



**HEALTH CARE CONCENTRATION  
NON-BSW LEARNING PLAN**

Student	
Field Instructor	
Placement Site	
Start Date of Internship	

Dear Field Instructor and Student,

Attached is the learning plan that you will use during this internship. The Field Instructor and student develop the learning plan together and refer to it throughout the internship to guide the student's learning. As you will notice, the learning plan is centered around the Council on Social Work Education (CSWE) 10 Core Competencies of Social Work practice, which students must demonstrate competency in in order to successfully complete the MSW program.

Under CSWE guidelines, a student entering the MSW program without a BSW must demonstrate competency in both generalist practice behaviors and advanced practice behaviors. Therefore, the learning plan will be developed addressing both of these areas.

We understand that it is difficult to anticipate every learning opportunity that may be available during the internship, therefore, when completing the learning plan, view it as a guide for the internship learning. If additional learning opportunities arise, the student is free to engage in them. However, if significant adjustments are made in the student's learning, these changes must be documented on the learning plan and the amended plan sent to the Field Education Office.

## Directions for Completing the Learning Plan

1. The learning plan is divided into two phases of learning – Generalist Practice and Advanced Practice. Each phase must have identified learning experiences that the student will engage in during the internship.
2. The middle column lists the **Practice Behaviors** students will be working towards developing during the internship.
3. Directly under the practice behaviors is a section entitled “**Identified Tasks/Learning Opportunities for Student to Meet Practice Behaviors**”. The Field Instructor and Student must list the various learning activities/tasks that the Student will engage in to meet the practice behaviors.
4. To the right of the Practice Behaviors/Learning Tasks Column is a column marked “**Date Task to be Completed by or “O” for Ongoing**”. If there is a specific date that an identified learning task needs to be completed by, put that date in this column. For example, if a student needs to complete an orientation or training by the second week of the internship, you would calculate what that date would be and enter it in this column. If a specific activity or task has been identified that the student will continue working on throughout the internship, then put an “O” for ongoing. You may find that many of these tasks will be identified as “Ongoing”.
5. Please refer to the Timeline for the date the completed Learning Plan is to be submitted to the Field Education Office
6. The completed Learning Plan can be faxed, mailed or emailed to the Field Education Office:

School of Social Work  
Field Education Office  
1010 West Nevada  
Urbana, IL 61801

Fax # - 217 244-5220

Email to Amy Weber – [aweber2@illinois.edu](mailto:aweber2@illinois.edu)

Please contact the Field Education should you have any questions - 217-244-5229

## Agency Description

Please provide detailed information on the services that you will be learning about during your internship. If the agency has a job description similar to what you will be doing, please attach a copy of that description.

<b>Type of agency</b>	
<b>Targeted population served</b> Example: Children, Seniors, Disabled)	
<b>Primary issues addressed by agency</b> Example: Uninsured, homeless, lack of services.	

## Professionalism – Competency #1

Phase	Practice Behaviors Students will demonstrate the ability to:	Date Task to be Completed by or “O” for Ongoing
<p><b>Generalist Practice</b></p> <p><i>Identify with the social work profession, its mission and core values, and conduct oneself accordingly.</i></p>	<ol style="list-style-type: none"> <li>1. Advocate for client access to services.</li> <li>2. Practice self-reflection and self-correction.</li> <li>3. Engage in life-long learning and professional growth.</li> <li>4. Attend to professional roles and boundaries.</li> <li>5. Use supervision and consultation as needed</li> </ol> <p><b>Identified Tasks/Learning Opportunities for Student to Meet Practice Behaviors:</b></p>	
<p><b>Advanced Practice</b></p> <p><i>Identify with the social work profession, its mission and core values, and conduct oneself accordingly.</i></p>	<ol style="list-style-type: none"> <li>1. Advocate for patient access to health care services and participation in treatment decisions.</li> <li>2. Recognize professional boundaries, practice self-reflection and self-correction, and maintain lifelong learning habits relevant to health care settings.</li> <li>3. Advocate for and educate about the role of social work in the health care setting.</li> <li>4. Be respectful and understanding of the roles that other disciplines play in health care.</li> </ol> <p><b>Identified Tasks/Learning Opportunities for Student to Meet Practice Behaviors:</b></p>	

