



Guide for Developing an Internship Learning Goals Plan

What is a Learning Goals Plan?

The Learning Goals Plan is a guide to direct and monitor the student's learning and the field instructor's teaching. It is a joint process and negotiated agreement between the student, the field instructor, and the faculty liaison who leads the seminar. It identifies the process and content of student learning.

Why develop a Learning Goals Plan?

The Learning Goals Plan provides structure and guidelines for the learning in the field placement. It helps to identify and define the following:

- What the student needs and wants to learn
- What learning activities/tasks/strategies will be used to meet the student's learning objectives
- How the student's learning and accomplishments will be monitored and evaluated
- The instructional/supervisory meeting times and process of instruction/supervision
- Identification of the roles and responsibilities of all those involved in the student's learning, including the student

How do I prepare for the Learning Goals Plan?

Student responsibilities:

- Review the course objectives for SOWK 4970: Internship
- Review the mid-term and final evaluation forms for the field placement to determine what criteria will be used to evaluate your performance
- Reflect on your learning style
- Identify your expectations of field instruction/supervision and how to communicate them
- Reflect on how you communicate, deal with feedback, deal with authority, engage in self-directed learning, deal with conflict
- Reflect on how you would make best use of supervision.

Field Instructor's responsibilities:

- Review the course objectives for SOWK 4970
- Review the BSU expectations for field instructors and field settings
Identify what learning opportunities exist in the field setting
- Identify and prepare colleagues who may be involved in the field instruction activities
Reflect on personal expectations of the student and of yourself
- Reflect on your teaching style and how you will communicate this to the student
Reflect on your ability to negotiate

General Purpose of the Learning Goals Plan

- A “roadmap” for the development of the internship experience.
- An opportunity for the student and field instructor to discuss expectations, individual learning and teaching styles, strengths and challenges, how to manage conflict
- Determines structure of supervisory sessions such as dates and times, length of sessions and who will determine agenda
- Placement hours, who keeps record, what to do if unable to attend placement, etc.

Considerations

- There is considerable anxiety associated with this process
- Learning plans are negotiated; sometimes there are restrictions on what activities are appropriate for students
- The field instructor must be mindful of the power dynamics
Learning plans are evolving and should be renegotiated.

Learning Goals Plan Objectives

1) Student's Learning Objectives

A learning objective is a statement of what needs to be learned. Students should identify learning objectives that are specific, doable and realistic within the period of the field placement so the student and the field instructor can identify when it has been met. The objectives should be clear and measurable.

2) Plan of Achieving Learning Objectives:

This is a plan/strategy to meet a specific learning objective. It should be realistic and include what learning opportunities are available at the agency setting. The tasks are negotiated based on the skill level of the student and the field instructor. Dates can be assigned for completion of the tasks.

- a) Learning opportunities that will be available and how will they be structured
- b) What client, tasks or project assignments can the student be involved with?
- c) Learning opportunities should be relevant to the student's learning

Field instructors should be actively involved in developing this section because of their knowledge of resources of the agency and the range of learning opportunities available to the student.

3) Identify how you will evaluate and monitor if you have met your learning objectives.

The Learning Goals Plan is meant to give the student and the field instructor a sense of accomplishment. Evaluation procedures should include how the student will be evaluated and who will be consulted. Evaluation can occur through the following methods:

Direct Practice

- Observations, audio tapes, meetings, consultation, role plays, presentations, debriefings, weekly uninterrupted supervision meetings
- Self-reflective documentation, willingness to be observed

Indirect Practice

- Process recordings, summary recordings, journals or reflective logs

Documentation

- Review and or preparation of documents prepared in practice such as letters, minutes, assessments, briefs, proposals, reports, agency statistics, user satisfaction indicators used by the agency

Guidelines for Learning Objectives

Students are required to develop three learning objectives for each of the nine competencies in the Learning Goals Plan. Below, are guidelines designed to aid students in creating clear and measurable learning objectives for each of the nine competencies.

