

St. Olaf Social Work Practicum Sample Learning Plan

Your learning plan should include specific activities to demonstrate you have mastered the practice behaviors listed under each core competency below. A single activity might demonstrate more than one practice behavior (and may be listed under more than one competency) or it may take more than one activity to fully demonstrate a particular behavior. The competencies and practice behaviors are listed with a few sample-learning activities.

Students are encouraged to develop their own activities more specific to their practicum placements and learning needs.

Competency 1: Demonstrate Ethical and Professional Behavior

Practice behaviors to be demonstrated in practicum:

- 1.1. Make ethical decisions by applying standards of the National Association of Social Workers 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;
- 1.2. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- 1.3. use technology ethically and appropriately to facilitate practice outcomes; and
- 1.4. use supervision and consultation to guide professional judgment and behavior.

Sample learning activities to demonstrate these practice behaviors:

1. Come prepared to weekly practicum supervision with relevant questions regarding social work roles and boundaries, as well as organizational structure issues. Discuss reading material from coursework related to professional social work roles, etc.
2. The student will have on-going dialogue about their unique sense of professional identity (roles, boundaries, value tensions) and by the end of the placement the student will succinctly articulate this to her/his supervisor.
3. The student will participate in staff meetings and other appropriate forums within the agency during which time their supervisor will have the opportunity to observe the student's interpersonal skills with colleagues.
4. The student will demonstrate appropriate use of supervision to address professional development, ethical dilemmas, practice issues and other needs relevant to the student's continued learning.
5. The student will identify value-based factors that facilitate or inhibit problem solving in a case situation.
6. The student will examine an ethical dilemma confronted and draw from the NASW Code of Ethics and a process of ethical decision making to address the issue and discuss her/his findings with the practicum supervisor on a monthly basis.
7. The student will discuss ethical conflicts with their practicum supervisor and demonstrate the ability to tolerate ambiguity in resolving them.

Completion Date _____ Supervisor's Initials _____ *(this should appear under each learning activity)*

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Practice behaviors to be demonstrated in practicum:

- 2.5. Advocate for human rights at the individual, family, group, organizational, and community system level; and
- 2.6. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Sample learning activities to demonstrate these practice behaviors:

1. The student will participate in the agency's Anti-racist and Anti-oppressive Practice/Equity and Inclusion Committee.
2. The student will attend and participate in community meetings that focus on the needs of diverse

- populations (e.g. Northfield Human Rights Commission, TORCH).
3. The student will attend events at the local or state level that promote social and economic justice.
 4. The student will participate in advocacy at the community level which may include public hearings, marches, and demonstrations.
 5. The student will:
 - a. identify a significant community problem and/or issue;
 - b. systematically assess this problem through a model of community assessment (community development, social action, social planning and/systemic change) learned through coursework;
 - c. identify relevant points of community intervention;
 - d. assess the level of impact the intervention has or may have on the community; and e. use policy practice skills to influence key decision makers to promote change.

Completion Date _____ Supervisor's Initials _____ *(this should appear under each learning activity)*

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

Practice behaviors to be demonstrated in field:

- 3.7. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- 3.8. 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.

Sample learning activities to demonstrate these practice behaviors:

1. The student will work with diverse populations in their placement setting demonstrating cultural humility, awareness of how systemic oppression may be affecting clients..
2. The student will analyze their personal biases and discuss the barriers to providing service to clients with their supervisor.
3. The student will identify an intervention they engaged in at each system level that responds to or addresses structural oppression for a client or client system.
4. The student will participate in the agency's Anti-racist and Anti-oppressive Practice/Equity and Inclusion Committee.
5. The student will:
 - a. identify a significant community problem and/or issue;
 - b. systematically assess this problem through a model of community assessment (community development, social action, social planning and/systemic change) learned through coursework;
 - c. identify relevant points of community intervention;
 - d. assess the level of impact the intervention has or may have on the community; and e. use policy practice skills to influence key decision makers to promote change.

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Competency 4: Engage In Practice-Informed Research and Research-Informed Practice

Practice behaviors to be demonstrated in field:

- 4.9. Apply research findings to inform and improve practice, policy, and programs; and 4.10. 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.

Sample learning activities to demonstrate these practice behaviors:

1. The student will read historical documents pertaining to the client population served by the agency, including prior legislative initiatives and agency policies and discuss the findings with their supervisor.
2. The student will review current materials pertaining to the client population served by the agency, including proposed policy changes and procedures at the local, state, and national level.
3. The student will discuss the impact of social policy issues at the direct service, organizational, and community level with their practicum Supervisor.
4. The student will attend relevant meetings (City Council, County Board, Tribal meetings, Legislative hearings and regional meetings) where policy issues are discussed.
5. The student will participate in “Day at the Capitol” activities sponsored by NASW or another group.
5. The student will engage in policy advocacy via letter writing, meetings with legislators or others with the power to change relevant policies.