## Values and Ethics - Competency #2

Phase	Practice Behaviors Students will demonstrate the ability to:	Date Task to be Completed by or "O" for Ongoing
<p><b>Generalist Practice</b></p> <p><i>Have a working knowledge of social work ethical principles to guide professional practice.</i></p>	<ol style="list-style-type: none"> <li>1. Make ethical decisions by applying standards of the NASW Code of Ethics and international standards of ethics.</li> <li>2. Recognize and manage personal values in a way that allows professional values to guide practice</li> <li>3. Tolerate ambiguity and cultural differences in resolving ethical conflicts.</li> <li>4. Apply ethical reasoning to arrive at principled decisions</li> </ol> <p><b>Identified Tasks/Learning Opportunities for Student to Meet Practice Behaviors:</b></p>	
<p><b>Advanced Practice</b></p> <p><i>Have a working knowledge of social work ethical principles to guide professional practice.</i></p>	<ol style="list-style-type: none"> <li>1. Critically analyze and apply social work values, principles and the NASW Code of Ethics to patient-care situations and ethical dilemmas within health care settings.</li> <li>2. Recognize legal parameters and competing value systems inherent in ethical dilemmas and use supervision and collegial networks as needed.</li> <li>3. Be considerate that treatment and care are compliant with patient/families values system.</li> </ol> <p><b>Identified Tasks/Learning Opportunities for Student to Meet Practice Behaviors:</b></p>	

### Critical Thinking - Competency #3

Phase	Practice Behaviors Students will demonstrate the ability to:	Date Task to be Completed by or "O" for Ongoing
<p><b>Generalist Practice</b></p> <p><i>Apply critical thinking to inform and communicate professional judgments.</i></p>	<ol style="list-style-type: none"> <li>1. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues.</li> <li>2. Critically appraise and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.</li> <li>3. Analyze models of assessment, prevention, intervention, and evaluation.</li> <li>4. Use various methods of technology to search for information, critically interpret evidence, and communicate with others</li> </ol> <p><b>Identified Tasks/Learning Opportunities for Student to Meet Practice Behaviors:</b></p>	
<p><b>Advanced Practice</b></p> <p><i>Apply critical thinking to inform and communicate professional judgments</i></p>	<ol style="list-style-type: none"> <li>1. Document and record relevant information regarding patient care; and interpret and communicate such information to patient, family, and health care team as needed.</li> <li>2. Work with other health care providers to gather, analyze, and interpret information pertinent to patient care.</li> <li>3. Synthesize and present information to patient and the team members in a way that they will understand and that is relevant to their discipline and to the patients needs.</li> </ol> <p><b>Identified Tasks/Learning Opportunities for Student to Meet Practice Behaviors:</b></p>	

## Diversity - Competency #4

Phase	Practice Behaviors Students will demonstrate the ability to:	Date Task to be Completed by or "O" for Ongoing
<p><b>Generalist Practice</b></p> <p><i>Engage diversity and difference in practice.</i></p>	<ol style="list-style-type: none"> <li>1. Understand diversity in a broad sense that includes an appreciation for both differences and similarities and social change over time.</li> <li>2. Recognize the ways in which a culture's structures and values may oppress, marginalize, alienate, or enhance privilege and power</li> <li>3. Gain sufficient self-awareness to minimize the influence of personal biases and values in working with diverse groups.</li> <li>4. Recognize and communicate their understanding of the importance of differences and similarities in shaping life experiences.</li> <li>5. View themselves as learners and engage those with whom they work as informants</li> </ol> <p><b>Identified Tasks/Learning Opportunities for Student to Meet Practice Behaviors:</b></p>	
<p><b>Advanced Practice</b></p> <p><i>Engage diversity and difference in practice.</i></p>	<ol style="list-style-type: none"> <li>1. Recognize and appreciate ways in which cultural values influence health behaviors, decisions, interactions with team members, and health outcomes.</li> <li>2. Use research findings to understand the effects of culture and background factors on health outcomes.</li> <li>3. Educate health care team members as needed about different aspects of diversity and how healthcare/treatment may be impacted.</li> <li>4. Be aware of the role of religion and spiritual diversity in the health care setting.</li> </ol> <p><b>Identified Tasks/Learning Opportunities for Student to Meet Practice Behaviors:</b></p>	



## Social and Economic Justice – Competency #5

Phase	Practice Behaviors Students will demonstrate the ability to:	Date Task to be Completed by or "O" for Ongoing
<p><b>Generalist Practice</b></p> <p><i>Advance human rights and social and economic justice.</i></p>	<ol style="list-style-type: none"> <li>1. Understand the forms and mechanisms of oppression and discrimination.</li> <li>2. Advocate for human rights and social and economic justice.</li> <li>3. Engage in practices that advance social and economic justice.</li> <li>4. Describe international human rights issues</li> </ol> <p><b>Identified Tasks/Learning Opportunities for Student to Meet Practice Behaviors:</b></p>	
<p><b>Advanced Practice</b></p> <p><i>Advance human rights and social and economic justice.</i></p>	<ol style="list-style-type: none"> <li>1. Recognize social and behavioral determinants of health and other non-medical factors that contribute to health disparities.</li> <li>2. Seek out and mobilize resources within the health care system and community to facilitate service access and utilization and advocate for patients' rights</li> <li>3. Utilize Risk Management and bio-ethics as needed to advocate for patients.</li> <li>4. Be aware of existing legal resources for patients and families and particularly for vulnerable, underrepresented populations.</li> </ol> <p><b>Identified Tasks/Learning Opportunities for Student to Meet Practice Behaviors:</b></p>	

