

**LEARNING PLAN**  
**Core Competencies**

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

Placement Site: \_\_\_\_\_

Start Date of Internship: \_\_\_\_\_

All students in the MSW program must complete the Core Competencies Learning Plan. This learning plan is used for the first 10 weeks of the internship.

**Instructions:**

Review the competency and the related behaviors and tasks for each area. If the activity is relevant to your field learning experience either document a targeted completion date or mark as “ongoing”. It is anticipated that the majority of activities will be ongoing throughout the internship as learning is a continual process. If the activity is not relevant to the learning experience then mark the completion date with N/A (not applicable).

If a student is engaged in activities not included on the learning plan, note those tasks in the space provided for additional learning activities.

After the learning plan has been developed, both the student and field instructor must sign. The original with signatures should be sent to the Field Education Office by the date specified on the timeline. Both the student and Field Instructor should retain a copy. The Learning Plan is a tool to guide the student’s learning experience and provide a structure for the field instructor to provide ongoing feedback and evaluation. The learning plan may be updated or changed to reflect the student’s learning experience. If changes to the plan occur, submit a revised copy to the Field Education Office.

## Professionalism

**Competence #1:** Identify with the social work profession, its mission and core values, and conduct oneself accordingly. Students will demonstrate the ability to:

### Behaviors:

#### Tasks:

Completion

Date \_\_\_\_\_

Ongoing

Advocate for client access to services

- Identify client's needs
- Identify issues prohibiting access to service
- Work within the agency to address issues related to service provision

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Practice self-reflection and self-correction

- Identify strengths and weaknesses
- Integrate feedback from supervision

\_\_\_\_\_

Engage in life-long learning and professional growth

- Attend workshops or trainings
- Read suggested reading

\_\_\_\_\_

Attend to professional roles and boundaries

- Maintain boundaries
- Demonstrate an understanding of the social worker's role in practice
- Identify the difference from social work practice and other disciplines in agency

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Use supervision and consultation as needed

- Be prompt for supervision
- Prepare for supervision
- Take responsibility for one's learning

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Additional learning activities:

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## Values and Ethics

**Competence #2:** Apply social work ethical principles to guide professional practice. Students will demonstrate the ability to:

Make ethical decisions by applying standards of the NASW

Code of Ethics and apply international standards of ethics

- Read the NASW Code of Ethics
- Apply the Code of Ethics in practice situations

\_\_\_\_\_

Recognize and manage personal values in a way that allows professional values to guide practice

- Identify personal values that might impact practice
- Understand the difference between professional and personal values

\_\_\_\_\_

### Behaviors:

Completion

**Tasks:**

Date \_\_\_\_\_

Ongoing

Tolerate ambiguity and cultural differences in resolving ethical conflicts

\_\_\_\_\_

- In supervision identify the influence of culture on behavior
- Use a framework to analyze the conflict with a cultural perspective

Apply ethical reasoning to arrive at principled decisions

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- Identify options when addressing ethical dilemmas
- Use supervision to process options for resolution

Additional learning activities:

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**Critical Thinking**

**Competence #3:** Apply critical thinking to inform and communicate professional judgments. Students will demonstrate the ability to

Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues

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- Use effective communication
- Document according to the internship policies and procedures
- Integrate feedback received from supervisor(s)

Critically appraise and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom

\_\_\_\_\_

- Research literature related to issue/area of interest
- Read research-based literature

Analyze models of assessment, prevention, intervention, and evaluation

\_\_\_\_\_

- Research various models of assessment, prevention, interventions and evaluation
- Read the information on the various models
- Select the best model to address issue

Use various methods of technology to search for information, critically interpret evidence, and communicate with others

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- When appropriate share information on research based interventions

Additional learning activities:

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**Behaviors:**  
**Tasks:**

Completion  
Date \_\_\_\_\_ Ongoing

## Diversity

**Competence #4:** Engage diversity and difference in practice. Students will demonstrate the ability to:

Understand diversity in a broad sense that includes an appreciation for both differences and similarities and social change over time

- Read evidence based factual information about diverse groups
- Read literature on affective interventions for diverse groups

\_\_\_\_\_

Recognize the ways in which a culture's structures and values may oppress, marginalize, alienate, or enhance privilege and power

- Use self as a social change agent
- Discuss with supervisor the forms of oppression and discrimination in the community
- Learn the community advocacy groups that target oppressed and discriminated populations

\_\_\_\_\_

Gain sufficient self-awareness to minimize the influence of personal biases and values in working with diverse groups

- Self assess for biases when dealing with diverse and oppressed groups
- Identify personal attitudes/beliefs that impact communication with diverse groups
- Use behaviors that reflect respect for diversity

\_\_\_\_\_

Recognize and communicate their understanding of the importance of differences and similarities in shaping life experiences

- Identify the meaning that the client's diverse status has to them
- In practice, acknowledge and accept the client's perspective

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View themselves as learners and engage those with whom they work as informants

- View the client as a teacher
- Begin where the client "is"

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Additional learning activities:

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## Social and Economic Justice

**Competence#5:** Advance human rights and social and economic justice. Students will demonstrate the ability to:

Understand the forms and mechanisms of oppression and discrimination

- Familiarize yourself with the demographics of the community

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**Behaviors:**

**Tasks:**

Completion

Date \_\_\_\_\_

Ongoing

- Learn about populations that are oppressed and discriminated against in the community
- Discuss with your field instructor interventions by the community to address oppression and discrimination

