

**Advanced Content Learning Plan
Mental Health 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 8th 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: community mental health, not-for-profit)

Population served: (ex: low-income, range of mental health diagnosis)

Services: (ex: individual, therapeutic groups, families, couple therapy, marital therapy)

Age: (ex: 3 through 18 year olds)

Issues: (ex: depression, anxiety, borderline personality disorder, divorce, separation, loss, grief, etc.)

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.

I. Ethics and Values:

Demonstrate an identity with the profession of social work

- | Objective | Completion | |
|--|-------------------|--------------------------|
| o Activities | Date | Ongoing |
| • Demonstrate ethical practice reflecting social work values | | |
| o Review the Code of Ethics | _____ | <input type="checkbox"/> |
| o Identify ethical dilemmas in supervision | _____ | <input type="checkbox"/> |
| o Discuss resolution of ethical dilemmas based on ethical practice | _____ | <input type="checkbox"/> |
| o Read agency 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 | | |
| o Read job descriptions for social work and other professionals | _____ | <input type="checkbox"/> |
| o Identify and discuss social work approach to practice in agency | _____ | <input type="checkbox"/> |
| o Identify and discuss differences in other professional approaches to practice | _____ | <input type="checkbox"/> |
| o Affiliate with professional organizations | _____ | <input type="checkbox"/> |
| o Read articles from professional publications regarding trends in social work practice | _____ | <input type="checkbox"/> |
| o Participate in in-service trainings to develop new skills and increase knowledge | _____ | <input type="checkbox"/> |
| Additional Activities: | | |
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|---|-------|--------------------------|
| • Demonstrate professional behavior | | |
| o Read agency's policies and rules | _____ | <input type="checkbox"/> |
| o Adhere to agency's rules on dress, internship hours, calling off, professional behavior | _____ | <input type="checkbox"/> |
| o Demonstrate good communication | _____ | <input type="checkbox"/> |
| o Demonstrate appropriate relationship with colleagues, peers, etc. | _____ | <input type="checkbox"/> |
| o Reflect agency's guidelines in completing documentation | _____ | <input type="checkbox"/> |
| o Display initiative in completing tasks | _____ | <input type="checkbox"/> |
| o Deal appropriately with work related stress | _____ | <input type="checkbox"/> |
| o Demonstrate appropriate boundaries between professional and personal issues | _____ | <input type="checkbox"/> |
| o 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

Objective	Completion Date	Ongoing
○ Activity		
• Demonstrate an understanding of agency programs		
○ Complete agency orientation	_____	<input type="checkbox"/>
○ Meet with administration to discuss agency structure/operations	_____	<input type="checkbox"/>
○ Review organizational chart	_____	<input type="checkbox"/>
○ Participate in agency meetings	_____	<input type="checkbox"/>

Additional Activities:

• Demonstrate an understanding of agency services		
○ Meet with department heads and learn about program services	_____	<input type="checkbox"/>
○ Learn the referral sources for agency's programs	_____	<input type="checkbox"/>
○ Articulate the purpose and function of the agency	_____	<input type="checkbox"/>

Additional Activities:

• Understand and apply policies, procedures, regulations and protocols		
○ Read agency policies, procedures, regulations and protocols	_____	<input type="checkbox"/>
○ Demonstrate integration of above into practice	_____	<input type="checkbox"/>
○ Articulate policies to clients and or client systems	_____	<input type="checkbox"/>

Additional Activities:

• Demonstrate the ability to function within the agency structure		
○ Attend and participate in team meetings	_____	<input type="checkbox"/>
○ Demonstrate professional engagement with colleagues	_____	<input type="checkbox"/>
○ Use appropriate lines of reporting within the agency's power structure	_____	<input type="checkbox"/>

Additional Activities:

- Demonstrate an understanding of issues facing the agency
 - Discuss with administrators or supervisor issues that affect agency _____
 - Read legislation that impact agency and/or agency services _____
 - Read current research related to agency _____

Additional Activities:

- Demonstrate an understanding of the relationship between the organization and other resources in the community
 - Discuss how the agency's interacts with other resources within the community _____
 - Attend community social service meetings _____
 - Visit other agencies and learn about their services _____
 - Compare the agency's services in relationship to other community Services identifying gaps, duplication of services, etc. _____

Additional Activities:

- Funding mechanisms
 - Learn the funding sources for the agency _____
 - Review a contract if contracts are an applicable funding source _____

Additional Activities:

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.

