

Examples of Appropriate Learning Experiences for BSW Students

PLEASE NOTE: The following examples are meant to provide field instructors and students with some ideas of appropriate learning experiences for a BSW internship. These would be listed under the competencies on the student learning contract or as required on the midterm evaluation for new learning. This is not an extensive list, nor are field sites required to include everything listed. If you are unsure if a learning experience is appropriate, feel free to contact the field director or field liaison.

Examples of How to Write Observable Student Practicum Learning Objectives (provide one or two examples for each competency 1-9 below when completing the learning contract for the student and agency before starting the placement. Alternately you can give an example of your own. These examples will be used to monitor and evaluate student progress during each 210 hours of field internship.

1. *Students demonstrate ethical and professional behavior.*

Student will...

- Keep scheduled supervision times with the primary supervisor and proctor (if applicable) and come prepared each week with a list (or supervision journal) of questions, reflections, and cases to discuss during supervision.
- Demonstrate openness to supervisors' professional judgment and feedback, and follow up with requested tasks.
- Keep a record of ethical and legal questions and observations for discussion during meetings with the primary supervisor and will discuss the NASW Code of Ethics and relevant laws in regard to these questions.
- Demonstrate the ability to identify models for ethical decision making in the field context and apply them to a case during a supervision session or case team meeting.
- Participate in an agency orientation to learn about agency procedures, policies, safety, etc. and demonstrate understanding of these procedures and policies.
- Use self-regulation to manage personal feelings and values and to maintain professionalism in practice situations.
- Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication which includes timeliness of completion of assigned tasks and participation of discussions regarding field evaluations.
- Use technology ethically and appropriately within the guidelines for agency practice and the NASW code of ethics.

2. *Students engage diversity and difference in practice.*

Students will...

- Demonstrate cultural humility and present oneself as a learner when engaging agency clients, staff, and administrators who are different in a demographic way from the student's own background.
- In case, or agency staff discussions/team meetings, demonstrate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo and macro levels;

- Apply self-awareness and self-regulation to identify and manage personal biases and values related to work with diverse clients and constituencies.
 - During supervision, discuss strategies with field instructors for engaging diverse populations
3. *Students advance human rights and social, economic, and environmental justice.*
Student will...
- Identify opportunities to advocate for human rights at the individual and system levels (during supervision and staff meetings) and describe their understanding of social, economic, and environmental justice in social work.
 - Identify opportunities in the field setting to engage in one or two practices that could advance social, economic, and environmental justice and discuss these opportunities with the supervisor to plan strategies to implement them.
 - Learn about and demonstrate knowledge of social issues and policies relevant to the work at the agency.
 - Discuss with Field Instructor how social policies can affect the client or community.
4. *Students engage in practice-informed research and research-informed practice.* Student will demonstrate this as they:
- Complete a short literature review related to agency services and present findings to supervisor and or staff(as part of the SWK 470 class, the class taken concurrently with field, this is a required assignment) .
 - Discuss with Field Instructors how services are evaluated at the agency.
 - Participate in the agency program evaluation process (assisting in data collection, participating in staff discussions, etc.)
 - Review previously submitted program evaluations in the agency and discuss them in supervision meeting to understand program evaluation in this agency.
 - Attend 1-3 staffing meetings, department meetings, and/or board meetings, where data collection and/or program evaluation is being discussed.
 - Attend 1-3 trainings that teach evidence-based practice or best practice techniques.
5. *Students engage in policy practice.*
Students will:
- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services and discuss this policy, and the agency response to it, during supervision.
 - Discuss with supervisors what opportunities there are at the agency to assess how social welfare and economic policies impact agency service delivery and access to agency services.
 - Review and analyze a piece of social legislation (under the guidance of the primary supervisor) as to its strengths, weaknesses, opportunities, and threats in relation to its impact on the agency and human rights.
 - Participate with agency staff in agency plans to advocate for particular client issues or human rights.
 - Other specified example:
6. *Students engage with individuals, families, groups, organizations, and communities* Student will...

- Describe during discussion of supervised cases how they use empathy, reflection, and personal interpersonal skills to effectively and modify their approach to engage some diverse clients and constituencies.
 - Have opportunities such as (*identify*): _____ to engage with agency clients and/or their families, small groups, or communities.
 - Have the opportunity to present a case to supervisors or colleagues that they have followed over time and describe the process of providing services during phases of engagement, assessment, intervention, and service evaluation.
 - Describe how they use classroom knowledge of theory, models, and perspectives to engage with clients and constituencies. (Includes knowledge of human behavior and the social environment, person-in-environment, systems dynamics, interactional theory (Schulman), strengths perspective, and/or a just practice framework, as well as other multidisciplinary theoretical frameworks to engage with clients and constituencies).
 - Other specified example:
7. *Students assess individuals, families, groups, organizations, and communities.* Student will...
- Collect and organize assessment data and review it under supervision to learn to apply critical thinking when interpreting information from clients and constituencies.
 - Apply classroom knowledge of developmental theory, practice theory, and models of development and practice to assess human behavior, social environment, person-in-environment, systems dynamics, phases of intervention (Schulman), client strengths, and relevant multidisciplinary frameworks for assessment, in order to analyze and summarize assessment data from clients and constituencies.
 - Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, challenges, and the phases of interventions with clients and constituencies.
 - Discuss during supervision the selection of appropriate intervention strategies and service plan goals based on the assessment, research knowledge, and values and preferences of assigned agency clients and/or constituencies.
 - Explore during supervision (and possibly implement) the selection and use of social work theories/approaches/frameworks to cases for assessment data gathering. This could include data for (Bio-Psycho-Social assessments, Ecological Approach, Genograms, Strengths Perspective, Systems Theory, etc.) These discussions will be initiated by the student or supervisor.
 - Distinguish biological, psychological, and social data for assessments used at the agency.
8. *Students intervene with individuals, families, groups, organizations, and communities.* Student will
- Reflect, identify, and/or design interventions that are likely to achieve practice goals and enhance the capacities of clients and constituencies they work with;
 - Describe to supervisors how to apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks during interventions with clients and constituencies;
 - Demonstrate how they use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
 - Demonstrate during client interactions that they can negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
 - Discuss and apply social work knowledge in order to facilitate effective transitions and termination with clients in a way that advances mutually agreed-on service goals.

9. *Students evaluate practice with individuals, families, groups, organizations, and communities.. Student will:*
- Discuss during supervision the selection and application of appropriate methods to evaluate service outcomes with clients.
 - Describe how classroom knowledge of human behavior and the social environment, person-in-environment, and/or other multidisciplinary theoretical frameworks can be used in the evaluation of service outcomes;
 - Observe and learn from staff and/or administrators how to critically analyze, monitor, and evaluate agency program processes and outcomes.
 - Discuss with administrators or supervisors how to apply shared agency program evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels of practice.
 - Review a recent agency evaluation report and present during the integrative seminar (co-requisite with field placement) an understanding of how the agency evaluates its services and/or programs, and identify the stakeholders the agency shares this evaluation with. (copy of presentation shared with supervisor)