



THE FIELD LEARNING PLAN

MSW Program
School of Social Work - University of Pittsburgh

CONCENTRATION FIELD PLACEMENT Community Organizing/Social Administration (COSA)

Term: Spring Year: 2011

Student's Name: JOE SMITH

Field Liaison: Dalessandro

Name of Agency/Organization: ABC Organizing and Development

Agency/Organization Department: Community Outreach

Site Address: 111 East End

Field Instructor Name: J. Organizer

Field Instructor Phone: 555-1111

Field Instructor Email: organizer.org

Task Supervisor Name: _____
(If applicable)

Task Supervisor Phone: _____

Task Supervisor Email: _____

Student's Weekly Field Schedule:

Mon (Hours) _____ Tues (Hours) _____ Wed (Hours) 8 Thurs (Hours) 8 Fri (Hours) 8

FULL TIME STUDENTS ARE EXPECTED TO ENGAGE IN FIELD PLACEMENT ACTIVITIES FOR 16 HOURS EACH WEEK FOR 9 WEEKS (144 HOURS) FOR THE FALL TERM AND 16 HOURS PER WEEK FOR APPROXIMATELY 15 WEEKS (216 HOURS) FOR THE SPRING TERM. PART TIME STUDENTS MAY FORMALLY REQUEST TO DO NO LESS THAN 12-16 HOURS PER WEEK. PART TIME STUDENTS ARE EXPECTED TO ENGAGE IN FIELD PLACEMENT FOR 16 HOURS PER WEEK FOR THE SUMMER TERM AND 16 HOURS PER WEEK FOR THE SECOND FALL TERM. ANY DEVIATION NEEDS TO BE APPROVED BY THE STUDENT'S ADVISOR/LIAISON AND THE OFFICE OF FIELD EDUCATION PRIOR TO THE ACTUAL START OF FIELD PLACEMENT.

Field Instruction Weekly Supervision Schedule:

Day of the Week: Friday Time: 10 AM

ALL STUDENTS MUST ENGAGE IN A MINIMUM OF ONE HOUR PER WEEK FORMAL SUPERVISION.

Date Field Placement Commences: January 6th, 2010 Ends: August 15th, 2010

Field Evaluation Due Date: April 15, 2010

Student Signature: _____ Date: _____

Field Instructor Signature: _____ Date: _____

Field Liaison Signature: _____ Date: _____

Guidelines for the Field Learning Plan

1. The Field Learning Plan is the educational plan for the term of field placement; each term is graded separately. The competencies for the Field Learning Plan are developed to reflect the standards of the Curriculum Policy Statement of the Council on Social Work Education as well as the curriculum of the Master's Degree Program of the School of Social Work, University of Pittsburgh. To the best of their ability, Field Instructors are expected to teach students the learning tasks and monitor practice behaviors that address these competencies given the limitations of their respective settings or roles. The Field Learning Plan also serves as a guide for field instruction and supervision meetings. It further creates a basis for the evaluation and narrative that occur at the end of the term.
2. Responsibility for the Field Learning Plan is jointly shared by the Student and the Field Instructor. While additional learning tasks may be developed that go beyond the articulated practice behaviors, the Field Learning Plan should reflect the required learning for foundation field and term of field placement. The Student submits the plan by the appropriate due date.
3. Measurement criteria can include, but not limited to the following: cases, journals, written assignments and material of all kind that is reviewed by the field instructor; oral presentations, clinical documentation, proposals, projects, and task group participation. Direct observation (shadowing) of the Student's work is expected. Feedback and evaluative information from other staff involved with the Student's effort should be incorporated into the evaluation criteria.
5. The Student's Faculty Advisor / Liaison reviews and approves the Field Learning Plan. It is used as a focus for agency visits as well as for any issues that may require clarification or problem-solving collaboration between the Faculty Advisor / Liaison and the Field Instructor.
7. The Field Learning Plan may be modified during the period of field placement to reflect identified learning needs of the Student as well as changes that may occur. Situations such as student absences beyond three days, irregular attendance, inability to complete the required number of hours, change of field instructor or change of field assignment may need to be brought to the immediate attention of and discussed with the Faculty Advisor/ Liaison.
9. A copy of the Field Learning Plan is placed in the Student's academic folder.

Guidelines for Development of Practice and Field Learning Tasks

In developing practice and learning tasks, the goal is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. While creating the practice and learning tasks, consider what behaviors you expect to see from your student relative to the corresponding competency. Where does each behavior fit within the four outlined educational goals? (Some may appear under more than one goal.) What specific assignments within your agency should the student complete in order to demonstrate fulfillment of competencies? How will you know that the student has completed the practice and field learning tasks that you have assigned?

