

The University of Tennessee  
College of Social Work  
MSSW Program

LEARNING PLAN FOR THE  
CLINICAL PRACTICUM

Student: \_\_\_\_\_

Semester:  Fall  Spring  Summer

Agency: \_\_\_\_\_

Date: \_\_\_\_\_

Field Instructor: \_\_\_\_\_

Field Consultant: \_\_\_\_\_

The learning plan is a working agreement between the field instructor, the student and the College. The plan is based on the goals of the clinical concentration and the learning objectives for the second year clinical field. This plan must be completed at the beginning of the academic year and reviewed and revised each subsequent semester. The learning plan can be revised at any other time if the field instructor, student and/or field consultant conclude that a revision is needed. The learning plan and its objectives will be the standard for evaluating the student's progress in field.

Under each group of objectives, a list of suggested tasks/activities is provided. The field instructor and the student should review the objectives and select tasks/activities that will enable the student to achieve each objective. The field instructor and student should select as many of the tasks/activities that are available in the agency to assist the student's learning. There is additional space provided to add tasks/activities that are not listed and may be unique to the agency setting. When selecting learning activities, please keep in mind the student's experience, phase of learning, and learning style.

The completed and signed learning plan should be returned to the Senior Recorder, UT College of Social Work. The Senior Recorder will be responsible for obtaining the signature of the field consultant. **The field instructor and the student should keep a copy for their records and for periodic review and revision.**

**Knoxville**-Return to  
228 Henson Hall  
Knoxville, TN 37996-3333

**Memphis**-Return to  
711 Jefferson  
Room W-607  
Memphis, TN 38163

**Nashville**-Return to  
193 Polk Ave., Suite E  
Room 278  
Nashville, TN 37210

**GOAL 1:** Use advanced theoretical perspectives and interventions(e.g., cognitive behavior, psychodynamic, short-term, and small group interventions) in clinical social work practice across various client/client systems, particularly those from high risk/vulnerable groups, and service settings.

**Objectives:** The student should be able to:

- a) Engage the client in assessing strengths, issues and problems and identifying the focus of treatment/intervention
- b) Include ethnic, societal and cultural characteristics; strengths and risks, and resources when assessing the needs of the client(s)
- c) Identify the impact of policies, procedures, and funding sources on the client with particular sensitivity to issues of institutional oppression and social justice
- d) Complete an in-depth assessment that incorporates inter-personal and intra-personal, social and environmental factors
- e) Assist clients in developing and using strengths and resources
- f) Communicate clearly, both verbally and in writing

**Tasks/Activities to accomplish objectives:** (check all that apply)

- |  |  |
|--|--|
| <input type="checkbox"/> Review the agency policy and procedure manual   | <input type="checkbox"/> Review literature on assessment theories and approaches                   |
| <input type="checkbox"/> Interview key people in the agency regarding policies and procedures                                    | <input type="checkbox"/> Discuss theories with supervisor  |
| <input type="checkbox"/> Obtain information regarding the agency's funding sources and the requirements of those funding sources | <input type="checkbox"/> Review literature regarding the client population(s) served by the agency |
| <input type="checkbox"/> Participate in preparation of audits/program reviews  | <input type="checkbox"/> Construct eco-map and genogram with clients                               |
| <input type="checkbox"/> Observe intakes/assessments   | <input type="checkbox"/> Write up the assessment(s)  |
| <input type="checkbox"/> Complete intakes/assessments with clients   | <input type="checkbox"/> Review the assessment(s) with field instructor                            |
| <input type="checkbox"/> Read case files completed by other staff members  | <input type="checkbox"/> Present case in staffing(s)   |

**Other: (specify below)**

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**GOAL 2:** Critically analyze practice approaches using empirical research and conducting practice evaluations in relation to client/client systems, interventions, and goals of service.

**Objectives:** Student should be able to:

- a) Consider the client's strengths, abilities, issues and needs when evaluating potential interventions
- b) Include issues of diversity and risk in the selection of practice approaches
- c) Use empirical research of direct practice to evaluate practice approaches
- d) Evaluate her/his ability and expertise to intervene with diverse client populations
- e) Develop and maintain the therapeutic relationship
- f) Identify transference/counter transference issues or others that impact the therapeutic relationship

**Tasks/Activities to accomplish objectives:** (check all that apply)

- |  |   |
|--|---|
| <input type="checkbox"/> Attend treatment team meetings  | <input type="checkbox"/> Carry a caseload of diverse clients  |
| <input type="checkbox"/> Explore a practice approach   | <input type="checkbox"/> Discuss a case with field instructor                                       |
| <input type="checkbox"/> Make a presentation on a practice approach to agency staff                                    | <input type="checkbox"/> Discuss issues of diversity with the field instructor                      |
| <input type="checkbox"/> Observe practitioners with different practice approaches                                      | <input type="checkbox"/> Discuss transference and counter transference issues with field instructor |
| <input type="checkbox"/> Discuss with field instructor the use of different practice approaches with different clients |   |

