

VCU School of Social Work

Office of Field Education

Learning Plan - SLWK 796/797/798

Name: _____

Date: _____

Students are expected to work with their field instructors (and task supervisors, if appropriate) to develop a Learning Plan. The Learning Plan should include the student's learning goals, objectives, and expectations, and how the student plans to achieve these objectives as they relate to the competencies and behaviors. The Learning Plan is an individualized, living document that should be modified throughout the semester to reflect the learning needs of the student and changing needs of the agency. The Learning Plan should also be reviewed during the mid-semester and end-of-semester evaluation.

The Learning Plan must be typed and students should include a minimum of two-three detailed bullet points (placement tasks) for each behavior. Resources provided by the agency can be used to complete this assignment (i.e. previous intern learning plan); however, your identified placement tasks need to be your own thoughts, and should not be done in conjunction with any other students who may also be placed at your agency.

Individualized Learning Plan

Competency	Behavior	Placement Tasks
1. Demonstrate Ethical and Professional Behavior	effectively communicate professional decisions and clinical judgments to other social workers and to providers from other disciplines, in verbal and written formats (S)	
	make ethical decisions to research planning and the conduct of research as appropriate in the context of a field of clinical practice (V,S)	

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	maintain professional boundaries, roles and demeanor in clinical social work practice settings; (V)	
	communicate effectively with a variety of stakeholders (i.e. diverse clientele and multi-disciplinary colleagues); (S)	
	demonstrate capacity to provide leadership and work effectively on a clinical team; and (S)	
	apply and articulate social work values, ethical standards, and principles unique to interventions involving diverse populations and settings. (V,S)	
2. Engage Diversity and Difference in Practice	use knowledge of the effects of oppression, discrimination, and trauma on development, course and recovery from clients' mental, emotional, and behavioral disorders and conditions; (K/S)	
	articulate empathy and an appreciation of the lived experience of clients and their families who cope with significant dysfunction or distress	

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	across age, gender, ethnicity, race, ability, sexual orientation and class; and (V,S,K)	
	identify and apply appropriate clinical social work models with diverse client populations for engagement, assessment, intervention, and evaluation. (V,S,K)	
3. Advance Human Rights and Social, Economic, and Environmental Justice	educate and empower people to advocate on their own behalf of their basic human rights, including the availability and accessibility of psychosocial service. (S)	
4. Engage In Practice-informed Research and Research-informed Practice	critically use evidence-based interventions in clinical social work practice; (C/A).	
	use practice experience and theory to conduct scientific inquiry and research in the context of a field of clinical practice; (K/S)	
	apply critical thinking by conducting quantitative and/or qualitative research methods, analyzing data, and interpreting research findings; and (S)	

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	use and translate research evidence to inform and improve practice, policy, and service delivery in the context of a field of clinical practice. (S)	
5. Engage in Policy Practice	identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services in clinical practice; (K)	
	assess how social welfare and economic policies impact the delivery of and access to social services in clinical practice; (C/A) and	
	social welfare and economic policies impact the delivery of and access to social services in clinical practice; (C/A) and apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice in clinical practice. (C/A)	
6. Engage with Individuals, Families, Groups, Organizations, and Communities	demonstrate reflexive assessment practices and the appropriate professional use of self with clients struggling with a range of mental,	

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	emotional and behavioral disorders and conditions; and(S)	
	demonstrate the ability to form worker-client alliances, communicate empathetically, enhance motivation for change, and address internal/external barriers to change. (S)	
7. Assess Individuals, Families, Groups, Organizations, and Communities	describe presenting characteristics and symptoms of the range of common mental, emotional, and behavioral disorders and conditions in children, youth, and adults; (K)	
	critically assess the role of theory and a risk and protective factors framework in offering explanatory perspectives on the etiology and course of mental, emotional and behavioral disorders and conditions; (C/A)	
	formulate differential diagnoses based on DSM 5 in consultation with clients, families and other providers as relevant; (S,K)	

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	identify and articulate clients' strengths and vulnerabilities as part of the biopsychosocial multidimensional assessment; (S,K)	
	articulate implications of current knowledge about mental, emotional and behavioral disorders for relationship building and treatment planning in contemporary social work practice; (S,K)	
	demonstrate familiarity with the evolution and major criticisms of labeling and contemporary diagnostic systems (S)	
	conduct a comprehensive biopsychosocial assessment of a client in the context of the clinical practice environment (S,K)	
	use empathy and sensitive interviewing skills to facilitate client's identification of their strengths and problems; and (V, S)	
	create a collaboratively-derived treatment plan aimed at improving psychosocial needs identified through assessment. (K,S)	

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8. Intervene with Individuals, Families, Groups, Organizations, and Communities	match and apply intervention methods effectively and ethically with client system problems across diverse backgrounds. (C/A,S,V)	
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	evaluate the effectiveness of clinical practice interventions; and (K,S)	
	select and use appropriate methods for evaluation of outcomes in the context of a field of clinical practice. (K,S)	

_____ By typing your initials on this line, you attest that all of the learning tasks identified above are your own work, and that this Learning Plan has been reviewed and approved by your field instructor.

_____ By typing your initials on this line, you agree to provide a copy of the finalized Learning Plan to your field instructor.