In short, a well written practice and learning task will be able to answer all of the following questions:

Who will do what, by when, and how it is measured.

Examples of Practice and Learning Tasks

Educational Goal #1: **KNOWLEDGE EXAMPLE**

Competencies

Practice and Learning Task Assignments:	2.1.3	2.1.6	2.1.8	2.1.9
Student will review organization's policies and procedures manual within first month of placement and will discuss 1-3 policies with field instructor to clarify understanding.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
By the end of placement, student will identify and discuss with field instructor at least one legal and/or social policy issue as it relates to the organization's development of service delivery.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
By the end of the field placement Student will visit 1-2 collaborating organization's or referral sources and report to field instructor what was learned about the continuum of community service.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
By the end of placement student will participate in activities toward program and service delivery development and enhancement of organization's specific needs assessment survey, grant writing, program outcome measurement, or proposal development as evidenced by the completed written assignment.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Educational Goal #2: **SKILLS EXAMPLE**

Competencies

Practice and Learning Task Assignments:	2.1.1	2.1.3	2.1.7	2.1.10
Given a community project, student will utilize effective oral and written communication within the agency structure to build coalition with stakeholders, student will communicate with colleagues and community members via face-to-face and phone contact(on-going)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	a <input checked="" type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/>
Student will read reports, published papers, newspaper articles and other electronic media sources to identify 2 legal and social policy issues impacting the agency and community, as they relate to surrounding community and population. Student will discuss this in supervision to ensure understanding. (on-going)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a <input checked="" type="checkbox"/> b <input checked="" type="checkbox"/> c <input checked="" type="checkbox"/> d <input checked="" type="checkbox"/>
Student will work with staff to train parent leaders in conducting surveys of parents to assess their opinions of the school reform process and solicit feedback and suggestions for continuous improvement (by end of placement)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	a <input type="checkbox"/> b <input type="checkbox"/> c <input checked="" type="checkbox"/> d <input checked="" type="checkbox"/>

Educational Goal #3: **VALUES AND ETHICS EXAMPLE**

Competencies

Practice and Learning Task Assignments:	2.1.1	2.1.2	2.1.4	2.1.5
Student will consult with field instructor to address 1-2 ethical dilemmas experienced during placement and discuss how to arrive at a principled decision regarding resolution(by end of placement)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Through discussions with field instructor during supervision, student will develop an appropriate strategy to challenge one barrier this is created by discriminatory/oppressive policies and attitudes that disenfranchise residents(by end of placement)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
By collaborating with the field instructor and staff, student will recognize cultural values and norms of the neighborhood and reflect upon the student's own values and biases and discuss this in supervision(on-going)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student will plan programming using a community based approach by facilitating opportunities to give community members a voice in community planning and problem solving and partner with local groups and agencies in addressing social justice and economic vitality(on-going) Student will assess currently policies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Educational Goal #4: **PROFESSIONAL SELF EXAMPLE**

Competencies

Practice and Learning Task Assignments:	2.1.1
	<input type="checkbox"/>

During supervision meeting student will come prepared, participate and use supervision appropriately as evidenced by agenda and supervision notes.	<input checked="" type="checkbox"/>
Throughout placement student will participate in professional education as evidenced by attending agency trainings and/or professional workshops.	<input checked="" type="checkbox"/>

Field Learning Plan

MSW Program

CONCENTRATION FIELD PLACEMENT COMMUNITY ORGANIZING/SOCIAL ADMINISTRATION (COSA) (2ND Year and Advanced Standing MSW Students)

The focus of the concentration field placement (second year and advanced standing MSW students) is to provide students with an experience to engage in structured learning tasks that specifically relate to their chosen concentration and achieve the program competencies.

Educational Goal #1:

Application of Concentration Social Work Knowledge in the Field Placement

Competencies:

2.1.3 *Apply critical thinking to inform and communicate professional judgments*

2.1.6 *Engage in research-informed practice and practice-informed research*

2.1.8 *Engage in policy practice to advance social and economic well being and to deliver effective social work services*

2.1.9 *Respond to contexts that shape practice*

In order to accomplish these competencies, a student will;

- a) use multiple sources of information (e.g. courses, research based knowledge, agency or organization, cultural, agency or organizational programs, legal and social policy issues that apply to the agency, organization and community, etc) in order to raise and articulate problems that impact the **agency, organization, community and the target population** or system to clearly inform practice. (2.1.3) (2.1.6) (2.1.8)
- b) adapt to the specific differences in the agency or organization's population and characteristics to provide relevant services. (2.1.9)
- c) analyze policy from historical, social, economic, political and power contexts and how that impacts the service **delivery to communities and organizations** (2.1.8)
- d) collaborate with colleagues and systems as appropriate to deliver effective social work services. (2.1.8)
- e) attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services and feedback for the improvement of services. (2.1.9)
- f) explain the rationale behind actions in providing service delivery. (2.1.3)