**Advocate for human rights and social and economic justice**

\_\_\_\_\_

- Advocate on behalf of your clients for needed services
- Identify areas of limited resources and advocate for change

**Engage in practices that advance social and economic justice**

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- Identify inequalities within various populations
- Attend community forums that address inequalities

**Describe international human rights issues**

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- Read about international human rights issues

**Additional learning activities:**

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**Research Informed Practice**

**Competence #6:** Engage in research-informed practice and practice-informed research.

Students will demonstrate the ability to:

**Use research evidence to inform practice**

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- Read literature on affective interventions
- Apply evidenced informed interventions to address client's issue

**Use practice experience to inform scientific inquiry**

\_\_\_\_\_

- Identify issues related to practice
- Formulate a research question to guide literature search

**Understand the process of evidence-informed practice**

\_\_\_\_\_

- Apply knowledge gained in the classroom on the process for obtaining evidence  
Informed practice

**Use practice experience to inform scientific inquiry**

\_\_\_\_\_

- Identify client issues
- Explore with others potential evidence informed interventions

**Conduct systematic research reviews**

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- Search research to obtain information on issues related to practice

**Demonstrate basic understanding of research design, methods, and statistics**

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Additional learning activities:

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**Behaviors:**

Completion

**Tasks:**

Date

Ongoing

### **Human Behavior and Social Environment**

**Competence #7:** Apply knowledge of human behavior and the social environment. Students will demonstrate the ability to:

Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation \_\_\_\_\_

- Review frameworks learning in the classroom related to assessment, intervention and evaluation
- Apply frameworks in practice

Critique and apply knowledge to understand the reciprocal interactions between people and their environments \_\_\_\_\_

- Use supervision to discuss how the reciprocal interaction between people and their environment has impacted the client population

Additional learning activities:

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### **Policy Practice**

**Competence #8:** Engage in policy practice to address social and economic well-being and to deliver effective social work services. Students will demonstrate the ability to:

Analyze, formulate and advocate for policies that advance social well-being \_\_\_\_\_

- Read agency policies
- Learn about policies that impact the agency

Collaborate with colleagues, clients, administrators, policy makers and legislators for effective policy implementation and action \_\_\_\_\_

- Attend meetings that address policy issues that impact agency services
- Participate on committees that address policy issues

Additional learning activities:

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**Behaviors:**

**Tasks:**

Completion

Date \_\_\_\_\_

Ongoing

### Shaping Practice

**Competence #9:** Respond to contexts that shape practice. Students will demonstrate the ability to:

Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging social trends to provide relevant social services

- Read current literature on social work practice
- Join and participate in professional organizations

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Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

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Additional learning activities:

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### Engagement, Assessment, Intervention and Evaluation

**Competence #10: Engagement:** students will demonstrate the ability to

Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities

- Learn how agency's "clientele" are referred for services
- Identify strengths and weaknesses for intervention

\_\_\_\_\_

Use empathy and other interpersonal skills

- Demonstrate the use of basic social work skills

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Develop a mutually agreed-on focus of work and desired outcomes

- Formulate with the client treatment objectives
- Write treatment goals and review with client

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Additional learning activities:

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**Competence #10: Assessment:** Students will demonstrate the ability to:

Collect, organize, and interpret client data

- Use interview skills to gather data
- Obtain necessary documents to gather information from collaterals
- Interpret oral communication and body language

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**Behaviors:**

Completion

**Tasks:**

Date \_\_\_\_\_

Ongoing

**Assess client strengths and limitations**

- Identify strengths and limitations
- Maintain focus on relevant information
- Complete a written assessment

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**Develop mutually agreed-on intervention goals and objectives**

- Discuss with client appropriate interventions to address identified issues
- Document treatment goals

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**Select appropriate evidence informed intervention strategies**

- Use case consultation to identify evidence informed intervention
- Review literature related to identified issues

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Additional learning activities:

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**Competence #10: Intervention:** Students will demonstrate the ability to

**Initiate actions to achieve organizational goals**

- Plan a strategy for an intervention ground in evidence-informed practice
- Refer client to appropriate community resources

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**Implement prevention interventions that enhance client capabilities**

- Identify areas of prevention that will assist client
- Identify prevention resources appropriate to address client need
- Refer client to identified resources

\_\_\_\_\_

**Help clients resolve problems**

- Learn to “begin where the client is?”
- Develop therapeutic relationship

\_\_\_\_\_

**Negotiate, mediate, and advocate for clients**

- When appropriate advocate on behalf of the client
- Use negotiation and mediation skills when advocating for client

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**Facilitate transitions and endings**

- Use flexibility with intervention as situations change

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Additional learning activities:

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**Behaviors:**

**Tasks:**

Completion

Date \_\_\_\_\_

Ongoing

**Competence #10: Evaluation:** Students will demonstrate the ability to:

Critically analyze, monitor and evaluate social work interventions \_\_\_\_\_

- Identify successful interventions
- Identify appropriate progress indicators
- Monitor and record measurable change
- Involve clients in progress reviews
- Revise interventions based on evaluation
- Evaluate agency services

Additional learning activities:

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## SIGNATURES

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

**Student:** \_\_\_\_\_  
(Print) (Signature)

**MSW Field Instructor:**

Name: \_\_\_\_\_  
(Print) (Signature)

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

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

If there is no MSW in the agency providing supervision; **Task Supervisor:**

Name: \_\_\_\_\_  
(Print) (Signature)

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