INSTRUCTIONS:
The student and the field instructor discuss and enter agency activities (under the activity heading) the student will complete during the semester that will demonstrate the student’s competency for each practice behavior. The student and field instructor will enter the target date the student plans to complete the activity. Remember, the date is only a “target” and may be modified based on activity. At mid and end of the semester, the field instructor(s) will evaluate the student’s level of competency demonstrated. Field instructors may enter their evaluation ratings for the student in the appropriate column on the far right using the numerical rating scale provided below. This score serves as a guide for the field instructor when completing the formal midterm and final evaluation of the student. The field instructor may complete this section with the student’s own evaluation of his or her level of competency.

The student and the field instructor will print the document, sign and date in the appropriate line on the final page of this document. The student and field instructor should keep a copy of the learning plan. The final learning plan will be included in the student’s file at the end of the semester. The student submits the learning plan to the faculty liaison for review at week 3. The student submits the final learning plan to the faculty liaison on the designated due date listed in the syllabus. The student may continue to add to the learning plan, as appropriate, until the end of the practicum.

The field instructor is asked to evaluate the student’s competency progress based on the evaluation rating scale below.

1-2 Lacking Performance The practicum student has not demonstrated application of the knowledge, values and skills related to the performance of the practice behavior.

3-4 Insufficient Performance The practicum student shows beginning application of the knowledge, values and skills, related to the performance of the practice behavior.

5-6 Competent Performance The practicum student shows competent application of the knowledge, values, and skills related to the performance of the practice behavior.

7-8 Superior Performance The practicum student shows superior application of the knowledge, values, and skills related to the performance of the practice behavior.

9 Mastered Performance The practicum student shows effective and innovative application of the knowledge, values, and skills related to the performance of the practice behavior.
### SAMPLE LEARNING PLAN

**Competency # 1: Identify as a professional social worker and conduct oneself accordingly.**

<table>
<thead>
<tr>
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</table>
| Advocate for client access to the services of social work    | 1. Identify three social service programs in McDonough County which will benefit the agency’s clients.  
2. Read through the community resource binder and online material to explore and gain knowledge about community resources for clients.  
Discuss these resources with my supervisor.  
3. Develop a community resource binder for the agency. | 09/08/16 | 3                  | 7                |
|                                                              |                                                                                                                                             | 10/14/16 | 4                  | 7                |
|                                                              |                                                                                                                                             | 11/18/16 | 3                  | 8                |
| Practice personal reflection and self-correction to assure continual professional development. | 1. After each client interaction, I will reflect on what occurred and consider my strengths and opportunities to improve when interacting with each client. During supervision time, I will discuss these reflections with my field instructor.  
2. Document personal reflections in weekly log.  
3. Learn self-care strategies/activities and use at least one of the strategies during practicum. |                                                        |        |                    |                  |
| Attend to professional roles and boundaries                  | 1. Reflect on what it means to be a professional and discuss with my supervisor during one supervisory session.  
2. Identify five boundary issues with my field instructor/supervisor which may occur during the semester. I will discuss these issues with my field instructor and at practicum seminar.  
3. Review NASW Code of Ethics regarding professional roles and boundaries. Provide one example of a boundary violation during supervision. |                                                        |        |                    |                  |
| Demonstrate professional demeanor in behavior, appearance, and communication. | 1. Avoid gossip about colleagues or clients.  
2. Dress appropriately by following the dress code in the agency.  
3. Be on time at least 95% of the time. Contact supervisor when will be late to practicum.  
4. Attend practicum seminar as required per syllabus attendance policy  
5. Observe other social workers/staff professional interactions and model appropriate behavior.  
6. I will self-monitor my professional behavior, including cell phone usage, Facebook and offensive language.  
7. Practice self-care and reflect at least once a week. |                                                        |        |                    |                  |
## SAMPLE LEARNING PLAN

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| **Engage in career-long learning**                                                 | 1. Attend at least 1 agency in-service and provide feedback to my field instructor.  
2. Research literature on alcoholism and treatment and discuss the current literature with my field instructor.  
3. Attend agency webinar on POLST.  
4. Read books/articles on assertiveness.                                             |
| **Use supervision and consultation.**                                              | 1. Discuss 1 case with my field instructor and listen to feedback regarding strengths and opportunities to improve.  
2. Attend weekly supervisory meetings as scheduled.                                   |