Practice and Learning Task Assignments:

Competencies Met

<p>During the first month- Student will review organizational history and meet with field instructor and staff to develop an understanding of the mission, goals, programs, services, and policies of the agency. Student will discuss what was learned with Field Instructor</p>	<input checked="" type="checkbox"/> 2.1.3 <input type="checkbox"/> 2.1.6 <input type="checkbox"/> 2.1.8 <input checked="" type="checkbox"/> 2.1.9
<p>Student will recognize the target population/community of the agency through research by reading agency brochures, performing a literature review, visiting collaborative agencies and reviewing select agency grants to identify agency operations and funders. Student will discuss with field instructor in supervision (on-going).</p>	<input checked="" type="checkbox"/> 2.1.3 <input checked="" type="checkbox"/> 2.1.6 <input type="checkbox"/> 2.1.8 <input checked="" type="checkbox"/> 2.1.9
<p>Student will participate in staff meetings to discuss knowledge of strategic goals and objectives and be able to recognize critical partnerships. (on-going) Student will process meeting with field instructor</p>	<input checked="" type="checkbox"/> 2.1.3 <input type="checkbox"/> 2.1.6 <input type="checkbox"/> 2.1.8 <input checked="" type="checkbox"/> 2.1.9
<p>Student will shadow support staff to identify residents and the culture of the community. Student will discuss this in supervision (on-going)</p>	<input checked="" type="checkbox"/> 2.1.3 <input type="checkbox"/> 2.1.6 <input type="checkbox"/> 2.1.8 <input checked="" type="checkbox"/> 2.1.9
<p>Student will shadow staff at various community meetings focused on public safety and school reform to recognize the 2 major community issues impacting the East End. Student will discuss the issues and relevant agency programs and staffing in supervision.(on-going)</p>	<input checked="" type="checkbox"/> 2.1.3 <input checked="" type="checkbox"/> 2.1.6 <input type="checkbox"/> 2.1.8 <input checked="" type="checkbox"/> 2.1.9
<p>Student will read reports, published papers, newspaper articles and other electronic media sources to identify 2 legal and social policy issues impacting the agency and community, as they relate to surrounding community and population. Student will discuss this in supervision to ensure understanding. (on-going) <u>Complete in first two months</u></p>	<input checked="" type="checkbox"/> 2.1.3 <input checked="" type="checkbox"/> 2.1.6 <input checked="" type="checkbox"/> 2.1.8 <input checked="" type="checkbox"/> 2.1.9
<p>During the 1st 2 weeks- Student will bring current syllabi and books of courses they are attending to discuss with Field Instructor how best to integrate current courses and class assignments with the learning and practice tasks available at this agency</p>	<input checked="" type="checkbox"/> 2.1.3 <input checked="" type="checkbox"/> 2.1.6 <input checked="" type="checkbox"/> 2.1.8 <input type="checkbox"/> 2.1.9
<p>Student will examine the network of other service providers in the community and their historic, economic, social and political relationship to the agency. Student will discuss these relationships with Field Instructor during supervision(on-going) Complete by end of 1st term of placement</p>	<input checked="" type="checkbox"/> 2.1.3 <input type="checkbox"/> 2.1.6 <input type="checkbox"/> 2.1.8 <input checked="" type="checkbox"/> 2.1.9

Educational Goal #2:

Application of COSA Concentration Practice Skills in the Field Placement

Competencies:

- 2.1.1 *Identify as a professional social worker and conduct oneself accordingly*
 - 2.1.2 *Apply social work ethical principles to guide professional practice*
 - 2.1.3 *Apply critical thinking to inform and communicate professional judgments*
 - 2.1.4 *Engage diversity and difference in practice*
 - 2.1.6 *Engage in research-informed practice and practice informed research*
 - 2.1.7 *Apply knowledge of human behavior and the social environment*
 - 2.1.9 *Respond to contexts that shape practice*
 - 2.1.10 a) *Engage with individuals, families, groups, organizations and communities*
 - 2.1.10 b) *Assess individuals, families, groups, organizations and communities*
 - 2.1.10 c) *Intervene with individuals, families, groups, organizations and communities*
 - 2.1.10 d) *Evaluate with individuals, families, groups, organizations and communities*
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COSA Concentration Practice Skills

- 1) ***In order to apply critical thinking and knowledge of human behavior and the social environment the student will:***
 - a) participate in program and service delivery involving clients or systems while exploring theoretical frameworks and applying knowledge to understand person and environment. (2.1.3) (2.1.7)
 - b) synthesize multiple frameworks and sources of information to make professional judgments in analyzing communities and organizations as social systems with life cycles and roles that maintain well being. (2.1.3) (2.1.7)

