify strengths and limitations. Is it up-to-date? What have you learned in your coursework that might change the policy manual? Discuss with FI. • Identify community political processes that impact your direct practice and how those community processes have shaped your agency’s policy manual. • Interview experienced social workers in your agency on the policies, why they were created, and how it impacted their practice. • Provide five clients with a list of services and resources provided by the agency. • Contact state or federal legislators regarding one policy that is applicable to your agency (do not cite or reference your agency without prior approval). • Read agency policies and procedures and discuss with FI and TS how they impact delivery of services. (SOWK 481 only)
<p>C5CB12: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.</p>	<ul style="list-style-type: none"> • Document social policies, laws, practices that impact the client system or delivery of services. Discuss with FI. • Identify, over the semester, which services are utilized the most and where there is a client need that isn’t met. • Research your population and agency. Identify the key stakeholders and their primary interest of each in the agency’s services. • Review the agency's operating budget with FI. How do policies impact the budget? How can you advocate for more? • Review the agency's organizational chart with FI. How do policies impact the number of employees hired? What is their workload/billable hour requirements? How can you advocate for change? • Research state health policies and discuss strengths and weaknesses as they relate to minority clients served by your agency. Identify areas for social work advocacy. • Research federal health policies and discuss strengths and weaknesses as they relate to minority clients served by your agency. Identify areas for social work advocacy. • Discuss with your FI and TS what guidelines/laws/social policies impact

	<p>the agency and its clients. (SOWK481)</p> <ul style="list-style-type: none"> • Engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in practice settings. • Write a letter to the Legislator on an issue related to your agency population and obtain feedback from your FI/TS before mailing it. (SOWK 481 only) • Participate in LEAD Day and discuss your experience with your FI. (SOWK 481 only) • Review guidelines/laws/social policies and then discuss their impact with your FI. Demonstrate understanding with FI/TS. (SOWK481)
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Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities.	
Core Behavior	Assignment
<p>C6CB13: Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.</p>	<ul style="list-style-type: none"> • Review client charts before interacting and discuss how this prepares you for client contact with FI. • Consult with FI/TS regarding four clients’ charts and identify your goals and plan for the session. • Observe two assessments/intakes. Review what you observed with FI. • Identify theories for group work within your practice setting. Discuss with your FI how that is different from individual work. • Identify theories that are used in your agency on a daily basis by shadowing and reviewing policy manuals. What is the practical application for these theories? • Practice using systems theory and strengths perspective. Then, discuss with FI. • Research and apply the person-in-environment perspective with three clients and provide examples of how it was used during supervision. • Discuss with FI/TS empathy, reflection, and interpersonal skills needed when working with clients. (SOWK 481 only) • Discuss an experience of establishing rapport (engage) with a minimum of three clients and any difficulties experienced. (SOWK 481)
<p>C6CB14: Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.</p>	<ul style="list-style-type: none"> • Take five minutes from each client interaction to take notes on your interpersonal skills. After five sessions, schedule supervision with FI and compare your notes with their observations regarding your interpersonal skills. • Demonstrate ability to “start where the client is” by preparing individualized plans for each client. • Discuss confidentiality with FI or agency official and how that is practically applied in your agency. • Establish rapport with at least two clients. • Demonstrate ability to verbalize empathic statements and process your style of doing so with your FI. • Demonstrate ability to create and maintain therapeutic relationships with clients. • Discuss with FI/TS empathy, reflection, and interpersonal skills needed when working with clients. (SOWK 481 only)