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing

and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

EXAMPLES

Sample tasks and activities are provided below to help you in developing a thoughtful, obtainable, and strategic Learning Goals Plan with your intern.

Learning Goals Plan		
Learning Objectives: What do you want to learn?	What learning activities and tasks will you engage in at the agency to reach your learning objectives?	How will you measure what you have learned?
<p>Examples of ways you may identify your learning objectives:</p> <ul style="list-style-type: none"> • Gain competence in... • Increase knowledge of... • Improve in... • Develop skills in... • Deepen knowledge/awareness of... • Learn about... • Discover... • Become familiar with... • Explore... 	<p>Examples of activities/tasks you may engage in to learn your objectives:</p> <ul style="list-style-type: none"> • Individual and group contact • Research • Case conferences • Shadowing and observing • Community visits • Attend meetings • Documentation • Read • Supervision 	<p>Examples of ways you may measure your learning process:</p> <ul style="list-style-type: none"> • Individual, uninterrupted weekly • supervision • Role plays • Discussions • Presentations • Debriefings • Development of documents • Self-reflective documentation • Willingness to be observed • Provide readings and resources

Bemidji State University
Internship Learning Goals Plan Guide
Sample Intern Tasks by Social Work Competency

Competency 1: Demonstrate Ethical and Professional Behavior

	Practice Behaviors	SAMPLE Tasks/Activities	SAMPLE Tasks/Activities
1.1	Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.	<p><i>Show knowledge of social work principles, values, and ethics to guide behavior</i></p> <p><i>Demonstrate the effective use and integration of social work values and ethics to guide behavior</i></p> <p><i>Understand how personal principles, values, and ethics influence policy</i></p> <ul style="list-style-type: none"> Engage in agency orientation and training including staff meetings, tour of agency facility, and introductions to staff. 	<ul style="list-style-type: none"> Complete all required professional writing accurately and present agency documentation in a timely manner and discuss with field instructor. Demonstrate the effective use of consultation and supervision to guide ethical decision making and professional and personal growth. Read and review agency Code of Ethics and compare with NASW Code of Ethics. Discuss this in supervision. Familiarize self with clients' rights and respect these at all times. Be aware of self- disclosure and use only when appropriate. Dress professionally, use appropriate, professional language and behavior. Maintain professional composure in crises situations. Develop an ethical decision-making tree congruent with agency policy and NASW Code of Ethics. Treat all clients with respect, dignity and worth. Observe colleagues and supervisor behavior and methods with clients and other professionals when managing crises.
1.2	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	<ul style="list-style-type: none"> Distinguish the social work perspective from the perspectives of other professional approaches. Establish and adhere to a plan for supervision including setting a regular supervision schedule and utilizing supervision appropriately. Prepare a weekly agenda for supervision meetings. 	
1.3	Demonstrate professional demeanor in behavior and appearance; as well as oral, written, and electronic communication.	<ul style="list-style-type: none"> Assess and address own personal biases as they relate to professional practice. Read the organizational chart, read the personnel manual, and agency budget and discuss with field instructor. Describe the agency structure, policies, services and budget to the field instructor. Utilize supervision to resolve ethical conflicts. Respect clients' rights to confidentiality. 	
1.4	Use technology ethically and appropriately to facilitate practice outcomes.		
1.5	Use supervision and consultation to guide professional judgment and behavior.		