## Research Informed Practice - Competency #6

Phase	Practice Behaviors Students will demonstrate the ability to:	Date Task to be Completed by or "O" for Ongoing
<p><b>Generalist Practice</b></p> <p><i>Engage in research-informed practice and practice-informed research.</i></p>	<ol style="list-style-type: none"> <li>1. Use research evidence to inform practice.</li> <li>2. Use practice experience to inform scientific inquiry.</li> <li>3. Understand the process of evidence-informed practice</li> <li>4. Conduct systematic research reviews.</li> <li>5. Demonstrate basic understanding of research design, methods, and statistics</li> </ol> <p><b>Identified Tasks/Learning Opportunities for Student to Meet Practice Behaviors:</b></p>	
<p><b>Advanced Practice</b></p> <p><i>Engage in research-informed practice and practice-informed research.</i></p>	<ol style="list-style-type: none"> <li>1. Use current literature to inform the evidence-based practice.</li> <li>2. Be aware of evidence based practices/research being used within the health care setting and the role that social work plays.</li> </ol> <p><b>Identified Tasks/Learning Opportunities for Student to Meet Practice Behaviors:</b></p>	

## Human Behavior and Social Environment - Competency #7

Phase	Practice Behaviors Students will demonstrate the ability to:	Date Task to be Completed by or "O" for Ongoing
<p><b>Generalist Practice</b></p> <p><i>Apply knowledge of human behavior and the social environment.</i></p>	<p>1. Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation. 2. Critique and apply knowledge to understand the reciprocal interactions between people and their environments.</p> <p><b>Identified Tasks/Learning Opportunities for Student to Meet Practice Behaviors:</b></p>	
<p><b>Advanced Practice</b></p> <p><i>Apply knowledge of human behavior and the social environment.</i></p>	<p>1. Apply knowledge of human behavior and social systems to practice in health care settings 2. Educate patient, family, and health care team about age/developmentally appropriate behaviors and interventions. 3. Advocate for the availability of patients support system to be present when needed. 4. Reach out and advocate for the patient in their environment outside of the hospital, such as work and school.</p> <p><b>Identified Tasks/Learning Opportunities for Student to Meet Practice Behaviors:</b></p>	

## Policy Practice - Competency #8

Phase	Practice Behaviors Students will demonstrate the ability to:	Date Task to be Completed by or "O" for Ongoing
<p><b>Generalist Practice</b></p> <p><i>Engage in policy practice to address social and economic well-being and to deliver effective social work services.</i></p>	<p>1. Analyze, formulate and advocate for policies that advance social well-being. 2. Collaborate with colleagues, clients, administrators, policy makers and legislators for effective policy implementation and action</p> <p><b>Identified Tasks/Learning Opportunities for Student to Meet Practice Behaviors:</b></p>	
<p><b>Advanced Practice</b></p> <p><i>Engage in policy practice to address social and economic well-being and to deliver effective social work services.</i></p>	<p>1. Obtain and communicate current information and changes in federal and state healthcare policies to colleagues, patients, and patient families. 2. Become familiar with major systems such as Medicare, Medicaid, Social Security, and JACHO.</p> <p><b>Identified Tasks/Learning Opportunities for Student to Meet Practice Behaviors:</b></p>	

## Respond to contexts that shape practice - Competency #9

Phase	Practice Behaviors Students will demonstrate the ability to:	Date Task to be Completed by or "O" for Ongoing
<p><b>Generalist Practice</b></p> <p><i>Respond to contexts that shape practice.</i></p>	<ol style="list-style-type: none"> <li>1. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging social trends to provide relevant social services.</li> <li>2. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</li> </ol> <p><b>Identified Tasks/Learning Opportunities for Student to Meet Practice Behaviors:</b></p>	
<p><b>Advanced Practice</b></p> <p><i>Respond to contexts that shape practice.</i></p>	<ol style="list-style-type: none"> <li>1. Demonstrate knowledge about the social worker's role in discharge planning and continued care coordination in health care settings.</li> <li>2. Be knowledgeable about changes in current laws and application to vulnerable populations.</li> <li>3. Have a working knowledge of health care resources at a local, state, and federal level.</li> </ol> <p><b>Identified Tasks/Learning Opportunities for Student to Meet Practice Behaviors:</b></p>	