### Competency # 2: Apply social work ethical principles to guide professional practice.

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| **Recognize and manage personal value in a way that allows professional values to guide practice.** | 1. Identify at least three clients whose values differ from my own and reflect on these differences.  
2. Identify differences in values among my coworkers and myself. Reflect upon these differences and how they influence practice. Discuss with my supervisor.  
3. Complete a values inventory quiz provided at the agency.  
4. Compare the agency’s mission and core values with my personal values. Discuss with field instructor or faculty liaison if encounter value conflicts. |
| **Make ethical decisions by applying NASW Code of Ethics and, as applicable, of the International Federation of Social Workers/International ASSW Ethics in Social Work, Statement of Principles.** | 1. Identify two ethical dilemmas encountered at my agency and discuss the standards applicable to the dilemmas with my field instructor.  
2. Present an ethical issue at a staff meeting.  
3. Refer to the NASW Code of Ethics when encounter an ethical issue.                  |
| **Tolerate ambiguity in resolving ethical conflicts.**                              | 1. Shadow social worker/supervisor/staff to observe different methods of handling an ethical issue.  
2. Discuss ethical conflicts with my field instructor and/or field liaison.            |
### SAMPLE LEARNING PLAN

<table>
<thead>
<tr>
<th>Competency #3: Apply critical thinking to inform and communicate professional judgments.</th>
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<tbody>
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<td><strong>Practice Behaviors</strong></td>
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</table>
| Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom. | 1. Observe diverse professionals to gain a better understanding of professional roles.  
2. Participate in weekly Child Welfare staff meetings.  
3. Research information about crisis situations pertaining to domestic violence and sexual assault. | | | |
| Analyze models of assessment, prevention, intervention, and evaluation. | 1. Complete at least two biopsychosocial assessments by shadowing social worker, completing assessment with supervision and completing assessment independently.  
2. Review the different social service forms utilized at the agency. Discuss each form’s purpose with my field instructor.  
3. Review, identify and discuss with my field instructor the agency’s model(s) of assessment, prevention, intervention, and evaluation. | | | |
| Demonstrate effective oral and written communication in working with individuals, families, groups, organization, communities, and colleagues. | 1. Present in-service project to appropriate audience.  
2. Observe social workers’ documentation to learn different styles of documentation.  
3. Review agency policies on written and verbal communication.  
4. Observe grant writing process. Complete mock grant. | | | |

<table>
<thead>
<tr>
<th>Competency #4: Engage diversity and difference in practice.</th>
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</table>
| Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create /enhance privilege and power. | 1. Participate in at least 1 diversity event at the agency.  
2. Identify diversity at the agency and client system level.  
3. Research laws/policies relevant to clients served at the agency.  
4. Based on social work policy and/or diversity courses identify structures and values which contribute to oppression and marginalization. | | | |
## SAMPLE LEARNING PLAN

| Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups | 1. Identify at least one cultural belief different from my beliefs.  
2. Discuss issues of personal biases with supervisor or other staff.  
3. Reflect on biases presented in weekly logs and discuss with faculty liaison.  
4. Research unfamiliar topics regarding diversity. |   |   |
|---|---|---|---|
| Recognize and communicate understanding of the importance of difference in shaping life experiences. | 1. Present in-service regarding diversity.  
2. Discuss ways of handling different situations regarding diversity with field instructor.  
3. During supervision, discuss how clients’ diverse backgrounds may determine level of importance in family reunification. |   |   |
| View themselves as learners and engage those with whom they work as informants | 1. Seek knowledge through written (articles) and/or verbal information.  
2. Learn about diversity through observation and discuss with supervisor. |   |   |

### Competency # 5: Advance human rights and social and economic justice.

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| Understand the forms and mechanisms of oppression and discrimination | 1. Attend conference on discrimination and oppression.  
2. Identify at least two situations in which agency clients/staff experience oppression and discrimination. Discuss with supervisor.  
3. Identify a situation in which the client may experience discrimination and discuss with supervisor. |   |   |   |
| Advocate for human rights and social and economic justice. | 1. Attend NASW-IL Advocacy Day.  
2. Participate in one community awareness program to promote community engagement.  
3. Attend Unmet Needs meeting in the community. Discuss what learned from the meeting with my supervisor. |   |   |   |
| Engage in practices that advance social and economic justice. | 1. Attend Interagency Council meeting.  
2. Assist client in completing TANF application when children are close to reunification.  
3. Attend zoning board meeting addressing homeless shelter in the county.  
4. Assist single parent client in building resume for employment. |   |   |   |
### Competency # 6: Engage in research-informed practice and practice-informed research.