**Other: (specify below)**

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**GOAL 3:** Design and implement effective ethical interventions and advocate for clients and client groups of varying backgrounds in a variety of practice settings

**Objectives:** The student should be able to:

- a) Engage the client in formulating treatment/interventions plans, including objectives, methods and measures of outcomes
- b) Design interventions that consider the client's strengths, abilities, resources, issues and needs
- c) Use empirical research of direct practice in the selection of interventions
- d) Design interventions that are responsive to the context and resources of the practice setting
- e) Use the resources available to the client
- f) Advocate within and among service providers to insure that the client receives needed services
- g) Implement interventions that include cognitive-behavioral, psychosocial-dynamic and/or short-term approaches
- h) Lead small groups including task, therapeutic, psycho-educational and/or social support groups
- i) Evaluate his/her own practice

**Tasks/Activities to accomplish objectives:** (check all that apply)

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|---|--|
| <input type="checkbox"/> Attend staffing and other meetings                     | <input type="checkbox"/> Co-facilitate group(s)  |
| <input type="checkbox"/> Attend meeting with other service providers            | <input type="checkbox"/> Lead group(s)   |
| <input type="checkbox"/> Attend and participate in coalitions                   | <input type="checkbox"/> Identify and select appropriate evaluation measures               |
| <input type="checkbox"/> Visit referral agencies                                | <input type="checkbox"/> Evaluate practice outcomes  |
| <input type="checkbox"/> Refer clients to other resource agencies               | <input type="checkbox"/> Develop a directory of resources available to clients             |
| <input type="checkbox"/> Review literature on different treatment interventions | <input type="checkbox"/> Review practice evaluation for different kinds of client problems |
| <input type="checkbox"/> Provide individual therapy sessions to client(s)       | <input type="checkbox"/> Develop treatment plans with the client                           |
| <input type="checkbox"/> Observe group(s)                                       |  |

**Other: (specify below)**

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**GOAL 4:** Relate to client(s) with diverse needs/issues from a variety of cultural and socioeconomic backgrounds

**Objectives:** The student should be able to:

- a) Analyze the influence of culture, race and diversity for both the student and the client on the therapeutic relationship
- b) Use supervision regarding diversity issues or value conflicts for professional development
- c) Maintain relationships with clients including appropriate boundaries and the conscious use of self in the professional role
- d) Identify and analyze ethical conflicts in practice utilizing the NASW Code of Ethics
- e) Address ethical and value conflicts in practice

**Tasks/Activities to accomplish objectives:** (check all that apply)

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|---|--|
| <input type="checkbox"/> Review the NASW Code of Ethics   | <input type="checkbox"/> Review cases that illustrate ethical dilemmas                                     |
| <input type="checkbox"/> Discuss the code of ethics, value conflicts and diversity issues with the field instructor | <input type="checkbox"/> Discuss ethical dilemmas with field instructor                                    |
| <input type="checkbox"/> Participate in/observe agency's ethics committee   | <input type="checkbox"/> Read the agency's policy and procedures regarding resolution of ethical conflicts |

**Other: (specify below)**

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**GOAL 5:** Actively engage in developing his/her professional self

**Objectives:** The student should be able to:

- a) Meet agency/professional standards for attendance, appointments and meetings
- b) Prepare for supervision conferences through reading, setting the agenda, and being prompt
- c) Seek and initiate opportunities for learning
- d) Follow through on commitments to clients and agency
- e) Interact with clients, colleagues, agency personnel and other professionals in an ethical and professional manner
- f) Assess strengths and limitations as a professional and use that awareness as tool for learning
- g) Distinguish his/her own needs, experiences, and values from those of the client
- h) Integrate new knowledge and/or suggestions given by field instructor

**Tasks/Activities to accomplish objectives:** (check all that apply)

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|--|---|
| <input type="checkbox"/> Keep practicum log                                | <input type="checkbox"/> Prepare agenda for conferences with field instructor               |
| <input type="checkbox"/> Keep practicum journal                            | <input type="checkbox"/> Complete evaluation forms  |
| <input type="checkbox"/> Complete required documentation                   | <input type="checkbox"/> Attend in-service training   |
| <input type="checkbox"/> Use time management skills                        | <input type="checkbox"/> Attend other training events relevant to practicum                 |
| <input type="checkbox"/> Develop learning tasks specific to this placement | <input type="checkbox"/> Read the agency's personnel policies regarding time and attendance |

**Other: (specify below)**

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## Signature Page

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Field Instructor

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Student

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Field Consultant

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Date

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