

**Advanced Content Learning Plan  
Child Welfare Specialization  
Term \_\_\_\_\_**

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

During the first several weeks of field practicum, the student and field instructor discuss tasks, duties, and responsibilities. As the student becomes more familiar with the agency and the field instructor has a clear understanding of the student's learning interests, they should begin the development of the Field Learning Plan. All students complete an Advanced Content Learning Plan and submit a signed copy by the 8<sup>th</sup> week of placement.

**Instructions:**

Complete the description of the internship with as much detail as possible. If the agency has an internship description of duties, please attach.

Review the objectives and suggested activities for each goal. 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, then mark the completion date with N/A (not applicable).

Students may be completing specific projects during the internship that will require activities not identified in the learning plan. Space has been provided after each objective to include any additional activities. If more space is needed, additional pages may be attached to this document.

**Example:** Student may develop and implement a client satisfaction survey during placement. Related activities: review literature on developing surveys, create survey, test and revise survey, implement survey to current clients, compile data from survey returns.

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 \_\_\_\_\_. Both the student and Field Instructor should retain a copy. The Learning Plan is a tool to guide the student's learning experience and assist in structuring the ongoing feedback and evaluation. The learning plan maybe 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.

**Due Dates:**

**Advanced Content Learning Plan due in Field Office  
Mid-Term Evaluation Conferences Begin  
Final Evaluation Conferences Begin**

## Internship 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.

Type of agency: (ex: DCFS, Children's Home, Residential Treatment Facility, etc.)

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Population served: (ex: children and adolescents, in-tact families, foster children, etc.)

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Services: (ex: intake, assessment, counseling, crisis intervention, referral, etc.)

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Age: (ex: birth through age 21)

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Issues: (ex: abuse, neglect, abandonment, loss, mental health, behavioral, etc.)

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Tasks/duties assigned during internship:

(ex: intake, assessment, diagnosis, intervention, treatment planning, treatment evaluation, etc.)

Make sure that you include all tasks that you will be involved with during your internship. You can add tasks to this list throughout the internship.

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# I. Ethics and Values

## Demonstrate an identity with the profession of social work

<b>Objective</b>	<b>Completion Date</b>	<b>Ongoing</b>
○ <b>Activities</b>		
• Demonstrate ethical practice reflecting social work values		
○ Review the Code of Ethics	_____	<input type="checkbox"/>
○ Identify ethical dilemmas in supervision	_____	<input type="checkbox"/>
○ Discuss resolution of ethical dilemmas based on ethical practice	_____	<input type="checkbox"/>
○ Read entity's policy on confidentiality and apply in practice	_____	<input type="checkbox"/>

Additional Activities:

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• Understand the role of social work in the practicum setting		
○ Read job descriptions for social work and other professionals	_____	<input type="checkbox"/>
○ Identify and discuss social work approach to practice in setting	_____	<input type="checkbox"/>
○ Identify and discuss differences in other professionals approaches to practice	_____	<input type="checkbox"/>
○ Read articles from professional publications regarding trends in social work practice	_____	<input type="checkbox"/>
○ Act as liaison and advocate for clients in the child welfare setting	_____	<input type="checkbox"/>
○ Participate in in-service trainings to develop new skills and increase knowledge	_____	<input type="checkbox"/>

Additional Activities:

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• Demonstrate Professional behavior		
○ Read setting's policies and rules	_____	<input type="checkbox"/>
○ Adhere to agency's rules on dress, internship hours, calling off, professional behavior	_____	<input type="checkbox"/>
○ Demonstrate good communication	_____	<input type="checkbox"/>
○ Demonstrate appropriate relationship with colleagues, peers, etc.	_____	<input type="checkbox"/>
○ Reflect setting's guidelines in completing documentation	_____	<input type="checkbox"/>
○ in completing tasks Display initiative	_____	<input type="checkbox"/>
○ Deal appropriately with work related stress	_____	<input type="checkbox"/>
○ Demonstrate professional boundaries	_____	<input type="checkbox"/>
○ Affiliate with professional organizations (NASW)	_____	<input type="checkbox"/>

Additional Activities:

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## II. Organizational Structure