**Engagement, Assessment, Intervention and Evaluation - Competency #10A**

Phase	Practice Behaviors Students will demonstrate the ability to:	Date Task to be Completed by or "O" for Ongoing
<p><b>Generalist Practice</b></p> <p><i>Engagement</i></p>	<p>1. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.</p> <p>2. Use empathy and other interpersonal skills. Develop a mutually agreed-on focus of work and desired outcomes</p> <p><b>Identified Tasks/Learning Opportunities for Student to Meet Practice Behaviors:</b></p>	
<p><b>Advanced Practice</b></p> <p><i>Engagement</i></p>	<p>1. Develop therapeutic alliance with patients, their families, the health care team, and the community.</p> <p><b>Identified Tasks/Learning Opportunities for Student to Meet Practice Behaviors:</b></p>	

**Engagement, Assessment, Intervention and Evaluation - Competency #10B**

Phase	Practice Behaviors Students will demonstrate the ability to:	Date Task to be Completed by or "O" for Ongoing
<p><b>Generalist Practice</b></p> <p><i>Assessment</i></p>	<ol style="list-style-type: none"> <li>1. Collect, organize, and interpret client data.</li> <li>2. Assess client strengths and limitations.</li> <li>3. Develop mutually agreed-on intervention goals and objectives.</li> <li>4. Select appropriate evidence informed intervention strategies.</li> </ol> <p><b>Identified Tasks/Learning Opportunities for Student to Meet Practice Behaviors:</b></p>	
<p><b>Advanced Practice</b></p> <p><i>Assessment</i></p>	<ol style="list-style-type: none"> <li>1. Conduct a comprehensive biopsychosocial assessment that will be useful to patient, family and healthcare team.</li> <li>2. Be prepared to assess a situation quickly and accurately.</li> <li>3. Work in a timely manner that will allow the best outcome for the patient.</li> </ol> <p><b>Identified Tasks/Learning Opportunities for Student to Meet Practice Behaviors:</b></p>	

## Engagement, Assessment, Intervention and Evaluation - Competency #10C

Phase	Practice Behaviors Students will demonstrate the ability to:	Date Task to be Completed by or "O" for Ongoing
<p><b>Generalist Practice</b></p> <p style="text-align: center;"><i>Intervention</i></p>	<p>1. Initiate actions to achieve organizational goals. Implement prevention interventions that enhance client capabilities.</p> <p>2. Help clients resolve problems. Negotiate, mediate, and advocate for clients. Facilitate transitions and endings</p> <p><b>Identified Tasks/Learning Opportunities for Student to Meet Practice Behaviors:</b></p>	
<p><b>Advanced Practice</b></p> <p style="text-align: center;"><i>Intervention</i></p>	<p>1. Initiate psychoeducation, counseling, family conferences, team meetings, and community/agency referrals to achieve goals for patient's continued care and health.</p> <p>2. Develop organizational strategies, such as support groups and educational materials, to most efficiently serve the needs of patients and families.</p> <p>3. Identify interventions that are achievable and realistic with patients' existing co-morbidities.</p> <p><b>Identified Tasks/Learning Opportunities for Student to Meet Practice Behaviors:</b></p>	



**Engagement, Assessment, Intervention and Evaluation - Competency #10D**

Phase	Practice Behaviors Students will demonstrate the ability to:	Date Task to be Completed by or "O" for Ongoing
<b>Generalist Practice</b>  <i>Evaluation</i>	1. Critically analyze, monitor and evaluate social work interventions  <b>Identified Tasks/Learning Opportunities for Student to Meet Practice Behaviors:</b>	
<b>Advanced Practice</b>  <i>Evaluation</i>	1. Informally and/or formally evaluate the effectiveness of social work interventions in health care settings. 2. Evaluate the psychosocial dimensions of healthcare team approaches with patients and families, and assess the need for adjustments by the social worker and/or whether or not the team needs to be encouraged to change approach as a whole.  <b>Identified Tasks/Learning Opportunities for Student to Meet Practice Behaviors:</b>	

## SIGNATURE PAGE

The field instructor and student have collaborated and agreed on the learning assignments, activities and timelines contained in this Learning Plan.

<b>Student:</b>		
	Print Name	Signature
<b>MSW Primary Field Instructor:</b>		
	Print Name	Signature
<b>Secondary Field Instructor:</b>		
	Print Name	Signature

<b>Agency:</b>
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<b>Date:</b>
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