- | | | | | | |
|---|--|-------------------|--|-------------|----------------|
| <ul style="list-style-type: none"> • Objective ○ Activity | <table border="0"> <tr> <td colspan="2">Completion</td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 5px;">Date</td> <td>Ongoing</td> </tr> </table> | Completion | | Date | Ongoing |
| Completion | | | | | |
| Date | Ongoing | | | | |

Engagement

- Demonstrate the ability to engage clients in the initial phase of service
 - Learn the referral process for agency services _____
 - Use listening skills to gather information for agency intake _____
 - Complete agency intake _____

Additional Activities:

Assessment

- Demonstrate proficiency in assessment using an ecological systems framework
 - Learn the assessment tool used by the agency _____ □
 - Read evidenced based research on assessment _____ □
 - Review assessment in existing client files _____ □
 - Read agency’s policies and procedures on completing assessments _____ □
 - Observe colleagues interview the client and relevant systems _____ □
 - Use various interview skills _____ □
 - Gather information for the assessment _____ □
 - Complete an assessment tool such as eco-map, risk assessment, behavioral measurement, etc. _____ □
 - Interpret oral communication and body language _____ □
 - Maintain clear focus on relevant information _____ □
 - Complete a written assessment _____ □
 - Use the DSM-IV in diagnosing _____ □
 - Present cases in staffings _____ □

Additional Activities:

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.

- **Objective**
 - **Activity**
- Completion**
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 _____ □

Interventions

- Demonstrate ability to use a variety of theoretical approaches when providing services to individual, families, couples, etc. to address treatment goals
 - Use specific practice techniques or interventions identified in the

- intervention plan _____
 - Use skills: empathy, active listening, support, empowerment, etc. _____
 - Learn to “begin where the client is” _____
 - Develop therapeutic relations _____
 - Identify changes during the therapeutic process _____
 - Use flexibility with intervention techniques as situations change _____
- Additional Activities:
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- Demonstrate ability to facilitate a group
 - Identify need for a group _____
 - Define the type of group with would work best with need _____
 - Develop content of the group _____
 - Co-facilitate or facilitate the group process _____
 - Evaluate the effectiveness _____
- Additional Activities:
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Evaluating

- Demonstrate ability to engage clients 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 or discuss in supervision agency’s 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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V. Supervision

Demonstrate affective use of supervision

1. Objective		Completion Date
a. Activity		
Ongoing		
• Demonstrate ability to participate actively in the learning process		
○ Prepare for supervision	_____	<input type="checkbox"/>
○ Bring questions, ethical dilemmas and observations to supervision for discussion	_____	<input type="checkbox"/>
○ Accept constructive feedback in a non-defensive manner	_____	<input type="checkbox"/>
○ Implement feedback	_____	<input type="checkbox"/>
Additional Activities:		
<hr/>		
• Demonstrate self-awareness		
○ Identify personal beliefs and values	_____	<input type="checkbox"/>
○ Identify how personal beliefs/values affect your behavior	_____	<input type="checkbox"/>
○ Identify when personal beliefs/values conflict with client(s) and/or systems	_____	<input type="checkbox"/>
○ Identify your reaction when there is a value conflict with client(s)	_____	<input type="checkbox"/>
○ Use appropriate self-disclosure	_____	<input type="checkbox"/>
○ Establish and maintain boundaries with staff and client(s)	_____	<input type="checkbox"/>
○ Identify negative triggers of emotions	_____	<input type="checkbox"/>
○ Identify and use ways to care for self during the internship	_____	<input type="checkbox"/>
○ Use techniques to leave client issues “at the office”	_____	<input type="checkbox"/>
○ Assess personal growth throughout internship	_____	<input type="checkbox"/>
Additional Activities:		
<hr/>		
• Demonstrate an ability to evaluate one’s practice		
○ Identify appropriate progress indicators	_____	<input type="checkbox"/>
○ Identify successful interventions	_____	<input type="checkbox"/>
○ Monitor and record measurable change	_____	<input type="checkbox"/>
○ Involve client(s) in progress review	_____	<input type="checkbox"/>
○ Revise interventions based on evaluation	_____	<input type="checkbox"/>
○ Read evidence-based research on intervention for client(s) issues	_____	<input type="checkbox"/>
Additional Activities:		
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VI. 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:

• 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:

• 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:

- 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:

VI. 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:

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
conflict resolution

_____ □

Additional Activities:

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:

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:

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:

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:

Name: _____
(Print) (Signature)

Agency: _____

Date: _____

Secondary Field Instructor:

Name: _____
(Print) (Signature)

Agency: _____

Date: _____