

WAYNE STATE
UNIVERSITY
SCHOOL OF SOCIAL WORK

FIELD EDUCATION STUDENT LEARNING PLAN

Performance Criteria – Competencies and Practice Behaviors

Detailed competencies with corresponding practice behaviors are identified in the “Field Instructor Assessment of Student Competencies – Advanced Year”.

Competencies with the corresponding Practice Behaviors are as follows:

- I. Identify as a professional social worker & conduct oneself accordingly
 - a. Professional Role/Demeanor /Use of Supervision
 - b. Client Access to Service
 - c. Personal Values
- II. Apply social work principles to guide professional practice
 - a. Ethical Decisions
 - b. Roles, Boundaries and Values
 - c. Ethical Reasoning
- III. Apply critical thinking to inform and communicate professional judgments
 - a. Organizing Knowledge
 - b. Assessment and Intervention
 - c. Knowledge Integration
 - d. Oral and written communication
- IV. Engage diversity and difference in practice
 - a. Cultural Awareness/diversity
 - b. Values and Biases
 - c. Recognize and communicate Life Experiences
 - d. Engaged Learner
- V. Advance human rights and social and economic justice
 - a. Oppression and Discrimination
 - b. Human rights and Social and Economic Justice
- VI. Engage in research-informed practice and practice-informed research
 - a. Practice Experience and Scientific Inquiry
 - b. Research Evidence
- VII. Apply knowledge of human behavior and the social environment
 - a. Environment/Assessment

Competency I, II, IV, and X must be selected at a minimum to complete (along with corresponding practice behaviors) from Competency list along with the corresponding Performance Outcome(s) and Timeline.

- VIII. Engage in policy practice to advance social and economic wellbeing and to deliver effective social work services
 - a. Policies and Societal Well-Being
- IX. Respond to contexts that shape practice
 - a. Social Trends and related services
 - b. Leadership Roles
- X. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities
 - a. Engagement with systems
 - b. Interpersonal skills
 - c. Focus and outcome with field instructor
 - d. Interpreting client data
 - e. Assessing clients
 - f. Intervention goals and objectives
 - g. Selecting Intervention strategies
 - h. Client capacities
 - i. Transition and endings
 - j. Evaluation of work and services
- XI. Analyze the impact of the urban context on a range of client systems, including practice implications
 - a. Urban Context and Social Work
- XII. Interpersonal Practice
 - a. Scientific knowledge and development
 - b. Implement and evaluate evidence based intervention
- XIII. Community Practice and Social Action
 - a. Analysis of Organizations, communities and Complex systems
 - b. Effective models for social work practice, programs, and social policies
 - c. Differential Application of Advanced Skills

Please Note: When preparing the Learning Plan, competency I, II, IV, and X must be selected as a minimum (and practice behavior) from above list along with the corresponding Performance Outcome(s) and the Timeline and Status should be completed. Additional competencies may be added as needed. These may change for second semester as student progresses.

Competency I, II, IV, and X must be selected at a minimum to complete (along with corresponding practice behaviors) from Competency list along with the corresponding Performance Outcome(s) and Timeline.

FIELD EDUCATION STUDENT LEARNING PLAN: *EXAMPLE*

Student's Name: Aiden Keller

Field Placement Agency Wayne State Univ- Social Work

Program (BSW or MSW) / Year MSW / Advanced Year

Field Instructor's Name Chloe Ross

Date of Plan (When to When) 9/8/09 – 12/09

Faculty Advisor's Name Elizabeth Cole

Competency	Practice Behaviors	Performance Outcomes	Timeline	Status/ Comments
Identify as a professional social worker & conduct oneself accordingly	Professional Role and Demeanor /Use of Supervision Client Access to Service Personal Values	Become familiar with staff and school culture. Integrate into the school community Review the Southfield Schools Code of Conduct Review the Birney Middle School Handbook Review Special education forms Attend 2 Birney Staff meetings Attend 1 School Social Work staff meeting Shadow 1 elementary,	September- April- 2010 September 2009 October 2009 September-April 2009-10 Sept-Feb 2009-10 November– April 2009-10 January – April	

Competency I, II, IV, and X must be selected at a minimum to complete (along with corresponding practice behaviors) from Competency list along with the corresponding Performance Outcome(s) and Timeline.

Apply social work principles to guide professional practice	Ethical Decisions Roles, Boundaries and Values Ethical Reasoning	and 1 high school SW.	2010	
		Utilize supervision when dealing with an ethical dilemma	Sept-April 2009-2010	
		Understand the role of a social worker in a school setting	Sept-April 2009-2010	
		Understands the limits of therapeutic intervention in a school setting	Sept-April 2009-2010	
Apply critical thinking to inform and communicate professional judgments.	Organizing Knowledge Assessment and Intervention Knowledge integration Oral and written communication	Will complete 3 full social histories	October-April 2009-10	
		Will complete 12 classroom observations	September- April 2009-10	
		Participate and facilitate 5 Functional Analysis of Behaviors and Behavior Plans	September-April 2009-10	

Competency I, II, IV, and X must be selected at a minimum to complete (along with corresponding practice behaviors) from Competency list along with the corresponding Performance Outcome(s) and Timeline.

Engage diversity and difference in practice		including bi-monthly reviews.		
		Participate in 2 Review of Educational Evaluative Data (REED) meetings	September-April 2009-2010	
		Observe and Participate in 10 Mets and IEPs	September-April 2009-2010	
	Cultural Awareness/diversity Values and Biases Recognize and communicate Life Experiences Engaged Learner	Be aware of own values and biases when working with clients Learn the impact of culture and diversity on a person's perception of their world Learn when personal experience is appropriate to share with clients	September-April 2009-2010	

Competency I, II, IV, and X must be selected at a minimum to complete (along with corresponding practice behaviors) from Competency list along with the corresponding Performance Outcome(s) and Timeline.

Community Practice and Social Action	Effective models for social work practice, programs, and social policies	Participate in 2 Birney Blessing fundraisers. Assess the needs of clients and purchase the goods necessary to support them.	November 2009-March 2010	
Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities	Engagement with systems Interpersonal skills Focus and outcome with field instructor Interpreting client data Assessing clients Intervention goals and objectives Selecting Intervention strategies Client capacities Transition and endings Evaluation of work and services	Will create and implement 2 social skills groups each meeting for 10 sessions Carry an individual caseload of 8 students Complete 10 social history updates Participate in Crisis Intervention with staff, students, and parents	November-2009-2010 October 2009-April 2010 September2009-April 2010 September2009-April 2010	

Competency I, II, IV, and X must be selected at a minimum to complete (along with corresponding practice behaviors) from Competency list along with the corresponding Performance Outcome(s) and Timeline.

WSU - SCHOOL OF SOCIAL WORK
FIELD EDUCATION STUDENT LEARNING PLAN

Student's Name _____ Field Placement Agency _____

Program (BSW or MSW) / Year _____ Field Instructor's Name _____

Date of Plan (When to When) _____ Faculty Advisor's Name _____

Competency	Practice Behavior	Performance Outcomes	Timeline	Status/ Comments

Competency I, II, IV, and X must be selected at a minimum to complete (along with corresponding practice behaviors) from Competency list along with the corresponding Performance Outcome(s) and Timeline.

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