

Sample Tasks for Learning Plan 2022 EPAS

COMPETENCY 1- Demonstrate Ethical and Professional Behavior

- Student will participate in the local chapter of NASW: attend local meetings, volunteer in chapter work, etc.
- Student will prepare a weekly agenda for supervision including a summary of activities, update on client progress, reflections, questions and process with FI.
- Student will write in a reflection journal observations and activities before leaving practicum each day and discuss it with FI weekly throughout practicum.
- Student will attend two professional development events and prepare a reflection including observations and new learning and how it applies to practice for sharing in supervision by the end of November.
- Student will be aware of gaps in knowledge and skills and initiate efforts to address these gaps – FI will provide student with resources and opportunities to enhance learning.
- Student will review the NASW Code of Ethics with FI and identify issues that may pose ethical dilemmas.
- Student will review the NASW Code of Ethics and will be able to articulate social work ethical values and principles that guide their professional practice.
- Student will demonstrate awareness and sensitivity to ethical issue- FI will consult and give feedback and guidance to student about ethical issue.
- Student will attend at least one professional development events, in services, trainings, or workshops related to ethics and prepare a written summary to share observations and learning with my supervisor by the end of the semester.
- