**BSW / Generalist year MSW Students**

**Examples of activities for Student Learning Agreements**

**Competence #1: Demonstrate Ethical and Professional Behavior**

**Activities:**

* Keep notes on own behavior and thoughts during (or after) client meeting. Reflect on how personal assumptions impact professional conduct and interactions with clients.
* Keep reflective journal/log of professional development and challenges; discuss in supervision.
* Discuss needed areas of growth in supervision and work on strategies toward growth.
* Discuss appropriate roles and boundaries of a student intern with Field Instructor and other agency staff; practice behaviors that demonstrate commitment to appropriate roles and boundaries (e.g., not exchanging personal contact information with clients; being mindful of use of social media, etc.).
* Illustrate effective communication, either in chart notes, email professional memorandum, letters, and other written correspondence, as well as verbally and non-verbally.
* Join a professional social work organization (NASW for example) to gain familiarity with various social workers and social work roles in the community.
* Exhibit a professional attitude by arriving to the Field Practicum Site dressed appropriately, clean, smiling with a positive outlook, prepared mentally and emotionally to solve problems with staff and clients, and prepare to learn.
* Dress according to agency policy.
* Present to weekly supervision meetings prepared (Bring a list of topics/cases to discuss, report back on learning activities, share reflections from week, etc.)
* Consult with agency staff when appropriate to discuss social work-related issues.
* Discuss personal/ethical/value dilemmas with supervisor / Field Instructor and reflect on how they influence work with clients.
* Journal personal biases or judgments that may hinder appropriate behaviors and discuss managing the same with Agency Field Instructor, Faculty Field Liaison, and/or peer in practicum seminar.
* Identify agency and client ethical dilemmas caused by external factors (funding cuts, etc.)
* Discuss ethical behaviors and application of NASW Code of Ethics within the agency with Agency Field Instructor, Faculty Field Liaison, and/or peers during practicum seminar.
* Openly discuss ethical conflicts / situations with Field Instructor.
* Review and discuss additional ethical or governing policies which may impact the way in which the agency is able to provide services to its clientele (i.e., agency policies, Kansas Code, HIPPA, FERPA, FMLA, SSI, AHCA, etc.).
* Use an ethical decision-making model to work through a situation that presents an ethical dilemma; discuss in supervision.
* Staff cases at multidisciplinary meetings or with colleagues.
* Maintain accurate, respectful, and professional written client records (as appropriate). Be open to feedback from Field Instructor or other staff with regards to documentation.
* Identify and attend current community training sessions such as Continuing Education courses offered by local colleges or through NASW or other organizations offering training.
* Assist with or participate in local trainings or workshops relevant to agency issues.

**Competency #2: Engage Diversity and Difference in Practice:**

**Activities:**

* Intern will demonstrate at least three ways that they are aware of the client’s culture and have attempted to be competent in engaging the client.
* Understands and adapts her/his practice to the needs of a range of populations.
* Directly seek information from clients on their values, goals, and views of successful functioning, and adapt interventions accordingly.
* Practicum student will participate and be an active member of peer supervision sessions with social work staff and peers, with diversity and cultural competence, spirituality, sexuality, ethics, grief, and trauma as the focus.
* Identify organizational policies and dynamics that affect client service, applying information gained in Advanced Year courses. Discuss with field instructor strategies to intervene within the organization.
* Increase cultural awareness and competence by adapting intervention strategies and identifying environmental barriers specific to your client to enhance the likelihood of positive outcomes.
* Practicum student will try to better understand the population by shadowing preventive service workers as they complete home visits; practicum student will then discuss with workers or with field instructor specific issues or problems clients are facing and explore relevance of issues of diversity and oppression.
* Practicum student will research the geography, diversity, politics as well as social and cultural grouping in their area, exploring the extent to which aspects of culture can oppress, alienate, or create privilege and power. Additionally, practicum student will reflect on his/her own personal privilege and power in supervision.
* Practicum student will explore and learn about their community through a social, political, and economic lens in order to understand the lived experience of people that the agency seeks to help; practicum student will learn about poverty economic and community development, racial and economic inequities and social injustice related to employment and access to power.
* Practicum student will collect, organize interpret client data while drawing on evidence-based practice knowledge as well as theories of human behavior, trauma informed care and human rights.
* Practicum student will understand the importance of differences in life experiences through working with diverse populations while keeping an open mind and explore related issues in supervision.
* Practicum student will recognize the extent to which cultures and particular values may oppress, alienate, or create power imbalanced in society through discussions with her supervisor when these issues arise, eliminating her own personal biases and advocating for the clients’ rights within diverse populations.
* Practicum student will research the cultural, economic, political, and historical influences on the community. Discuss with field instructor how this will occur.

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

**Activities**

* Identify agency population being served and social policies that have created and/or continue to create oppressive circumstances for the life course of the individuals/group.
* Familiarize self with current political events and their impact on clients.
* Identify forms of oppression / discrimination of a particular client group; discuss with supervisor.
* Identify common economic barriers to care. Discuss with your Agency Field Instructor.
* Identify the institutionally embedded barriers to an individual client’s progress. Discuss them with your Field Instructor.
* Follow a bill promoting civil rights for a marginalized group. Educate others and encourage advocacy related to this bill.
* Contact legislator about a current client population need.
* Attend a public hearing or organizational meeting focused on increasing social and economic justice.
* Demonstrate critical thinking and problem-solving skills by finding potential solutions and discussing the same with Agency Field Instructor, Faculty Field Liaison, and/or peers in practicum seminar.
* Identify and review key concepts of social empowerment strategies. Discuss these strategies with field instructor and practice with clients.
* Develop professional contacts with members of advocacy organizations that serve my client population.

**Competency #4: Engage in Practice-Informed Research and Research-Informed Practice**

**Activities:**

* Discuss specific cases with Agency Field Instructor, including problem, proposed solution(s), proposed plan of action, and/or proposed measurable outcomes.
* Read professional journal articles that relate to practice and discuss with supervisor.
* Interview members of a treatment team for varying perspectives on practice and various
* models/approaches used. Discuss findings with Field Instructor and strengths / appropriateness of each approach.
* Be open to feedback on practice from clients and supervisor to improve social work skills
* Solicit feedback from agency staff to learn about effective forms of intervention use with client population.
* Read professional journal articles relevant to agency population.
* Analyze and/or acquire evidence-based methods being utilized within the agency.
* Compare evidence-based methods employed by the agency with methods being discussed in various classes. Discuss questions with Agency Field Instructor, Faculty Field Liaison, and/or peers in practicum seminar.

**Competency #5: Engage in Policy Practice:**

**Activities:**

* Participate in a community advocacy event.
* Attend NASW/Advocacy Days and meet with legislators regarding
* policy issues.
* Discuss laws that affect agency with supervisor.
* Research a minimum of one policy that directly affects the well-being of client population. Discuss impact of this policy on your clients and policy change ideas with Field Instructor.
* Identify relevant organizational and informational web sites that provide social policy information relevant to your agency’s service population or serve as clearinghouses for legislative issues. Review them with your Field Instructor. Consider creating a web directory for your agency.
* Research and/or otherwise observe client advocacy activities supported by the agency which promote benefits for at risk populations.
* Write a letter to your state or federal representative about a social policy that negatively or positively affects your client population.
* Track legislative initiatives relevant to your agency’s client population. Create a fact sheet to educate the public about the importance of the initiative and/or issue.

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

**Activities:**

* log own behavior and thoughts following client meetings. Reflect on how personal assumptions impact professional conduct and interactions with clients.
* Discuss personal/ethical/value dilemmas with supervisor / Field Instructor and reflect on how they influence work with clients.
* Journal personal biases or judgments that may hinder appropriate behaviors and discuss managing the same with Agency Field Instructor, Faculty Field Liaison, and/or peer in practicum seminar.
* Discuss cultural structure and values and their effect(s) on different clients with supervisor.
* Treat all clients with respect and courtesy regardless of personal bias, and establish initial goals with the client/patient to ensure self-determination, as well as equal and just treatment to all clients/patients of the agency
* Research and apply knowledge related to diversity to enhance client well-being.
* Identify and discuss with Agency Field Instructor, Faculty Field Liaison, or peers in practicum seminar, various theories about human behaviors as may be observed when working with clients (biological, social, cultural, psychological, and/or spiritual).
* Seek feedback from supervisor about ways to build rapport and trust with clients
* Identify areas of comfort and discomfort in client engagement and discuss in supervision.
* Demonstrate ability to empathize and use appropriate interpersonal skills with clients.
* Engage with and interview clients/families to determine strengths and challenges. Develop interviewing and rapport-building skills.
* Review literature on relationship-building and apply concepts to my own interviewing technique.