- 2) ***In order to engage in research-informed practice and practice informed research the student will:***
 - a) utilize theories of community and organizational behavior in assessment and analysis of macro interventions. (2.1.6)
 - b) use best practice research to develop and implement community and organizational interventions. (2.1.6)
 - c) advance research that is participatory and inclusive of the constituencies of communities and organizations. (2.1.6)

- 3) ***In order to apply social work ethical principles and engage difference and diversity in practice the student will:***
 - a) advance effective and efficient social service delivery and access to resources in organizations and communities. (2.1.2)
 - b) engage and ensure participation of diverse and marginalized community and organization constituents in assessing, planning and implementing interventions. (2.1.4)

- 4) ***In order to conduct oneself as a professional social worker and apply critical thinking skills the student will:***

demonstrate effective oral and written communication in working with individuals, families, groups, organizations and communities within the agency's structure. (2.1.1) (2.1.3)

Engagement

The student will engage with individuals, families, groups, organizations and /or communities by;

- a) preparing for the intervention (2.1.10a)
- b) using mutually agreed upon focus of work (2.1.10a)
- c) using empathy and compassion in developing positive relationships with the organization/system. (2.1.10a)
- d) engage with communities, their constituencies, and the organizations that serve them to assess and analyze community and organization capacities, strengths and needs. (2.1.10a)
- e) inform and engage diverse constituents in critical community and organizational analysis and problem-solving. (2.1.3)
- f) provide services through collaboration and disseminate information to link client systems and staff in compliance with agency protocol and based upon system/organization need. (2.1.10a)

Assessment

Given a case, client or community project, the student will;

- a) define and prioritize a problem (2.1.10b)
- b) collect data to assess the strengths and limitations of the system /organization (2.1.10b)
- c) analyze and assess the policy and task environment of the organization(2.1.10b)
- d) based upon the findings, the student will develop mutually agreed upon intervention goals and objectives (2.1.10b)
- e) identify appropriate intervention strategies. (2.1.10b)

Intervention

Given a case, client or community project, the student will;

- a) recommend and implement successful prevention interventions that enhance the connectivity of persons to the communities and organizations that impact their lives, especially in the urban context.(2.1.10c)
- b) apply theoretical frameworks to assess and analyze the task domain of organizations, communities and constituencies they serve (2.1.9)
- c) strategically plan for organizational and community change and development relative to social, economic and political factors.(2.1.9)
- d) advocate for communities and organizations and their constituencies(2.1.10c)
- e) intervene in a manner to focus upon achieving organizational goals and best system outcomes within defined organizational governance. (2.1.9) (2.1.10.c)
- f) plan with communities and organizations to apply interventions through locality development, social planning, and social action models, individually or in mixed-models. (2.1.10c)
- g) utilize respective strategies and tactics of consensus, campaign and contest. (2.1.10c)
- h) work towards development and management of effective and efficient programs (2.1.10c)
- i) identify, secure and manage necessary financial resources for programs and organizational operations (2.1.10c)
- j) recruit, develop and manage appropriate human resource/staffing for programs and organizational operations(2.1.10c)
- k) facilitate transitions and endings (to include termination with the system/community/organization).(2.1.10c)

Evaluation

Throughout the intervention process, the student will;

- a) evaluate the effectiveness of the intervention, (2.1.10d)
- b) integrate supervisory/consultative feedback as needed. (2.1.10d)
- c) examine outcome information once an intervention is completed for a community or organization. (2.1.10.d)
- d) Overall, the student will involve community and organizational constituencies in evaluating the effectiveness of interventions in order to recommend future actions. (2.1.10d)

Practice and Learning Task Assignments:

Competencies Met

<p>Given a community project, student will utilize effective oral and written communication within the agency structure to build coalition with stakeholders, student will communicate with colleagues and community members via face-to-face and phone contact(on-going) complete by end of placement</p>	<input checked="" type="checkbox"/> 2.1.1 <input type="checkbox"/> 2.1.2 <input checked="" type="checkbox"/> 2.1.3 <input type="checkbox"/> 2.1.4 <input type="checkbox"/> 2.1.6 <input type="checkbox"/> 2.1.7 <input type="checkbox"/> 2.1.9 <input checked="" type="checkbox"/> 2.1.10 a <input type="checkbox"/> 2.1.10 b <input type="checkbox"/> 2.1.10 c <input type="checkbox"/> 2.1.10 d
<p>Student will utilize a strengths based perspective in working with the community by identifying individual and associational assets among members(on-going) Student will discuss this in field supervision meeting</p>	<input type="checkbox"/> 2.1.1 <input type="checkbox"/> 2.1.2 <input checked="" type="checkbox"/> 2.1.3 <input type="checkbox"/> 2.1.4 <input type="checkbox"/> 2.1.6 <input checked="" type="checkbox"/> 2.1.7 <input type="checkbox"/> 2.1.9 <input checked="" type="checkbox"/> 2.1.10 a <input type="checkbox"/> 2.1.10 b <input type="checkbox"/> 2.1.10 c <input type="checkbox"/> 2.1.10 d
<p>Student will link appropriate community resources to community constituents through attendance of community meetings(on-going) Student will process what he learned with field instructor and complete by end of placement</p>	<input checked="" type="checkbox"/> 2.1.1 <input type="checkbox"/> 2.1.2 <input checked="" type="checkbox"/> 2.1.3 <input type="checkbox"/> 2.1.4 <input type="checkbox"/> 2.1.6 <input type="checkbox"/> 2.1.7 <input type="checkbox"/> 2.1.9 <input checked="" type="checkbox"/> 2.1.10 a <input type="checkbox"/> 2.1.10 b <input type="checkbox"/> 2.1.10 c <input type="checkbox"/> 2.1.10 d
<p>Through attendance at community meetings and networking with citizens, student will educate the community on proposed mixed housing options that may help stabilize schools and the local market(on-going) Student will submit a report on community meetings by end of placement</p>	<input type="checkbox"/> 2.1.1 <input type="checkbox"/> 2.1.2 <input checked="" type="checkbox"/> 2.1.3 <input type="checkbox"/> 2.1.4 <input type="checkbox"/> 2.1.6 <input checked="" type="checkbox"/> 2.1.7 <input type="checkbox"/> 2.1.9 <input type="checkbox"/> 2.1.10 a <input checked="" type="checkbox"/> 2.1.10 b <input checked="" type="checkbox"/> 2.1.10 c <input type="checkbox"/> 2.1.10 d
<p>Student will develop and conduct outreach strategies to engage diverse community constituents and marginalized populations in school reform and mixed-income housing initiatives(by end of field placement)</p>	<input type="checkbox"/> 2.1.1 <input type="checkbox"/> 2.1.2 <input checked="" type="checkbox"/> 2.1.3 <input type="checkbox"/> 2.1.4 <input type="checkbox"/> 2.1.6 <input checked="" type="checkbox"/> 2.1.7 <input type="checkbox"/> 2.1.9 <input checked="" type="checkbox"/> 2.1.10 a <input checked="" type="checkbox"/> 2.1.10 b <input type="checkbox"/> 2.1.10 c <input type="checkbox"/> 2.1.10 d
<p>Student will prepare and distribute outreach and educational materials to inform community of school reform and housing efforts and provide written and oral reports to field instructor and organization (by end of field placement)</p>	<input checked="" type="checkbox"/> 2.1.1 <input type="checkbox"/> 2.1.2 <input checked="" type="checkbox"/> 2.1.3 <input type="checkbox"/> 2.1.4 <input type="checkbox"/> 2.1.6 <input type="checkbox"/> 2.1.7 <input type="checkbox"/> 2.1.9 <input checked="" type="checkbox"/> 2.1.10 a <input checked="" type="checkbox"/> 2.1.10 b <input type="checkbox"/> 2.1.10 c <input type="checkbox"/> 2.1.10 d
<p>Student will work with staff to research grassroots decision-making best practices and develop outreach strategies to increase parental participation in school reform processes (on-going) Student will submit a report by end of first term of placement</p>	<input checked="" type="checkbox"/> 2.1.1 <input type="checkbox"/> 2.1.2 <input type="checkbox"/> 2.1.3 <input type="checkbox"/> 2.1.4 <input type="checkbox"/> 2.1.6 <input type="checkbox"/> 2.1.7 <input type="checkbox"/> 2.1.9 <input type="checkbox"/> 2.1.10 a <input checked="" type="checkbox"/> 2.1.10 b <input type="checkbox"/> 2.1.10 c <input type="checkbox"/> 2.1.10 d
<p>Student will work with staff to train parent leaders in conducting surveys of parents to assess their opinions of the school reform process and solicit feedback and suggestions for continuous improvement (by end of placement)</p>	<input checked="" type="checkbox"/> 2.1.1 <input type="checkbox"/> 2.1.2 <input checked="" type="checkbox"/> 2.1.3 <input type="checkbox"/> 2.1.4 <input type="checkbox"/> 2.1.6 <input type="checkbox"/> 2.1.7 <input type="checkbox"/> 2.1.9 <input type="checkbox"/> 2.1.10 a <input type="checkbox"/> 2.1.10 b <input checked="" type="checkbox"/> 2.1.10 c <input checked="" type="checkbox"/> 2.1.10 d

