



### **Explanation of Student Learning Plan**

A learning plan is required from all students in a degree program in order to ensure that specific agreed-upon performance outcomes and tasks are met during the field placement. A learning plan is created to focus the field education experience on the required competencies. It guides the student, field instructor, (and task supervisor when appropriate) in achieving these competencies. The faculty field liaison and field instructor must approve the learning plan. This document should be reviewed and amended as necessary and students should retain copies. A learning plan can be any length, as long as it is complete and thorough. The ten competencies with the corresponding behaviors are provided for students. The following keys terms are used in the learning plan:

**Competencies-** describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components.

**Behaviors-** represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

**Performance Outcomes-** describe the specific responsibilities that the student will carry out to achieve the competencies and practice behaviors. Performance outcomes are the specific tasks, duties, and responsibilities that demonstrate achievement of competencies. They should be measurable by specific criteria such as quantity, progress, duration and the like, and they should express individual ideas. Examples include: completing eight assessments, helping one client find full-time employment, and working with a group of young adults on a weekly basis. Specify exact numbers and types of task to be performed). Students should develop the performance outcomes with the assigned field instructor.

**Timeline-** details when the student hopes to begin and complete individual tasks. Think in terms of weeks and months and provide general start and end dates. Exact dates are not required. Examples include: January 2016 to March 2016 and second week in April 2016 through June 2016. Be realistic with the task start and end dates by assessing personal skill level and availability of opportunity at the agency.

**Status/Comments** used by the field instructor to note how the student is progressing toward specific competencies, practice behaviors and performance outcomes.

### Example Student Learning Plan

<b>Student Name:</b>	<input type="text"/>	<b>Field Placement Agency:</b>	<input type="text"/>
<b>Program / Year:</b>	<input type="text"/> / <input type="text"/>	<b>Field Instructor's Name:</b>	<input type="text"/>
<b>Date of Plan (When to When):</b>	<input type="text"/> to <input type="text"/>	<b>Faculty Field Liaison's Name:</b>	<input type="text"/>

A learning plan is required from all students in a degree program in order to ensure that specific agreed-upon performance outcomes and tasks are met during the field placement. A learning plan is created to focus the field education experience on the required competencies. It guides the student, field instructor, (and task supervisor when appropriate) in achieving these competencies. The faculty field liaison and field instructor must approve the learning plan. This document should be reviewed and amended as necessary and students should retain copies.

Students write the learning plan by referencing the Field Instructor Assessment of Student Competencies (FIASC), which will assist in creating the performance outcomes. Reference copies of the FIASC can be found in the Field Education Manual on the school website. Performance outcomes are the specific tasks, duties, and responsibilities that demonstrate achievement of competencies. Competencies with the corresponding Behaviors are listed in the worksheet below.

Students are evaluated on all competencies on the Field Instructor Assessment of Student Competencies. Therefore, all competencies must be addressed in the student Learning Plan. Please note that some competencies may have performance outcomes that are more detailed and ongoing depending on the work performed at the agency.

Field Instructor Comments	Competencies	Behaviors	Practice Outcomes	Timeline	Status / Comments	Faculty Field Liaison Comments
	I. Demonstrate Ethical and Professional Behavior					
		a. 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 as appropriate to context	<p>Become familiar with staff and agency culture.</p> <p>Integrate into the school community</p> <p>Read and discuss the agency Code of Conduct with the field instructor</p> <p>Read and discuss the agency Handbook with the field instructor</p> <p>Review agency specific forms and</p>	September 2016	Completed	

			documentation procedures			
		b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	Discuss the role of a school social worker in the agency setting with the field instructor	September 2016-April 2017	Ongoing	
		c. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication	<p>Review and adhere to WSUSSW Professional and Technical Standards</p> <p>Review and adhere to agency policy on professional appearance and behavior</p> <p>Review and adhere to agency documentation procedures</p>	September 2016	Ongoing	

		<p>d. Use technology ethically and appropriately to facilitate practice outcomes</p>	<p>Review and adhere to agency policy related to technology use</p> <p>Use technology appropriately as required to work at the field agency and complete all related assignments</p>	<p>September 2016-April 2017</p>	<p>Ongoing</p>	
		<p>e. Use supervision and consultation to guide professional judgment and behavior</p>	<p>Utilize supervision when dealing with an ethical dilemma</p>	<p>September 2016- April 2017</p>	<p>Ongoing</p>	
	<p>II. Engage Diversity and Difference in Practice</p>					
		<p>a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels</p>	<p>Learning the impact of culture and diversity on a person's perception of their world</p>	<p>September 2016- April 2017</p>	<p>Ongoing</p>	

		b. Present themselves as learners and engage clients and constituencies as experts of their own experiences	Be aware of own values and biases when working with clients	September 2016- April 2017	Ongoing	
		c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	Learn when personal experience is appropriate to share with clients	September 2016- April 2017	Ongoing	
	III. Advance Human Rights and Social, Economic, and Environmental Justice					
		a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	Link client to appropriate services taking into account their unique context and social locations	September 2016- April 2017	Ongoing	