Competency 2: Engage Diversity and Difference in Practice

	Practice Behaviors	SAMPLE Tasks/Activities	SAMPLE Tasks/Activities
2.1	Apply and communicate understanding of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.	<i>Demonstrate knowledge and respect of differences in relation to age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation in social work generalist practice</i> <i>Accept human difference in social work generalist practice</i>	<ul style="list-style-type: none"> Attend diversity awareness workshops offered by the agency. Engage with clients that differ in age, class, gender, etc. and research pertinent information. With the use of process recordings and supervision, field instructor will discuss student's knowledge and sensitivity around recognizing differing cultural issues.
2.2	Present themselves as learners and engage clients and constituencies as experts of their own experiences.	<i>Practice without discrimination in relation to diversity in social work generalist practice</i> <i>Develop a positive worker/client relationship with diverse populations</i>	<ul style="list-style-type: none"> Research and read relevant articles pertaining to diverse populations and to enhance cultural sensitivity and discuss with field instructor.
2.3	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	<ul style="list-style-type: none"> Support the rights of others to act on perspectives and positions different from one's own. Student will record personal reactions, cultural practices implemented with clients served. Discuss in supervision. Identify and analyze power differentials to ensure that all positions are taken into account. Identify a minimum of two NASW Code of Ethics and be able to discuss how they were applied or conflicted with supervisor by the end of placement. Maintain appropriate boundaries with clients Consult with supervisor and instructor about specific cultural/ethnic differences. 	<ul style="list-style-type: none"> Look for systems of oppression and disparities related to diversity that affects clients at the agency. Become familiar with and respect the unique culture and ethnic background of clients and family members. Be open, non-judgmental and sensitive to differences and improve quality of care based on those differences. Research specific cultural/ethnic groups in order to better serve the client quality of care. Research three articles relevant to diversity that affects a client population the student has not worked previously. Prepare a diversity awareness training for agency staff.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

	Practice Behaviors	SAMPLE Tasks/Activities	SAMPLE Tasks/Activities
3.1	Apply their understanding of social, economic, and environmental justice to advocate for human rights at individual and system levels.	<p><i>Demonstrate understanding of significant social issues</i></p> <p><i>Understand the structural factors that create adversity for specific groups in society</i></p> <p><i>Advocate for the needs concerns of diverse populations</i></p>	<ul style="list-style-type: none"> • Discuss issues of oppression and discrimination with at least one client system from a vulnerable population. • Develop awareness of cultural needs when providing referrals (being aware of where clients are coming from and matching their needs to what is available), attend groups to glean from people’s stories how social injustice operates in their lives.
3.2	Engage in practices that advance social, economic, and environmental justice.	<p><i>Advocate on behalf of clients who have been oppressed and discriminated against</i></p> <p><i>Show an understanding of the consequences of oppression and discrimination on attainment of social justice</i></p> <ul style="list-style-type: none"> • Articulate to field instructor the ways in which your agency and practice advocate for human rights and social and economic justice. • During supervision, examine the impact of oppression and discrimination on the delivery of services within the agency. • Utilize class material, reference information from agency to increase knowledge of professional practice. • Investigate practice as it impacts social justice issues at agency. • Attend at least one political event that will effect the agency’s services or population served. • Engage and act as an advocate for at least one client who is oppressed or being discriminated against 	<ul style="list-style-type: none"> • Familiarize self with current political events and their effects on clients and discuss with Field Instructor. • Use sensitivity, respect and appropriate language with all clients. • Consult with supervisors in situations requiring cultural competency if not clear on how to proceed • Identify strengths and gaps within existing SW service delivery system in discussion with supervisor and instructor. Develop plans to meet client needs. • Learn about resources and their accessibility for clients and family members at agency • Review agency policies and identify any that limit equal opportunities for treatment

Competency 4: Engage In Practice-informed Research and Research-informed Practice

	Practice Behaviors	SAMPLE Tasks/Activities	SAMPLE Tasks/Activities
4.1	Use practice experience and theory to inform scientific inquiry and research.	<p><i>Conduct research for implementing social work generalist practice</i></p> <p><i>Critically analyze empirically based research findings and apply them to generalist social work practice</i></p> <p><i>Utilize program evaluation techniques to assess program effectiveness</i></p> <ul style="list-style-type: none"> • Read, analyze and discuss, during supervision, policies and practices that impact service delivery. 	<ul style="list-style-type: none"> • Identify research activities utilized by the agency including data • Identify theoretical approaches used by practitioners in the agency and research
4.2	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and findings.	<ul style="list-style-type: none"> • Read relevant literature and allow it to inform practice and decision-making. • Apply research findings to work with clients. • Contact experts in populations or issues and discuss best practices. • Interview agency staff who are conducting research about their work and findings and report this to field instructor. • Discuss and collaborate with field supervisor, SW assistants and staff to develop best-practice evaluation questions. • Identify agency program that has little data to support interventions used and identify program evaluation to address this needs 	<ul style="list-style-type: none"> • Address evidence-based practice questions and concerns with field supervisor and instructor • Learn from constructive critique of practice. • Discuss concerns re: skills, practice techniques and professionalism in supervision • Look for ways to improve professional practice. • Participate in researching best practices with regard to practices at agency • Research and read three to five articles related to population served • Provide staff training on research completed • Research and discuss at least three professional journal articles that relate to the service population with supervisor • At least one research theory will be used and applied to one client in response to a current problem
4.3	Use and translate research evidence to inform and improve practice, policy, and service delivery.		

Competency 5: Engage in Policy Practice

	Practice Behaviors	SAMPLE Tasks/Activities	SAMPLE Tasks/Activities
5.1	Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	<p><i>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;</i></p> <p><i>Assess how social welfare and economic policies impact the delivery of and access to social services;</i></p> <p><i>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</i></p>	<ul style="list-style-type: none"> • Read agency personnel manual and discuss it with field instructor. • Research current legislation that might impact agency and discuss it with field instructor.
5.2	Assess how social welfare and economic policies impact the delivery and access to social services.	<ul style="list-style-type: none"> • Learn and articulate the history of social welfare specific to the development of nursing facilities (or other practice environment). 	<ul style="list-style-type: none"> • Research policy advocacy groups that support the work of the mission of the organization. Identify resources they produce that may support policy development efforts in the agency. Conduct a training to share the research with agency staff.
5.3	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights as well as social, economic, and environmental justice.	<ul style="list-style-type: none"> • Adhere to policy, procedure and regulations • Attend meetings with administrators and staff with supervisor discretion to learn about policy formation and implementation. • Attend relevant trainings, community outreach events, and public policy meetings. • Research the history of agency, mission, values and goals through handbook and discuss it with field instructor. • Read agency policy and procedure manual and discuss it with field instructor 	<ul style="list-style-type: none"> • Work with coalitions that impact the services delivered at the agency. • Conduct a mini needs assessment to inform policy development and evaluation at the agency. • Involve constituents in identifying the strengths and barriers to services to inform policy development and evaluation at the agency.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

	Practice Behaviors	SAMPLE Tasks/Activities	SAMPLE Tasks/Activities
6.1	Apply knowledge of human behavior, the social environment, person-in-environment, and other multidisciplinary frameworks in the analysis of assessment data from clients.	<p><i>Show foundation knowledge of social work practice with individuals</i></p> <p><i>Exhibit practice skills enabling student to enhance her/his well-being from a strengths based perspective</i></p> <p><i>Apply entry level social work practice with an ecological systems perspective</i></p>	<ul style="list-style-type: none"> Shadow and observe effective colleagues and other interns during assessments, interventions, and evaluations. Debrief sessions with staff and field instructor. Assist, conduct and debrief client interviews using agency formats; compare to classroom tools.
6.2	Use empathy, reflection, and interpersonal skills to effectively engage diverse clients.	<ul style="list-style-type: none"> Initiate relationships with clients during assessment conferences, guardian angel visits and one on one time. Utilize a strengths-based approach to highlight clients' strengths and positive behaviors. Develop trust and strong rapport with clients so to increase comfort level with clients and enhance their willingness to share thoughts, concerns and feelings. Utilize skills that enhance engagement with clients and their families. Employ caring behaviors and genuineness at all times with colleagues, clients and supervisors using active listening, empathetic responses and behaviors, patience and appropriate language and positive attitudes. Form meaningful relationships with clients, supervisors, colleagues to promote trust and compatibility. 	<ul style="list-style-type: none"> Demonstrate effective use of empathy and interviewing skills. Identify incidents of secondary trauma exposure and identify strategies used to make meaning of these events. Develop list of questions/comments to elicit client input for developing treatment goals. Use this list to develop 5-7 intervention plans that reflect client/consumer input. Identify and assess situations where relationships between and among people need to be initiated, improved, restored, protected or terminated.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