<p>Student will conduct analysis of policy and systems impact and resources relative to community intervention and discuss with supervisor This will be completed by end of placement</p>	<input type="checkbox"/> 2.1.1 <input type="checkbox"/> 2.1.2 <input checked="" type="checkbox"/> 2.1.3 <input type="checkbox"/> 2.1.4 <input checked="" type="checkbox"/> 2.1.6 <input type="checkbox"/> 2.1.7 <input type="checkbox"/> 2.1.9 <input type="checkbox"/> 2.1.10 a <input type="checkbox"/> 2.1.10 b <input checked="" type="checkbox"/> 2.1.10 c <input checked="" type="checkbox"/> 2.1.10 d
<p>Student will work with staff and community leaders to development and implement parental involvement outreach and programs and present to staff what was learned by end of placement</p>	<input checked="" type="checkbox"/> 2.1.1 <input type="checkbox"/> 2.1.2 <input checked="" type="checkbox"/> 2.1.3 <input type="checkbox"/> 2.1.4 <input checked="" type="checkbox"/> 2.1.6 <input type="checkbox"/> 2.1.7 <input type="checkbox"/> 2.1.9 <input checked="" type="checkbox"/> 2.1.10 a <input checked="" type="checkbox"/> 2.1.10 b <input checked="" type="checkbox"/> 2.1.10 c <input type="checkbox"/> 2.1.10 d
<p>Student will participate with agency in identifying and securing relevant funding to sustain program activities Student will identify and report on at least 3 funding sources by end of placement</p>	<input type="checkbox"/> 2.1.1 <input type="checkbox"/> 2.1.2 <input checked="" type="checkbox"/> 2.1.3 <input type="checkbox"/> 2.1.4 <input checked="" type="checkbox"/> 2.1.6 <input type="checkbox"/> 2.1.7 <input type="checkbox"/> 2.1.9 <input checked="" type="checkbox"/> 2.1.10 a <input checked="" type="checkbox"/> 2.1.10 b <input checked="" type="checkbox"/> 2.1.10 c <input checked="" type="checkbox"/> 2.1.10 d
<p>Student will evaluate program progress and impact and review these outputs and outcomes with supervisory, relevant community constituencies, and funders to monitor, revise, and improve program activities. Student will submit a report to field instructor by end of field placement</p>	<input type="checkbox"/> 2.1.1 <input type="checkbox"/> 2.1.2 <input checked="" type="checkbox"/> 2.1.3 <input type="checkbox"/> 2.1.4 <input checked="" type="checkbox"/> 2.1.6 <input type="checkbox"/> 2.1.7 <input type="checkbox"/> 2.1.9 <input type="checkbox"/> 2.1.10 a <input type="checkbox"/> 2.1.10 b <input type="checkbox"/> 2.1.10 c <input checked="" type="checkbox"/> 2.1.10 d

Educational Goal #3: Application of Concentration Values and Ethics in the Field Placement

Competencies:

- 2.1.1 *Identify as a professional social worker and conduct oneself accordingly*
 - 2.1.2 *Apply social work ethical principles to guide professional practice*
 - 2.1.4 *Engage diversity and difference in practice*
 - 2.1.5 *Advance human rights and social and economic justice*
 - 2.1.8 *Engage in policy practice to advance social and economic well-being and to deliver effective social work services*
-

1) Throughout the placement, to apply social work ethical principles the student will:

- a) discuss and apply the NASW code of ethics and the standards of the profession (2.1.2)
- b) abide by laws and standards of the profession (2.1.2)
- c) use professional values to guide practice (2.1.2)
- d) apply strategies of ethical reasoning to arrive at principled decisions.(2.1.2)
- e) promote inclusive communities and organizations (2.1.2)
- f) recognize ambiguity in resolving ethical conflicts. (2.1.2) (2.1.4)

2) In order to engage diversity and difference in practice:

- a) While engaging a diverse population in which difference shapes life experiences the student will assess the impact of discrimination and oppression on the client/system and be able to communicate this to the field instructor, to include a conversation about awareness of the student's own biases and values as they reflect or conflict with the values of the profession. (2.1.4)
- b) Demonstrates respect and protects the confidentiality of individuals, families, and groups, organizations in which the field placement occurs.(2.1.4)
- c) articulate and demonstrate an ability to work with and learn from at-risk populations who are experiencing discrimination or the cultural structures of privilege and power (2.1.4)
- d) utilize strengths of differing life experiences to build inclusive communities and multicultural organizations. (2.1.4)

3) In order to advance human rights and social and economic justice the student will:

