

**Advanced Content Learning Plan**  
**Health Care 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: Large for profit hospital under the Adventist Health Systems, Small community based hospital under 250 beds, etc.)

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Population served: (ex: accept all patients, low income, insurance, medicare, etc.)

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Services: (ex: discharge planning, crisis intervention, resource referral, etc.)

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Age: (ex: birth through elderly)

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Issues: (ex: grief, loss, hospice work, 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	_____	<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 patients in the health setting	_____	<input type="checkbox"/>
○ Discuss with Field Instructor the issues faced and skills needed to work within a host environment	_____	<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 the 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"/>
○ Display initiative in completing tasks	_____	<input type="checkbox"/>
○ Deal appropriately with work related stress	_____	<input type="checkbox"/>
○ Demonstrate ability to separate personal issues with professional behavior	_____	<input type="checkbox"/>

- Affiliate with professional organizations (NASW) \_\_\_\_\_
- Additional Activities:
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## II. Organizational Structure

### Understand and practice within the organizational structure of the agency

- | <b>Objective</b>  | <b>Completion</b> | <b>Ongoing</b>           |
|---|-------------------|--------------------------|
| <b>Activity</b>   | <b>Date</b>       |                          |
| • 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 department head the services  | _____ | <input type="checkbox"/> |
| ○ Learn the referral sources for services within the department                    | _____ | <input type="checkbox"/> |
| ○ Articulate the services to patients and families                                 | _____ | <input type="checkbox"/> |
| ○ Discuss with field instructor the reporting structure within the organization    | _____ | <input type="checkbox"/> |

Additional Activities:

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- |  |       |                          |
|--|-------|--------------------------|
| • Understand and apply policies, procedures, regulations and protocols |       |                          |
| ○ Read organization's policies, procedures, regulations and manuals    | _____ | <input type="checkbox"/> |
| ○ Demonstrate integration of above into practice                       | _____ | <input type="checkbox"/> |
| ○ Articulate policies to patients and/or patient's systems             | _____ | <input type="checkbox"/> |
| ○ Discuss with field instructor JCAHO regulatory standards             | _____ | <input type="checkbox"/> |
| ○ Attend ethics committee meeting                                      | _____ | <input type="checkbox"/> |

Additional Activities:

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- |  |       |                          |
|--|-------|--------------------------|
| • Demonstrate the ability to function within the organizational structure    |       |                          |
| ○ Attend and participate in unit meetings and/or with multidisciplinary team | _____ | <input type="checkbox"/> |
| ○ Demonstrate professional engagement within the organization                | _____ | <input type="checkbox"/> |

- Use appropriate lines of reporting within the organization's power structure \_\_\_\_\_

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 \_\_\_\_\_
  - Read legislation that impact unit/organization's services \_\_\_\_\_
  - Read research based literature on health related social work issues \_\_\_\_\_
  - Discuss with field instructor the effects of managed care on health related services \_\_\_\_\_

Additional Activities:

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- Demonstrate an understanding of the relationship between the organization and other resources in the community
  - Identify agencies responsible for health care delivery \_\_\_\_\_
  - Attend community social service meetings \_\_\_\_\_
  - Visit other agencies and learn about their services \_\_\_\_\_
  - Identify how agencies work together to enhance health services \_\_\_\_\_

Additional Activities:

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- Demonstrate knowledge of funding sources related to health care
  - Become familiar with governmental health care programs \_\_\_\_\_
  - Learn about medical coverage under various insurances \_\_\_\_\_
  - Contact and develop a network with insurance providers \_\_\_\_\_
  - Read Federal and State legislation that impact Medicare and Medicaid regulations \_\_\_\_\_

Additional Activities:

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### III. Ecological System Framework

**Demonstrate an understanding of the reciprocal interactions and dynamics of change between and within individuals and social systems using an ecological systems framework.**

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

Engagement

- |  |       |                          |
|--|-------|--------------------------|
| • Demonstrate the ability to engage patients/families in the initial phase of care |       |                          |
| ○ Learn the referral process for the unit’s services                               | _____ | <input type="checkbox"/> |
| ○ Use listening and interviewing skills to obtain information for social history   | _____ | <input type="checkbox"/> |
| ○ Develop and use crisis intervention skills when needed                           | _____ | <input type="checkbox"/> |

Additional Activities:

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Assessment

- |   |       |                          |
|---|-------|--------------------------|
| • Demonstrate proficiency in psycho-social assessment using an ecological systems framework                                     |       |                          |
| ○ Learn the psycho-social assessment tool used by the unit  | _____ | <input type="checkbox"/> |
| ○ Read evidenced based research on assessment   | _____ | <input type="checkbox"/> |
| ○ Review completed social histories/psycho-social assessments   | _____ | <input type="checkbox"/> |
| ○ Read agency’s policies and procedures on completing assessments   | _____ | <input type="checkbox"/> |
| ○ Observe colleagues interview the patient  | _____ | <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"/> |
| ○ Assess patient’s psychological adjustment to their illness  | _____ | <input type="checkbox"/> |
| ○ Assess biological, psychological, social, spiritual, and environmental factors that influence patient’s behavior and recovery | _____ | <input type="checkbox"/> |
| ○ Obtain information from family or other relevant parties  | _____ | <input type="checkbox"/> |
| ○ Review patient’s medical chart  | _____ | <input type="checkbox"/> |
| ○ Maintain clear focus on relevant information  | _____ | <input type="checkbox"/> |
| ○ Complete a written psycho-social assessment   | _____ | <input type="checkbox"/> |
| ○ Field Instructor and Risk Manager review documentation  | _____ | <input type="checkbox"/> |

Additional Activities:

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#### IV. 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.**

- |   |  |                   |  |             |                |
|---|--|-------------------|--|-------------|----------------|
| <ul style="list-style-type: none"> <li>• <b>Objective</b></li> <li>○ <b>Activity</b></li> </ul> | <table border="0"> <tr> <td style="text-align: right;"><b>Completion</b></td> <td></td> </tr> <tr> <td style="text-align: right;"><b>Date</b></td> <td style="text-align: right;"><b>Ongoing</b></td> </tr> </table> | <b>Completion</b> |  | <b>Date</b> | <b>Ongoing</b> |
| <b>Completion</b>   |  |                   |  |             |                |
| <b>Date</b>   | <b>Ongoing</b>   |                   |  |             |                |

Planning

- Demonstrate the ability to gather facts, analyze issues and develop a care plan based on a comprehensive assessment
  - Learn and use appropriate medical terminology \_\_\_\_\_
  - Learn and use knowledge of the disease process \_\_\_\_\_
  - Identify the issues facing patients with acute and chronic disease \_\_\_\_\_
  - Identify the issues facing patients in the acquisition of health care \_\_\_\_\_
  - Confer with other staff in the assessment of medical, psychological and social condition and needs of the patient \_\_\_\_\_
  - Interpret to other disciplines (multi-disciplinary team) the psycho-social functioning of the patient and needs as a means to assist in medical treatment \_\_\_\_\_
  - Develop a care plan \_\_\_\_\_
- Advanced Directives:**
  - Read Illinois' laws on advanced directives \_\_\_\_\_
  - Observe supervisor explain advance directives to patient \_\_\_\_\_
  - Educate patients of their right to prepare advanced directive \_\_\_\_\_
  - Assist patient in complete the documentation \_\_\_\_\_
- Report Elder and Child Abuse as required by law:**
  - Read mandated reporting requirements for Elder and Child Abuse \_\_\_\_\_
  - Read and adhere to organization's protocol on mandated reporting \_\_\_\_\_
  - Read literature on the signs and symptom of domestic violence, child and elder abuse and neglect \_\_\_\_\_
  - Make the necessary contacts when protective services are needed \_\_\_\_\_

Additional Activities:

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Interventions

- Demonstrate ability to use a variety of theoretical approaches when providing services to patients, and/or patient's systems
  - Refer patient, families and/or system to resources \_\_\_\_\_
  - Use skills: empathy, active listening, support, empowerment, etc. \_\_\_\_\_
  - Learn to "begin where the client is" \_\_\_\_\_
  - Advocate on behalf of the patient for appropriate services \_\_\_\_\_

- Conduct patient and/or family counseling when needed \_\_\_\_\_
- Participate in multi-disciplinary team meetings \_\_\_\_\_
- Provide grief and loss counseling when appropriate \_\_\_\_\_
- Assist patients with resources for discharge planning \_\_\_\_\_

Additional Activities:

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### Evaluating

- Demonstrate ability to engage patient/family in evaluating treatment
  - Elicit feedback from patient on achievement and strengths \_\_\_\_\_
  - Assist patient in determining the progress toward goals \_\_\_\_\_
  - Plan for termination when appropriate \_\_\_\_\_

Additional Activities:

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### Documentation

- Document according to the organization's guidelines
  - Read or discuss in supervision documentation guidelines \_\_\_\_\_
  - Complete documentation in a timely manner \_\_\_\_\_
  - Field Instructor review documentation and offer feedback \_\_\_\_\_
  - Adjust writing style to incorporate feedback \_\_\_\_\_
  - Gain knowledge about quality assurance \_\_\_\_\_
  - Assist patients in completing advanced directives \_\_\_\_\_