Completion Date _____ Supervisor’s Initials _____ *(this should appear under each learning activity)*

Competency 5: Engage in Policy Practice

Practice behaviors to be demonstrated in practicum:

- 5.11. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect delivery of and access to social services; and
- 5.12. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Sample learning activities to demonstrate these practice behaviors:

1. The student will read historical documents pertaining to the client population served by the agency, including prior legislative initiatives and agency policies. Then, discuss with practicum supervisor.
2. The student will review current materials pertaining to the client population served by the agency, including proposed policy changes and procedures at the local, state, and national level.
3. The student will discuss the impact of social policy issues at the direct service, organizational and community level with their practicum Supervisor.
4. The student will attend relevant meetings (City Council, County Board, Tribal meetings, Legislative hearings and regional meetings) where policy issues are discussed.
5. The student will participate in “Day at the Capital” activities sponsored by NASW or another group.

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Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Practice behaviors to be demonstrated in practicum:

- 6.13. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- 6.14. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Sample learning activities to demonstrate these practice behaviors:

1. The student will conduct an effective initial interview with a client system, which demonstrates relationship- building skills.
2. The student will display empathy and interpersonal skills when meeting with clients, as observed by the supervisor. Student will reflect on skills with clients and make improvements.
3. The student will participate in staff meetings and other appropriate forums within the agency during which time their supervisor will have the opportunity to observe the student's interpersonal skills with colleagues.
4. Given a case assignment, the student will demonstrate the ability to establish rapport with a client in the implementation of a case plan, including providing appropriate feedback.

Completion Date _____ Supervisor's Initials _____ *(this should appear under each learning activity)*

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Practice behaviors to be demonstrated in practicum:

- 7.15. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- 7.16. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Sample learning activities to demonstrate these practice behaviors:

1. The student will conduct an effective holistic assessment of a client.
2. The student will collect relevant client data and demonstrate competency in agency data recording practices.
3. Create an ecomap with a client to analyze the relationships that the client has with their environment.
4. The student will develop case assessments that identify strengths, as well as problem areas, and which are useful for intervention planning.

Completion Date _____ Supervisor's Initials _____ *(this should appear under each learning activity)*

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

Practice behaviors to be demonstrated in practicum:

- 8.17. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- 8.18. incorporate culturally responsive methods to negotiate, mediate, and advocate, with and on behalf of clients and constituencies.

Sample learning activities to demonstrate these practice behaviors:

1. Given the opportunity to review agency policy and procedure materials and to observe agency decision-making processes, the student will orally present a brief agency description paper to their Agency Supervisor or practicum seminar including any recommended changes.
2. Attend an agency Board meeting and/or other meetings where policy issues are discussed.
3. Given a case assignment, the student will be able to identify appropriate community resources for their client(s) and will demonstrate the ability to make a referral and advocate, as needed.
4. The student will visit at least three other service providers/agencies in the community and gather information regarding what services are available, eligibility issues, etc.
5. The student will discuss with their practicum supervisor the role of networking in terms of improving service delivery.
6. The student will demonstrate skills for addressing termination with client systems and implement a

- plan for follow-up.
7. Organize and facilitate on-going client group or family sessions.

Completion Date _____ Supervisor's Initials _____ *(this should appear under each learning activity)*

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

Practice behaviors to be demonstrated in practicum:

- 9.19. Select and use culturally responsive methods for evaluation of outcomes; and
- 9.20. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Sample learning activities to demonstrate these practice behaviors:

1. Given the opportunity to review agency policy and procedure materials and to observe agency decision-making processes, the student will orally present a brief agency description paper to their Agency Supervisor or practicum seminar including any recommended changes.
2. The student will facilitate the implementation of an intervention plan and evaluate its effectiveness with the client system.
3. The student will complete a mini research project to inform practice effectiveness and share their findings with their agency.
4. The student will:
 - identify a significant organizational or community issue,
 - research the policy issues (at both the system and organizational level) which affect this issue,
 - identify the effects of these policies on clients, service organizations and the broader community
 - present their analysis to their supervisor.
 - participate in advocacy efforts to influence the policy issue (e.g., lobbying, letter writing, attending legislative hearings etc.)
 - the analysis should reflect multi-level thinking and an understanding of the complex nature of this topic.

Completion Date _____ Supervisor's Initials _____ *(this should appear under each learning activity)*

St. Olaf Social Work Practicum Learning Plan

[Student Name]

[Practicum Supervisor Name and Title]

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