- a) engage in advocacy on behalf of diverse and at-risk populations toward human and civil rights, social and economic justice while providing services to vulnerable clients/systems individually and collectively as appropriate to the stated mission of this field site. (2.1.1) (2.1.5)
- b) work to eliminate social and economic injustice within communities, organizations, institutions and society (2.1.5)

4) In order to engage in policy practice to advance social and economic well being:

The student will actively engage in the policy arena on behalf of community and organizational interests. (2.1.8)

Practice and Learning Task Assignments:

Competencies Met

<p>Student will model appropriate values when representing the agency during placement that reflect the NASW Code(on-going) Student will discuss what is appropriate within the organization with the field instructor during supervision</p>	<input checked="" type="checkbox"/> 2.1.1 <input checked="" type="checkbox"/> 2.1.2 <input type="checkbox"/> 2.1.4 <input type="checkbox"/> 2.1.5 <input type="checkbox"/> 2.1.8
<p>Student will consult with field instructor to address 1-2 ethical dilemmas experienced during placement and discuss how to arrive at a principled decision regarding resolution(by end of placement)</p>	<input type="checkbox"/> 2.1.1 <input checked="" type="checkbox"/> 2.1.2 <input type="checkbox"/> 2.1.4 <input type="checkbox"/> 2.1.5 <input type="checkbox"/> 2.1.8
<p>While collaborating with strategic partners, student will model community organizing values consistent with the agency's core values- servant leadership, resident empowerment, transparency, and partnership (on-going) This will be evidence by field instructor observation</p>	<input checked="" type="checkbox"/> 2.1.1 <input checked="" type="checkbox"/> 2.1.2 <input type="checkbox"/> 2.1.4 <input type="checkbox"/> 2.1.5 <input type="checkbox"/> 2.1.8
<p>Through discussions with field instructor during supervision, student will develop an appropriate strategy to challenge one barrier this is created by discriminatory/oppressive policies and attitudes that disenfranchise residents(by end of placement)</p>	<input type="checkbox"/> 2.1.1 <input type="checkbox"/> 2.1.2 <input checked="" type="checkbox"/> 2.1.4 <input type="checkbox"/> 2.1.5 <input type="checkbox"/> 2.1.8
<p>By collaborating with the field instructor and staff, student will recognize cultural values and norms of the neighborhood and reflect upon the student's own values and biases and discuss this in supervision(on-going) Student will discuss what was learned in supervision</p>	<input type="checkbox"/> 2.1.1 <input checked="" type="checkbox"/> 2.1.2 <input checked="" type="checkbox"/> 2.1.4 <input type="checkbox"/> 2.1.5 <input type="checkbox"/> 2.1.8
<p>Student will plan programming using a community based approach by facilitating opportunities to give community members a voice in community planning and problem solving and partner with local groups and agencies in addressing social justice and economic vitality(on-going) Student will assess current policies and submit a report by end of placement</p>	<input type="checkbox"/> 2.1.1 <input checked="" type="checkbox"/> 2.1.2 <input checked="" type="checkbox"/> 2.1.4 <input checked="" type="checkbox"/> 2.1.5 <input checked="" type="checkbox"/> 2.1.8

Educational Goal #4

Socialization into the Profession and the Development of an Enlightened Professional Self

Competencies:

- 2.1.1 *Identify as a professional social worker and conduct oneself accordingly*
 2.1.3 *Apply critical thinking to inform and communicate professional judgments*

Personal Issues, Conflicts, Differences, Limits, Boundaries, Objectives

- 1) *In order to identify as a professional social worker and conduct oneself accordingly, the student will through the supervisory process; (2.1.1)*
- a) Learn to resolve conflicts when personal beliefs, biases and issues are inconsistent with the values and ethics of the profession.
 - b) Demonstrate adherence to ethical professional social work roles as appropriate to the field site.
 - c) Demonstrate adherence to appropriate professional boundaries.
 - d) Demonstrate personal reflection and self correction to assure continual professional development.
 - e) Seek learning activities to improve practice and functioning, given any professional limitations, strengths, and stress management needs.
 - f) Seek appropriate assistance for people whose lifestyles, background, and attributes are different from the student. This will include differences of race, ethnicity, socioeconomic status, religion, gender, sexual orientation, immigration status, or veteran status. (2.1.1)

Practice and Learning Task Assignments:

Competencies Met

Student will reflect upon in supervision issues surrounding personal beliefs and biases and student will accept and integrate into practice supervisory/consultative feedback and constructive criticism in this area(on-going)	☒2.1.1
Student will collaborate with and/or seek assistance from people whose lifestyle, background and attributes are different from her own modifies specific behavior based on feedback from field instructor or community members(on-going) Student will discuss what was learned in field supervision meeting	☒2.1.1
Student will recognize professional limitations, strengths and stress management needs and be able to articulate her professional role to her field instructor during supervision in relation to these(on-going)	☒2.1.1
Student will treat colleagues and clients with genuineness, respect and appropriate boundaries as observed by field instructor and colleagues(on-going) As evidenced by field instructor observation	☒2.1.1