Additional Activities:

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## V. Supervision

### Demonstrate affective use of supervision

#### 1. Objective

##### a. Activity

#### Completion

##### Date

##### Ongoing

- 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 patient's 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 \_\_\_\_\_
  - Revise interventions based on evaluation \_\_\_\_\_
  - Read evidence-based research on intervention for patient issues \_\_\_\_\_

Additional Activities:

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## VI. Diversity

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

- | <b>Objective</b>  | <b>Completion</b> |                          |
|---|-------------------|--------------------------|
| <b>Activity</b>   | <b>Date</b>       | <b>Ongoing</b>           |
| • Demonstrate awareness of and respect for diverse 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"/> |
| ○ Identify and collect information on the diversity of the              | _____             | <input type="checkbox"/> |

Patients served by the organization \_\_\_\_\_ □  
Additional Activities:

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- Demonstrate the ability to communicate with diverse patients, colleagues and community members
  - Read literature on affective interventions for diverse groups \_\_\_\_\_ □
  - Identify attitudes/beliefs that impact communication with diverse groups \_\_\_\_\_ □
  - Use behaviors that reflect respect for human diversity \_\_\_\_\_ □
  - Discuss how personal values/beliefs may impact interactions with diverse groups \_\_\_\_\_ □
  - In practice, acknowledge and accept the patient's perspective \_\_\_\_\_ □

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 patient's diverse status has to them \_\_\_\_\_ □
  - Discuss how personal values/beliefs affect service delivery to diverse groups \_\_\_\_\_ □
  - Learn about oppression from others \_\_\_\_\_ □
  - Use self as a change agent for social and economic justice for diverse groups \_\_\_\_\_ □

Additional Activities:

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- Demonstrate a commitment to social justice
  - Define social justice \_\_\_\_\_ □
  - Assess impact of oppression on the delivery of health services \_\_\_\_\_ □
  - Discuss issues of social and economic justice \_\_\_\_\_ □
  - Identify ways to reduce social injustice \_\_\_\_\_ □
  - Identify policies that promote social and economic justice \_\_\_\_\_ □
  - Identify different dimensions of diversity in assessments and Interventions \_\_\_\_\_ □

Additional Activities:

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## VI. Macro Practice

Demonstrate knowledge in various aspects of macro practice.

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

### Policies and Services

- |   |       |                          |
|---|-------|--------------------------|
| • Demonstrate an understanding of federal and state legislation impact health care.                     |       |                          |
| ○ Read federal and state legislation that affects Medicare and Medicaid regulations                     | _____ | <input type="checkbox"/> |
| ○ Maintain current and relevant legislation and court decisions that impact health services             | _____ | <input type="checkbox"/> |
| ○ Identify external forces that affect the organization's policy  | _____ | <input type="checkbox"/> |
| ○ Identify external funding sources   | _____ | <input type="checkbox"/> |
| ○ Attend advocacy, planning or coalition groups that impact the organization's policies and/or services | _____ | <input type="checkbox"/> |
| ○ Advocate on behalf of patients with external resources  | _____ | <input type="checkbox"/> |

Additional Activities:

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### Training

- |  |       |                          |
|--|-------|--------------------------|
| • Demonstrate the ability to design and implement a training   |       |                          |
| ○ Identify training needs in organization and/or unit  |       |                          |
| ○ Develop a comprehensive training include: training objective, Learning objectives, materials and evaluation tool | _____ | <input type="checkbox"/> |
| ○ Facilitate training  | _____ | <input type="checkbox"/> |
| ○ Evaluate the training  | _____ | <input type="checkbox"/> |

Additional Activities:

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### Program Development

- |  |       |                          |
|--|-------|--------------------------|
| • Demonstrate knowledge in program development                   |       |                          |
| ○ Complete a needs assessment for additional resources           | _____ | <input type="checkbox"/> |
| ○ Assist in the development of a comprehensive plan              | _____ | <input type="checkbox"/> |
| ○ Locate or identify funding source                              | _____ | <input type="checkbox"/> |
| ○ Describe program components                                    | _____ | <input type="checkbox"/> |
| ○ Plan for staffing  | _____ | <input type="checkbox"/> |
| ○ Present program proposal to agency administration, board, etc. | _____ | <input type="checkbox"/> |
| ○ Implement plan   | _____ | <input type="checkbox"/> |
| ○ Develop mechanism for evaluation                               | _____ | <input type="checkbox"/> |

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: \_\_\_\_\_