Understand and practice within the organizational structure of the agency

- | <b>Objective</b>                                                        | <b>Completion Date</b> | <b>Ongoing</b>           |
|-------------------------------------------------------------------------|------------------------|--------------------------|
| ○ Activity                                                              |                        |                          |
| • Demonstrate an understanding of setting's organizational structure    |                        |                          |
| ○ Attend and participate in the organization's orientation              | _____                  | <input type="checkbox"/> |
| ○ Review the organization's mission statement                           | _____                  | <input type="checkbox"/> |
| ○ Review organizational chart                                           | _____                  | <input type="checkbox"/> |
| ○ Discuss with field instructor the organization's structure/operations | _____                  | <input type="checkbox"/> |

Additional Activities:

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- |                                                                                    |       |                          |
|------------------------------------------------------------------------------------|-------|--------------------------|
| • Demonstrate an understanding of the department within the organizational setting |       |                          |
| ○ Discuss with field instructor interdisciplinary team approach                    | _____ | <input type="checkbox"/> |
| ○ Learn the referral sources for services within the department                    | _____ | <input type="checkbox"/> |
| ○ Articulate the services to clients and families                                  | _____ | <input type="checkbox"/> |
| ○ Discuss with field instructor the reporting structure within the organization    | _____ | <input type="checkbox"/> |

Additional Activities:

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- |                                                             |       |                          |
|-------------------------------------------------------------|-------|--------------------------|
| • Policies, procedures, regulations and protocols           |       |                          |
| ○ Read agency policies, procedures, regulations and manuals | _____ | <input type="checkbox"/> |
| ○ Demonstrate integration of above into practice            | _____ | <input type="checkbox"/> |
| ○ Articulate policies to clients and/or client's families   | _____ | <input type="checkbox"/> |
| ○ Discuss with field instructor child welfare standards     | _____ | <input type="checkbox"/> |
| ○ Meet with utilization review to discuss documentation.    | _____ | <input type="checkbox"/> |

Additional Activities:

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- |                                                                                |       |                          |
|--------------------------------------------------------------------------------|-------|--------------------------|
| • Demonstrate the ability to function within the organizational structure      |       |                          |
| ○ Attend/participate in interdisciplinary team meetings                        | _____ | <input type="checkbox"/> |
| ○ Demonstrate professional engagement within the organization                  | _____ | <input type="checkbox"/> |
| ○ Use appropriate lines of reporting within the organization's power structure | _____ | <input type="checkbox"/> |

Additional Activities:

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- Demonstrate an understanding of the issues facing the organization
  - Discuss field instructor/department head issues that affect the organization \_\_\_\_\_
  - Discuss funding/budget issues that impact agency services \_\_\_\_\_
  - Read research based literature on child welfare social work issues \_\_\_\_\_
  - Discuss with field instructor the effects of legislation on child welfare services \_\_\_\_\_

Additional Activities:

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- Demonstrate an understanding of resources within the community
  - Identify agencies responsible for child welfare services \_\_\_\_\_
  - Attend community social service meetings \_\_\_\_\_
  - Visit other agencies and learn about their services \_\_\_\_\_
  - Identify how agencies work together to enhance child welfare services \_\_\_\_\_

Additional Activities:

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### III. Interventions

**Demonstrate skills in assessment, intervention and evaluation of practice with individuals, families, organizations and communities using a range of theoretical approaches and knowledge from evidenced based research.**

- **Objective** **Completion**
- **Activity** **Date**      **Ongoing**

#### Planning

- Demonstrate the ability to gather facts, analyze issues and plan an intervention based on a comprehensive assessment
  - Identify clients strengths and deficits \_\_\_\_\_
  - Plan a strategy for intervention grounded in evidence-based practice \_\_\_\_\_
  - Engage client(s) in the development of treatment goals \_\_\_\_\_
  - Refer client to appropriate community services \_\_\_\_\_

Additional Activities:

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Intervention

- Demonstrate ability to implement long and short term intervention plans based on comprehensive assessment
  - Learn to “begin where the client is” \_\_\_\_\_ □
  - Learn about community services and resources \_\_\_\_\_ □
  - Refer client to appropriate services \_\_\_\_\_ □
  - Collaborate with other service providers \_\_\_\_\_ □
  - Advocate on behalf of the client \_\_\_\_\_ □
  - Obtain and prepare reports on clients progress \_\_\_\_\_ □
  - Review and update case files \_\_\_\_\_ □
  - Attend Administrative Case Review or Clinical Staffing \_\_\_\_\_ □
  - Attend/participate in LANS or Family Team Meetings \_\_\_\_\_ □
  - Write court reports, visitation reports, and case-notes in a professional manner \_\_\_\_\_ □

Additional activities:

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Evaluation

- Demonstrate ability to engage client in evaluating treatment
  - Elicit feedback from client(s) on achievement and strengths \_\_\_\_\_ □
  - Assist client(s) in determining the progress toward goals \_\_\_\_\_ □
  - Plan for termination when appropriate \_\_\_\_\_ □

Additional Activities:

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Documentation

- Document according to agency guidelines
  - Read/discuss in supervision agency’ guidelines on documentation \_\_\_\_\_ □
  - Complete documentation in a timely manner \_\_\_\_\_ □
  - Field Instructor review documentation and offer feedback \_\_\_\_\_ □
  - Adjust writing style to incorporate feedback \_\_\_\_\_ □
  - Gain knowledge about quality assurance \_\_\_\_\_ □

Additional Activities:

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## IV. Public Policy and Legislation

**Demonstrate knowledge of federal and state legislation, administrative regulations and court decisions related to child welfare and the impacts on clients, practitioners, organizations and community.**

- | <b>Objective</b>  | <b>Completion Date</b> | <b>Ongoing</b> |
|-------------------|------------------------|----------------|
| ○ <b>Activity</b> |                        |                |

### Federal and State Legislation

- |                                                                                                                                |       |                          |
|--------------------------------------------------------------------------------------------------------------------------------|-------|--------------------------|
| • Demonstrate knowledge of relevant legislation, regulations and court decisions when interacting with clients and collaterals | _____ | <input type="checkbox"/> |
| ○ Read Federal legislation that affects Child Welfare Practice                                                                 | _____ | <input type="checkbox"/> |
| ○ Read State legislation and laws that affect Child Welfare Practice                                                           | _____ | <input type="checkbox"/> |
| ○ Read current research on how legislation, laws, and court decisions impact clients                                           |       |                          |
| ○ Read information on the types/purpose of the various juvenile court hearings.                                                | _____ | <input type="checkbox"/> |
| ○ Observe the various types of court hearings.                                                                                 | _____ | <input type="checkbox"/> |

Additional Activities:

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### Child Welfare Rules and Regulations

- |                                                                                                   |       |                          |
|---------------------------------------------------------------------------------------------------|-------|--------------------------|
| • Demonstrate knowledge of child welfare rules and regulations when providing services to clients |       |                          |
| ○ Read DCFS and/or private agency policies, rules, and protocols                                  | _____ | <input type="checkbox"/> |
| ○ Learn the appeal process                                                                        | _____ | <input type="checkbox"/> |
| ○ Explain the right to appeal to clients.                                                         | _____ | <input type="checkbox"/> |
| ○ Explain permanency mandates to clients.                                                         | _____ | <input type="checkbox"/> |

Additional Activities:

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## V. Supervision

**Demonstrate affective use of supervision**

- | <b>Objective</b>  | <b>Completion Date</b> | <b>Ongoing</b> |
|-------------------|------------------------|----------------|
| ○ <b>Activity</b> |                        |                |

- Demonstrate ability to participate actively in the learning process

- Prepare for supervision \_\_\_\_\_
- Bring questions, ethical dilemmas and observations to supervision for discussion \_\_\_\_\_
- Accept constructive feedback in a non-defensive manner \_\_\_\_\_
- Implement feedback \_\_\_\_\_

Additional Activities:

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- Demonstrate self-awareness
  - Identify personal beliefs and values \_\_\_\_\_
  - Identify how personal beliefs/values affect your behavior \_\_\_\_\_
  - Identify when personal beliefs/values conflict with client(s) and/or systems \_\_\_\_\_
  - Identify your reaction when there is a value conflict with client(s) \_\_\_\_\_
  - Use appropriate self-disclosure \_\_\_\_\_
  - Establish and maintain boundaries with staff and client(s) \_\_\_\_\_
  - Identify negative triggers of emotions \_\_\_\_\_
  - Identify and use ways to care for self during the internship \_\_\_\_\_
  - Use techniques to leave client issues “at the office” \_\_\_\_\_
  - Assess personal growth throughout internship \_\_\_\_\_