		b. Engage in practices that advance social, economic, and environmental justice.	Know when to advocate on behalf of client or client systems	September 2016- April 2017	Ongoing	
	IV. Engage in Practice-informed Research and Research-informed Practice					
		a. Use practice experience and theory to inform scientific inquiry and research	Discuss with field instructor the impact of practice experience on service delivery	January 2017-April 2017	Planning	
		b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	Review best practices related to population servicing and discuss the link to application with field instructor	January 2017-April 2017	Planning	

		c. Use and translate research evidence to inform and improve practice, policy, and service delivery.	Identify and utilize evidence-based practice models to inform and improve work at the agency	January 2017-April 2017	Planning	
	V. Engage in Policy Practice					
		a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	Familiarize self with policies that impact clients at the agency and discuss with field instructor	September 2016	Completed	
		b. Assess how social welfare and economic policies impact the delivery of and access to social services	Discuss and explore how collaborations (i.e. with agency staff, other disciplines, community partners etc.) leads to change (decreasing barriers, improved	September 2016- April 2017	Ongoing	

			access etc.) for clients or client systems			
		c. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	Identify and discuss with field instructor ways to improve policies that impact services to clients	September 2016- April 2017	Ongoing	
	VI. Engage with Individuals, Families, Groups, Organizations, and Communities					
		a. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	Review case files and discuss with field instructor  Identify the role of social workers in delivery of services (to families, groups, organizations, and communities)	September 2016- April 2017	Ongoing	

		b. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	Employ the appropriate use of empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	September 2016- April 2017	Ongoing	
	VII. Assess Individuals, Families, Groups, Organizations, and Communities					
		a. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;	Observe and conduct a minimum of 10 intakes  Collect client data per agency policy and record client data per agency policy	September 2016- April 2017	Ongoing	

		b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	Access and utilize agency data management systems (i.e. MISACWIS, Excel, Access, and other electronic records system)	September 2016- April 2017	Ongoing	
		c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	Carry an individual caseload of 8 students  Identify effective goals and objectives for all assigned clients or client systems	September 2016- April 2017	Ongoing	
		d. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	Create and implement effective intervention strategies (i.e. social skills groups) for assigned clients or client systems and	September 2016- April 2017	Ongoing	

			discuss with field instructor			
	VIII. Intervene with Individuals, Families, Groups, Organizations, and Communities					
		a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;	Discuss with field instructor appropriate interventions to promote client well-being and client capacity.	September 2016- April 2017	Ongoing	
		b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	Identify methods to assist clients in identifying problems (make the method specific to your population. For example if you work homeless clients you may assist clients with	September 2016- April 2017	Ongoing	

			identifying barriers to stable housing or employment).			
		c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;	Attend monthly interdisciplinary team meetings.  Facilitate 2 interdisciplinary team meetings (i.e. present cases)	November 2016	Completed	
		d. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	Work with interdisciplinary team (i.e. psychiatrist, case manager, and direct care staff) to ensure client needs are met (i.e. medication changes, housing needs, or access to additional services).  Work with clients to access needed	September 2016- April 2017	Ongoing	

			resources (i.e. how to sign up for health insurance)			
		e. Facilitate effective transitions and endings that advance mutually agreed-on goals	<p>Discuss with field instructor transference issues related to endings.</p> <p>Make client aware of treatment ending date.</p> <p>Transition client to additional resources and agency staff to support ongoing progress</p>	February 2017-April 2017	Ongoing	
	IX. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities					

		a. Select and use appropriate methods for evaluation of outcomes	Create feedback loop between client to agency to field instructor to student	September 2016- April 2017	Ongoing	
		b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;	<p>Discuss with field instructor how various perspectives inform my work with clients.</p> <p>Understand the context of the client environment (i.e. conduct home visits, or speak with other service providers that interface with the client or client systems etc.)</p>	September 2016- April 2017	Ongoing	
		c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes	Discuss and utilize feedback from the field instructor to inform the	September 2016- April 2017	Ongoing	

			intervention strategies used with clients or client systems.			
		d. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	<p>Discuss with field instructor why and how intervention processes are used at the micro, mezzo, and macro levels.</p> <p>Utilize feedback to improve delivery of services at the micro, mezzo, and macro levels.</p>	September 2016- April 2017	Ongoing	
	X. Analyze the impact of the urban context on a range of client systems, including practice implications					

		<p>a. Examine the distinct characteristics of the urban context and apply the analysis to social work practice</p>	<p>Identify the challenges of the urban context on client or client systems.</p> <p>Discuss with field instructor how the urban context effects delivery of services</p>	<p>September 2016- April 2017</p>	<p>Ongoing</p>	
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SAVE WORK

**Student Signature:** ([Student Name]): [Click to sign Completed Document](#)

**Field Instructor:** ([Field Instructor Name]): [Click to sign Completed Document](#)

This form has been received and verified by:

**Faculty Field Liaison:** ([Faculty Field Liaison Name]): [Click to sign Completed Document](#)

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