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

**Activities:**

* Maintain accurate, respectful, and professional written client records (as appropriate). Be open to feedback from Field Instructor or other staff with regards to documentation.
* Use assessments that include sections of diversity/culture/spirituality as identified by client.
* Identify client differences using a strengths perspective.
* Identify and apply social work theories as they may apply to the process of assessment of clients/patients within the agency.
* Become familiar with different assessment tools and the strengths/limitations of each tool.
* Understand developmental stages of client population and integrate this understanding into assessment process.
* Observe client assessment and write/organize/interpret client data (could be shadow process).
* Do a family genogram and/or eco-map as part of an assessment.
* Develop a written assessment of client that includes client’s strengths and weaknesses.
* Work with a client or client system to develop an intervention plan.
* Develop or revise a community resource guide.
* Identify and discuss with Agency Field Instructor, Faculty Field Liaison, or peers in practicum seminar, various theories about human behaviors as may be observed when working with clients (biological, social, cultural, psychological, and/or spiritual).
* Research and illustrate knowledge of planned change processes, including assessment and planning, as may be appropriate at either the micro, mezzo, or macro level.

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

**Activities:**

* Determine commonly used resources for clients and most effective referral process.
* Staff cases at multidisciplinary meetings or with colleagues.
* Contact legislator about a current client population need
* Attend a public hearing or organizational meeting focused on increasing social and economic justice.
* Solicit feedback from agency staff to learn about effective forms of intervention use with client population.
* Analyze and/or acquire evidence-based methods being utilized within the agency.
* Compare evidence-based methods employed by the agency with methods being discussed in various classes. Discuss questions with Agency Field Instructor, Faculty Field Liaison, and/or peers in practicum seminar
* Identify and apply social work theories as they apply to the process of intervention with clients/patients within the agency.
* Understand developmental stages of client population and integrate this understanding into intervention process.
* Utilize specific interventions to increase understanding of client in environment.
* Participate in a community advocacy event.
* Attend Advocacy Days and meet with legislators regarding policy issues.
* Plan, develop and carry out a support group.
* Observe effective facilitation of groups at micro, mezzo, and/or macro levels, and facilitate, or co-facilitate groups when appropriate.
* Facilitate referral process of client to another agency, when appropriate.
* Review client progress throughout termination phase; prepare client for final
* sessions/meetings
* Observe, reflect, and apply practice skills that assist individuals and/or groups to enhance their well-being from a strengths-based perspective.
* Identify and discuss with Agency Field Instructor, Faculty Field Liaison, or peers in practicum seminar, various theories about human behaviors as may be observed when working with clients (biological, social, cultural, psychological, and/or spiritual).
* Research and illustrate knowledge of planned change processes, including intervention and termination, as may be appropriate at either the micro, mezzo, or macro level.

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

**Activities:**

* Be open to feedback on practice from clients and supervisor to improve social work skills
* Identify and apply social work theories as they apply to the process of evaluating outcomes of clients/patients within the agency.
* Continually review goals and objectives with client to monitor progress.
* Review client file(s) to determine progress toward agreed upon goals
* Evaluate assessments/data collection and intervention practices during supervision.
* Maintain communication and follow-up with client to determine client outcomes and potential success.
* Identify and discuss with Agency Field Instructor, Faculty Field Liaison, or peers in practicum seminar, various theories about human behaviors as may be observed when working with clients (biological, social, cultural, psychological, and/or spiritual).
* Research and illustrate knowledge of planned change processes, including evaluation and follow-up, as may be appropriate at either the micro, mezzo, or macro level.