Supervision and Continuing Education Objectives (2.1.1)

2) *During supervision and as part of the supervisory process, the student will:*

- a) Be prepared for, participate in, and use supervision appropriately. This includes creating an agenda for meetings and seeking constructive feedback and criticism.
- b) Actively engage with field instructor and/or faculty advisor and field liaison by following the established problem solving process if difficulties arise.
- c) Seek out and effectively use additional training and/or supervision when needed or recommended.
- d) Participate in the continuing nature of professional education through involvement in professional organizations, use of professional literature, awareness and discussion of local, regional, national, and international current events, especially those with social implications thereby demonstrating an interest, appreciating and recognizing the importance of and engaging in career long learning.

Practice and Learning Task Assignments:

Competencies Met

Student will regularly attend scheduled supervision meetings with an agenda to discuss and if problems arise will follow the problem solving process (on-going)	☒2.1.1
Student will accurately verbalize her own strengths and challenges during supervision, and she is able to resolve conflicts when personal beliefs, biases and issues are inconsistent with the values and ethics of the profession (on-going) As discussed with field instructor in supervision	☒2.1.1
Student will identify 2 learning tasks and participate in the development and completion of the learning plan and discuss with the field instructor how assignments are avenues for professional growth.(by end of first term)	☒2.1.1
Student will participate in 1-2 professional education workshops or trainings to demonstrate an interest in career long learning(by end of placement)	☒2.1.1

Work Management Objectives

3) *Student will consistently prepare to deliver and advocate for client access to services by: (2.1.1)*

- a) Organizing tasks appropriately
- b) Appropriately using time
- c) Planning task steps
- d) Meeting deadlines
- e) Building needed professional relationships,
- f) Attending to assignment details.

4) *In developing the professional social worker, student will:*

- a) Demonstrate the ability to function within an agency setting according to appropriate internal policies (2.1.1)
- b) Demonstrate professional demeanor in behavior, appearance, and communication. (2.1.1)
- c) Document activities in a manner consistent with assigned tasks in accordance to agency protocol. (2.1.3)

Practice and Learning Task Assignments:

Competencies Met

<p>Student will arrive on time, dress appropriately, demonstrate appropriate professional demeanor, accurately explain their professional role to all key individuals and be prepared to deliver and advocate for client services(on-going)</p>	<p><input checked="" type="checkbox"/>2.1.1 <input type="checkbox"/>2.1.3</p>
<p>Student will organize tasks appropriately, completing assigned tasks on time, will be reliable, adaptable and flexible and appropriately access and utilize agency staff to accomplish assignments within agency policy, procedures and culture.(on-going)</p>	<p><input checked="" type="checkbox"/>2.1.1 <input checked="" type="checkbox"/>2.1.3</p>
<p>Student will accurately document her field performance, i.e. timesheet, activity logs, agency records and reports(on-going)</p>	<p><input type="checkbox"/>2.1.1 <input checked="" type="checkbox"/>2.1.3</p>
<p>Student will take increasing responsibility for utilizing field instruction, and effectively use agency experience as opportunities for development to improve practice(on-going)</p> <p>Above items evidence by field instructor and staff observation and time sheet</p>	<p><input checked="" type="checkbox"/>2.1.1 <input checked="" type="checkbox"/>2.1.3</p>



FIELD PLACEMENT TIME SHEET

Student Intern: _____ Field Placement Site: _____
 Placement (Check one): BASW MSW Field Instructor: _____
 Semester (Check one): Fall Spring Summer Field Liaison: _____
 Year 200 _____

Week #	Dates	Mon	Tues	Wed	Thurs	Fri	Sa/Su	Weekly Total	Field Instructor Initials
		HOURS WORKED							
EXAMPLE	Sept 7-11	8-3	9-5	---	9-5	8-3	---	28 hours	
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
TOTAL									

Minimum Hours Required: (BSW – 300) (MSW 1st Year --144 fall term -- 216 spring term) (MSW 2nd Year or Adv Standing – 360)

STUDENT SIGNATURE	_____	DATE:	_____
FIELD INSTRUCTOR'S SIGNATURE:	_____	DATE:	_____

*Students are required to submit a completed time sheet at the end of the term. The signature of the field instructor and the student reflects that the student has met the required hours for the term. If the student needs to clock more hours after the end of the term to achieve the minimum hours required, please note this in the below comments section.

Comments _____