Additional Activities:

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- Demonstrate an ability to evaluate one’s practice
  - Identify appropriate progress indicators \_\_\_\_\_
  - Identify successful interventions \_\_\_\_\_
  - Monitor and record measurable change \_\_\_\_\_
  - Involve client(s) in progress review \_\_\_\_\_
  - Revise interventions based on evaluation \_\_\_\_\_
  - Read evidence-based research on intervention for client(s) issues \_\_\_\_\_

Additional Activities:

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## VI. Ecological System Framework

**Demonstrate an understanding of the reciprocal interactions between children, families, and their ecological systems with respect to child safety, family permanency and personal well-being.**

- | • Objective | Completion |         |
|-------------|------------|---------|
| ○ Activity  | Date       | Ongoing |

### Engagement

- |                                                                             |       |                          |
|-----------------------------------------------------------------------------|-------|--------------------------|
| • Demonstrate the ability to engage clients in the initial phase of service |       |                          |
| ○ Learn the referral process for agency services                            | _____ | <input type="checkbox"/> |
| ○ Use listening skills to gather information for agency intake              | _____ | <input type="checkbox"/> |
| ○ Complete agency intake                                                    | _____ | <input type="checkbox"/> |

Additional Activities:

### Assessment

- |                                                                                              |       |                          |
|----------------------------------------------------------------------------------------------|-------|--------------------------|
| • Demonstrate proficiency in assessment using an ecological systems framework                |       |                          |
| ○ Learn the assessment tool used by the agency                                               | _____ | <input type="checkbox"/> |
| ○ Read evidenced based research on assessment                                                | _____ | <input type="checkbox"/> |
| ○ Review assessments in existing client files                                                | _____ | <input type="checkbox"/> |
| ○ Read agency's policies and procedures on completing assessments                            | _____ | <input type="checkbox"/> |
| ○ Observe colleagues interview the client and relevant systems                               | _____ | <input type="checkbox"/> |
| ○ Use various interview skills                                                               | _____ | <input type="checkbox"/> |
| ○ Gather information for the assessment                                                      | _____ | <input type="checkbox"/> |
| ○ Complete an assessment tool such as eco-map, risk assessment, behavioral measurement, etc. | _____ | <input type="checkbox"/> |
| ○ Interpret oral communication and body language                                             | _____ | <input type="checkbox"/> |
| ○ Maintain clear focus on relevant information                                               | _____ | <input type="checkbox"/> |
| ○ Complete a written assessment                                                              | _____ | <input type="checkbox"/> |
| ○ Use the DSM-IV to diagnose and/or understand mental health Issues                          | _____ | <input type="checkbox"/> |
| ○ Present cases in staffing                                                                  | _____ | <input type="checkbox"/> |

Additional Activities:

## VII. Diversity

Demonstrate awareness, understanding, knowledge and skills related to diversity.

• Objective	Completion	
○ Activity	Date	Ongoing
• Demonstrate awareness of and respect for diverse client groups	_____	<input type="checkbox"/>
○ Review the NASW Code of Ethics	_____	<input type="checkbox"/>
○ Read evidence based factual information about diverse groups	_____	<input type="checkbox"/>
○ Observe other professionals' interactions with diverse groups	_____	<input type="checkbox"/>
○ Self-assess for biases when dealing with diverse and oppressed groups	_____	<input type="checkbox"/>
○ Visit other agencies that serve diverse populations	_____	<input type="checkbox"/>
○ Discuss with field instructors the effects of the therapeutic interaction with the client	_____	<input type="checkbox"/>
○ Identify and collect information on the diversity of the clients served by the agency	_____	<input type="checkbox"/>

Additional Activities:

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• Demonstrate the ability to communicate with diverse clients, colleagues and community members		
○ Read literature on affective interventions for diverse groups	_____	<input type="checkbox"/>
○ Identify attitudes/beliefs that impact communication with diverse groups	_____	<input type="checkbox"/>
○ Use behaviors that reflect respect for human diversity	_____	<input type="checkbox"/>
○ Discuss how personal values/beliefs influence behavior with diverse groups	_____	<input type="checkbox"/>
○ In practice, acknowledge and accept the client perspective	_____	<input type="checkbox"/>

Additional Activities:

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• Demonstrate an understanding of the forms of oppression and discrimination and an ability to advocate on the behalf of diverse groups		
○ Identify meaning that the client's diverse status has to them	_____	<input type="checkbox"/>
○ Discuss how personal values/beliefs affect service delivery to diverse groups	_____	<input type="checkbox"/>
○ Learn about oppression from others	_____	<input type="checkbox"/>
○ Use self as a change agent for social and economic justice for diverse groups	_____	<input type="checkbox"/>

Additional Activities:

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- Demonstrate a Commitment to social justice
  - Define social justice \_\_\_\_\_
  - Assess impact of oppression on agency services \_\_\_\_\_
  - Discuss issues of social and economic justice \_\_\_\_\_
  - Identify a plan to reduce social injustice \_\_\_\_\_
  - Identify policies that promote social and economic justice \_\_\_\_\_
  - Identify different degrees of diversity in assessments and Interventions \_\_\_\_\_

Additional Activities:

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## VIII. Macro Practice

**Demonstrate knowledge in various aspects of macro practice.**

- | • Objective | Completion |         |
|-------------|------------|---------|
| ○ Activity  | Date       | Ongoing |

### Policies and Services

- Demonstrate an understanding of how policies are developed at the agency.
  - Review agency policies \_\_\_\_\_
  - Identify organizational structure for development/change of policy \_\_\_\_\_
  - Identify external forces that affect agency policy \_\_\_\_\_
  - Identify external funding sources \_\_\_\_\_
  - Attend advocacy, planning or coalition group that impacts agency policies and/or services \_\_\_\_\_
  - Advocate for agency clients with external resources \_\_\_\_\_

Additional Activities:

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### Administration

- Demonstrate an understanding of social work administration
  - Conduct a needs assessment \_\_\_\_\_
  - Assist in the development of a strategic plan \_\_\_\_\_
  - Assist in writing an annual or multi-year plan \_\_\_\_\_
  - Gather information for a program evaluation \_\_\_\_\_
  - Analyze information to prepare the evaluation \_\_\_\_\_
  - Writing a program evaluation \_\_\_\_\_
  - Monitor proposed legislation that impacts the organization \_\_\_\_\_
  - Write an analysis paper based on that legislation \_\_\_\_\_

- Discuss with agency administrators the processes for hiring and terminating employment, documenting performance and conflict resolution \_\_\_\_\_

Additional Activities:

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Grant writing

- Demonstrate knowledge on developing a grant
  - Research for grants \_\_\_\_\_
  - Read in detail the Request for Proposal \_\_\_\_\_
  - Play a role in developing a plan \_\_\_\_\_
  - Write or assist in writing the proposal \_\_\_\_\_
  - Submit the proposal \_\_\_\_\_

Additional Activities:

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Training

- Demonstrate the ability to design and implement a training
  - Identify training needs in agency
  - Develop a comprehensive training include: training objective, Learning objectives, materials and evaluation tool \_\_\_\_\_
  - Provide training \_\_\_\_\_
  - Evaluate the training \_\_\_\_\_

Additional Activities:

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Program Development

- Demonstrate knowledge in program development
  - Complete a needs assessment for additional resources \_\_\_\_\_
  - Assist in the development of a comprehensive plan \_\_\_\_\_
  - Locate or identify funding source \_\_\_\_\_
  - Describe program components \_\_\_\_\_
  - Plan for staffing \_\_\_\_\_
  - Present program proposal to agency administration, board, etc. \_\_\_\_\_
  - Implement plan \_\_\_\_\_
  - Develop mechanism for evaluation \_\_\_\_\_

Additional Activities:

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SIGNATURE PAGE

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

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

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

**Primary Field Instructor or Day to Day Supervisor:**

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

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

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

**MSW Supervisor or Secondary Field Instructor:**

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

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