	Practice Behaviors	SAMPLE Tasks/Activities	SAMPLE Tasks/Activities
7.1	Collect and organize data, and apply critical thinking to interpret information from clients.	<i>Understand social work theories and their application to professional social work practice (Bio-Psycho-Social, Cultural and Spiritual development)</i>	<ul style="list-style-type: none"> • Provide an assessment of a client system in the context of person in environment.
7.2	Apply knowledge of human behavior, the social environment, and other multidisciplinary frameworks in the analysis of assessment data from clients and constituencies.	<p><i>Critique and apply social work theory to guide the process of assessment, intervention, and evaluation</i></p> <ul style="list-style-type: none"> • Complete at least one psychosocial assessment on individual client and include cross cultural issues identified 	<ul style="list-style-type: none"> • Discuss the integration of theory and practice with field instructor. • Observe and participate in client intakes and assessments, treatment plans, case reviews and consultation. Discuss with field instructor.
7.3	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	<ul style="list-style-type: none"> • Assess client /family concerns with creative and positive attitude. • Demonstrate understanding of how context (environmental, political, technological, etc.) continuously evolves and influences practice. 	<ul style="list-style-type: none"> • Identify conceptual frameworks that explain development and impact on a client system. • Discuss with field instructor how client interventions can change as clients' situations shift.
7.4	Select appropriate intervention strategies based on the assessment, research knowledge, values, and preferences of clients and constituencies.	<ul style="list-style-type: none"> • By the end of the field placement an extensive resource manual that identifies community support and services for ___ will be completed • Identify effective communication skills to use with diverse populations served by agency • Demonstrate understanding of social work theories and their application to professional social work practice (Bio-Psycho-Social, Cultural and Spiritual development). • Critique and apply social work theory to guide the process of assessment, intervention, and evaluation. • Familiarize self with different types of assessments including BIM, PHQ-9, MMSE, GDS, social histories, discharge and care conferences. 	<ul style="list-style-type: none"> • Use various theories to inform client behaviors and interactions and discuss with field instructor. • Utilize an ecomap and/or genogram in assessing level and quality of social systems in a client context. Share this with field instructor and if appropriate with client. • Apply ecological perspective in data, assessments, planning and implementation by investigating what data is collected at agency and review outcome and uses. • Apply ecological model to tasks and duties at agency and discuss in journal. • Research community history, identify natural support systems in community and deepen understanding of cultural, ethnic and/or spiritual traditions with population served