	<ul style="list-style-type: none">• Discuss what client experiences when working with FI/TS and any difficulties observed. (SOWK 481 only)
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Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Core Behavior	Assignment
<p>C7CB15: Apply theories of human behavior and person-in – environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.</p>	<ul style="list-style-type: none"> • Demonstrate ability to assess successful goal attainment and plan termination accordingly. Discuss with FI/TS. • Observe at least four assessments and take notes (SOWK 481 only). • Complete four assessments and coordinate a plan of care with FI. • Attend treatment team/staff meetings and take notes. Then, process with FI. • Complete five comprehensive, culturally sensitive, biopsychosocial spiritual assessments. • Read three client files and prepare for their initial evaluations. Review plan with FI and ensure relevant information was collected and used in designing a plan of care. • Evaluate your own process and effectiveness with one case and document in writing. • Complete a minimum of three assessments (including documentation), and review with your FI/TS. (SOWK 481 only)
<p>C7CB16: Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.</p>	<ul style="list-style-type: none"> • Discuss strategies to support and assist clients in finding new ways of coping. • Observe intervention strategies practiced by FI and other agency members, specifically noting which clients work best in which interventions. • Discuss intervention strategies with FI/TS and process your thoughts about intervention to develop awareness of your own effectiveness in planning. • Research intervention strategies related to at least four potential client needs. • Develop mutually agreed-on intervention goals and objectives with four clients, based on a collaborative assessment of their strengths, needs, and challenges. • Observe client assessments and discuss with your FI/TS. (SOWK 481 only) • Discuss with your FI/TS how you determine which intervention applies to a client’s presenting problem upon assessment. (SOWK 481 only)

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Core Behavior	Assignment
<p>C8CB17: Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.</p>	<ul style="list-style-type: none"> • REQUIRED: With FI, develop a plan of care including goals, objectives and outcomes for at least two clients. • In collaboration with client systems, develop clear and timely service goals. • Develop measurable objectives designed to meet agreed upon goals with focus on two clients. Then review the effectiveness with FI/TS when completed with clients. • Complete three care plans. • During your work with two clients, identify a mutually agreed-upon problem and discuss agency and community resources to address the need. Evaluate the success of the intervention with the clients. • Co-facilitate and/or independently facilitate a group at the agency. • Demonstrate knowledge of group development processes via discussion with FI. • Discuss with FI which interprofessional peers are available for collaboration and what they can provide in collaboration. • Successfully terminate care with three clients. Discuss with FI how you addressed the clients’ feelings about termination. • Observe client interventions and discuss with your FI/TS. (SOWK 481 only)
<p>C8CB18: Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.</p>	<ul style="list-style-type: none"> • REQUIRED: Self-evaluate ability to advocate for clients at the micro, mezzo, and macro levels and compare to feedback from FI. • Connect client to appropriate resources and referrals to promote goal attainment. • Advocate for needed services for three clients. • Provide education to three clients. • Identify when confrontation may be used in an interprofessional environment. Discuss with FI how to effectively advocate for a client in that type of situation. • Identify a situation where a generalist social worker would advocate for a client. How many different roles would this particular advocacy require (ie broker, evaluator, teacher, community planner etc.)? • Have an in-depth conversation with an FI about a policy that affects generalist practice. Focus on whether this is a State, Federal, or organizational policy? • Make appropriate referrals as part of termination with several clients. • Discuss with FI/TS your efforts and strengths to advocate with clients. (SOWK 481 only)

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Core Behavior	Assignment
<p>C9CB19: Select and use culturally responsive methods for evaluation of outcomes.</p>	<ul style="list-style-type: none"> • REQUIRED: Students use an instructor provided self-evaluation tool to assessing GIM skills when working with 2 clients then discuss outcomes with FI. (Juniors use engagement and assessment sections only; Seniors use all 7 measures of GIM). Documents to be turned into course instructor when completed. • Discuss with FI how social trends and media impact treatment choices, goal setting, and generalist practice with clients. In what way do these specific trends impact outcomes? • Discuss with FI how outcomes are evaluated in your agency. Take time to familiarize yourself with the outcome measurements. • Critically evaluate three interventions and program processes and outcomes using efficacy measurements that FI recommends. • Apply efficacy findings to improve practice effectiveness at the micro, mezzo, and macro levels. Discuss with FI.
<p>C9CB20: Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.</p>	<ul style="list-style-type: none"> • REQUIRED: Evaluate your own process and effectiveness in a case. • Continuously evaluate intervention with three clients. • Evaluate results that test the efficacy of two different styles of intervention used and monitor successes, failures, and progress in achieving outcomes. • Become familiar with assessment tools utilized at the agency and be able to discuss the validity and reliability of each. • Participate in evaluating own professional performance and effectiveness with clients, based on anonymous feedback. • Self-evaluate the ability to advocate for clients at the micro, mezzo, and macro levels and compare to feedback from FI. • Evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. • Apply anti-racist and anti-oppressive perspectives in evaluating outcomes.