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| Use practice experience to inform scientific inquiry. | 1. Conduct needs assessment.  
2. Complete count of homeless population.  
3. Interview clients applying for new health insurance. | | | |
| Use research evidence to inform practice. | 1. Complete literature review on in-service topic.  
2. Participate in Peer Review. Discuss outcome of peer review with supervisor.  
3. Find two articles on evidence based practice relevant to client interventions. | | | |

### Competency # 7: Apply knowledge of human behavior and the social environment.

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| Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation | 1. Utilize Erickson’s developmental stages to guide the processes of assessment, intervention, and evaluation.  
2. Discuss person in environment and strengths perspective with field instructor.  
3. Identify and discuss the agency’s theory based practice with field instructor. | | | |
| Critique and apply knowledge to understand person and environment | 1. Complete psychosocial assessment  
2. Identify three factors affecting a client’s environment.  
3. Prior to family interaction, read the integrated assessment tool to understand clients in their environment. | | | |
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| Competency # 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services. | **Analyze, formulate, and advocate for policies that advance social well-being.**  
1. Research health reform policy changes since its inception. Discuss strengths and weaknesses of policy with agency CEO.  
2. Gain knowledge on three state/national policies relevant to agency and discuss implications of policies with field instructor. | Complete       |                    |                   |
|                                                                                 | **Collaborate with colleagues and clients for effective policy action.**  
1. Advocate with field instructor/staff on changing one state or national policy.  
2. Talk to state/national legislators regarding one policy applicable to agency setting.  
3. Attend state conference on aging policies. | Complete       |                    |                   |
| Competency # 9: Respond to contexts that shape practice.                        | **Continuously discover, appraise and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.**  
1. Identify how program/budget loss affects client services at agency  
2. Discuss with staff how technology used at agency affects their practice.  
3. Learn at least one software program used at the agency to benefit client services.  
4. Work in conjunction with staff to learn DCFS’s statewide technological system (SACWIS). Discuss the strengths and limitations of the system with field instructor. | Complete       |                    |                   |
|                                                                                 | **Provide leadership in promoting sustainable changes in service to improve the quality of social services.**  
1. Discuss with field instructor/staff opportunities for improvement in technology and service provisions.  
2. Provide in-service on….. | Complete       |                    |                   |
### SAMPLE LEARNING PLAN

| Competency # 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. |
|---|---|---|
| **Practice Behaviors** | **Activities** | **Date** | **Midterm Evaluation** | **Final Evaluation** |
| Substantively and effectively prepare for interaction with individuals, families, groups, organizations, and communities. | 1. Review client’s chart prior interacting with a client.  
2. Consult with supervisor/colleagues regarding client.  
3. Prepare for meetings by having information needed to present case. | | | |
| Use empathy and interpersonal skills | 1. Seek input from supervisor at weekly supervisory meeting regarding interpersonal skills.  
2. Self-reflect through weekly log on use of empathy and how it affects practice.  
3. Complete one process recording. | | | |
| Develop a mutually agreed-on focus of work, and desired outcomes. | 1. In collaboration with supervisor/staff, develop a plan of care including goals, objectives/outcomes.  
2. Co-facilitate a group meeting within the agency.  
3. Discuss, prepare and complete a community needs assessment.  
4. Observe a grant application process. | | | |
| Collect, organize, and interpret client data | 1. Provide appropriate consent forms for agency and providers.  
2. Complete client intake and review with supervisor.  
3. Attend and participate in scheduled Child and Family Team meetings. | | | |
| Assess client strengths and limitations | 1. Discuss at least one agency program with supervisor assessing the program (client) strengths and limitations.  
2. Observe client’s interaction with group and assess strengths and limitations. | | | |
| Develop mutually agreed-on intervention goals and objectives | 1. Attend an Administrative Case Review to review client’s progress towards goals.  
2. Discuss with supervisor evidence-based intervention goals and objectives used at the agency. | | | |
| Select appropriate intervention strategies | 1. Observe intervention strategies utilized by supervisor/colleagues.  
2. Discuss intervention strategies with supervisor.  
3. Research information regarding intervention strategies. | | | |
| Initiate actions to achieve organizational goals | 1. Gain knowledge on agency’s organizational goals/strategic plan.  
2. Develop mock strategic plan. |  
| Implement prevention interventions that enhance client capacities | 1. Discuss with supervisor prevention interventions utilized at agency.  
2. Review service plan with client during required meeting and discuss with supervisor. |  
| Help clients resolve problems | 1. Analyze and evaluate outcomes of interventions with supervisor.  
2. Evaluate client’s progress. |  
| Negotiate, mediate, and advocate for clients | 1. Facilitate group meeting. Participate in follow-up evaluation meeting with supervisor/facilitator.  
2. Assess different techniques used to facilitate client goals.  
3. Advocate for client’s referral to transitional housing. |  
| Facilitate transitions and endings | 1. Discuss preparation for termination with client/agency/social work program at seminar.  
2. Facilitate final bereavement support group meeting to discuss termination of group. |  
| Social workers critically analyze, monitor, and evaluate interventions | 1. Review a client’s case file to analyze an intervention.  
2. Discuss and evaluate with field instructor the success/limitations of the intervention  
3. During supervisory sessions, will discuss and evaluate an intervention technique in an agency program. |  

Student Signature________________________________________________

Field Instructor Signature__________________________________________

Date___________________________________________