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

	Practice Behaviors	SAMPLE Tasks/Activities	SAMPLE Tasks/Activities
8.1	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	<p><i>Recognize the impact of social policy on agencies, workers and populations at risk</i></p> <p><i>Understand the ways policy impacts social work generalist practice</i></p>	<ul style="list-style-type: none"> Attend to professional boundaries and ethical behavior in terminating services with clients. Use process recordings and journals to reflect on transition and termination issues.
8.2	Apply knowledge of human behavior, the social environment, person-in-environment, and other multi-disciplinary frameworks in interventions with clients and constituencies.	<p><i>Develop and implement effective advocacy strategies and tactics in social work generalist practice</i></p> <ul style="list-style-type: none"> Attend staff and board meetings and/or relevant community meetings where policies are being discussed. Know history and current structure of agency social policies and services. Discuss with field instructor. 	<ul style="list-style-type: none"> Understand the agency's relationship to their community delivery system. Discuss with field instructor the implications of current public policy and relevant legislation issues on service provision to agency clients. Participate in professional policy activities that enhance understanding of target population and community as a whole.
8.3	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	<ul style="list-style-type: none"> Meet with clients and community members to discuss the effectiveness of policies. 	<ul style="list-style-type: none"> Attend care conferences/staffings, taking note of service critique.
8.4	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	<ul style="list-style-type: none"> Review five to ten client files, assessing for evidence of client goals and comparing with intervention plans 	<ul style="list-style-type: none"> Read employee handbook and social services manual and understand policies to administer and improve services to clients. Address concerns/thoughts and questions re: policy and improvement of services with field supervisor.
8.5	Facilitate effective transitions and endings that advance mutually agreed-on goals.	<ul style="list-style-type: none"> Plan interventions with field instructor, discuss goals. Solicit feedback on outcomes and analyze data. Help each client make informed decisions. Identify and discuss with clients mutually agreed upon long and short-term goals. Select and utilize appropriate intervention strategies. Discuss with field instructor. 	<ul style="list-style-type: none"> Research any current legislation that will impact agency and prepare fact sheet regarding impact of legislation, provide this overview to agency staff during a staff meeting Demonstrate list of client capacities for 5-7 clients served. Co-facilitate group meetings. Write process recordings up and review with field instructor. Assist and mediate in client disagreements.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

	Practice Behaviors	SAMPLE Tasks/Activities	SAMPLE Tasks/Activities
9.1	Select and use appropriate methods for evaluation of outcomes.	<i>Demonstrate understanding of how context (environmental, political, technological, etc.) continuously evolves and influences practice.</i>	<ul style="list-style-type: none"> • Discuss with field instructor how client interventions can change as clients' situations shift.
9.2	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	<p><i>Understand how practice can change based on societal trends to provide relevant & quality services</i></p> <ul style="list-style-type: none"> • Review, evaluate, and appraise current agency services, as well as needs and trends in the communities in which services are being provided. 	<ul style="list-style-type: none"> • Seek necessary organizational change within the agency • Develop knowledge of dementia, Alzheimer's, depression, anxiety and medical conditions which impact clients at agency. • Develop knowledge of and ease with medical terminology
9.3	Critically analyze, monitor, and evaluate intervention, program processes, and outcomes.	<ul style="list-style-type: none"> • Compile data around demographics regarding who is seeking services at agency. Explore ways to provide outreach to other populations. 	<ul style="list-style-type: none"> • Be familiar with specialized and general services for clients/clients
9.4	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	<ul style="list-style-type: none"> • Investigate how agency evaluates effectiveness of services with clients and staff. • Meet with supervisor to evaluate effectiveness in SW practice. • Ask for feedback from supervisor and staff and utilize it in interactions with staff and in my professional growth as a SW. • Approach supervisor with concerns about client, family, staff behavior. • Improve family- client relationship with agency by consulting with supervisor. • Offer suggestions as to how agency could better reach populations or develop more sustainable services. 	<ul style="list-style-type: none"> • Understand client's legal rights, agency policies and state of Wisconsin regulations. • Use agency data to compile demographics of populations served and provide this data at staff meeting • Attend weekly Case staffing • Maintains weekly supervision log, documenting feedback provided by supervisor and recommended follow-up. • Participate in all stand up meetings, mandatory meetings, care conferences and offer input/ideas when appropriate • Develop evaluations and intervention questions to further assessments and service needs.



BEMIDJI STATE UNIVERSITY

Social Work Internship Student Learning Goals Plan

Student Name:		Social Work Field Instructor:	
Local Address:		Field Instructor Phone:	
Phone:		Field Instructor Email:	
Email:		Site Supervisor (If Applicable):	
Agency Address:		Site Supervisor Phone:	
Internship Address (If Different):		Site Supervisor Email:	

Internship Weekly Schedule	M:	T:	W:	R:	F:	S:	S:
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Weekly SOWK Supervision Schedule (1 HR.)	M:	T:	W:	R:	F:
Agreement on holiday breaks and vacations:					

Supervision Formats to be Used (check all that apply):	
<input type="checkbox"/>	One-on-One Supervision
<input type="checkbox"/>	Group Supervision
<input type="checkbox"/>	Process Recording
<input type="checkbox"/>	Audio Recording
<input type="checkbox"/>	Video Recording
<input type="checkbox"/>	Online/Email Communication
<input type="checkbox"/>	Telephone Communication
<input type="checkbox"/>	Other (Please List):

Competency 1: Demonstrate Ethical and Professional Behavior

	Practice Behaviors	Tasks/Activities	Date Added	Date Completed	How Measured?
1.1	Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.				
1.2	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.				
1.3	Demonstrate professional demeanor in behavior and appearance; as well as oral, written, and electronic communication.				
1.4	Use technology ethically and appropriately to facilitate practice outcomes.				
1.5	Use supervision and consultation to guide professional judgment and behavior.				

Competency 2: Engage Diversity and Difference in Practice

	Practice Behaviors	Tasks/Activities	Date Added	Date Completed	How Measured?
2.1	Apply and communicate understanding of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.				
2.2	Present themselves as learners and engage clients and constituencies as experts of their own experiences.				
2.3	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.				

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

	Practice Behaviors	Tasks/Activities	Date Added	Date Completed	How Measured?
3.1	Apply their understanding of social, economic, and environmental justice to advocate for human rights at individual and system levels.				
3.2	Engage in practices that advance social, economic, and environmental justice.				

Competency 4: Engage In Practice-informed Research and Research-informed Practice

	Practice Behaviors	Tasks/Activities	Date Added	Date Completed	How Measured?
4.1	Use practice experience and theory to inform scientific inquiry and research.				
4.2	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and findings.				
4.3	Use and translate research evidence to inform and improve practice, policy, and service delivery.				

Competency 5: Engage in Policy Practice

	Practice Behaviors	Tasks/Activities	Date Added	Date Completed	How Measured?
5.1	Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.				
5.2	Assess how social welfare and economic policies impact the delivery and access to social services.				
5.3	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights as well as social, economic, and environmental justice.				

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

	Practice Behaviors	Tasks/Activities	Date Added	Date Completed	How Measured?
6.1	Apply knowledge of human behavior, the social environment, person-in-environment, and other multidisciplinary frameworks in the analysis of assessment data from clients.				
6.2	Use empathy, reflection, and interpersonal skills to effectively engage diverse clients.				

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

	Practice Behaviors	Tasks/Activities	Date Added	Date Completed	How Measured?
7.1	Collect and organize data, and apply critical thinking to interpret information from clients.				
7.2	Apply knowledge of human behavior, the social environment, and other multidisciplinary frameworks in the analysis of assessment data from clients and constituencies.				
7.3	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.				
7.4	Select appropriate intervention strategies based on the assessment, research knowledge, values, and preferences of clients and constituencies.				

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

	Practice Behaviors	Tasks/Activities	Date Added	Date Completed	How Measured?
8.1	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.				
8.2	Apply knowledge of human behavior, the social environment, person-in-environment, and other multi-disciplinary frameworks in interventions with clients and constituencies.				
8.3	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.				
8.4	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.				
8.5	Facilitate effective transitions and endings that advance mutually agreed-on goals.				

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

	Practice Behaviors	Tasks/Activities	Date Added	Date Completed	How Measured?
9.1	Select and use appropriate methods for evaluation of outcomes.				
9.2	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.				
9.3	Critically analyze, monitor, and evaluate intervention, program processes, and outcomes.				
9.4	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.				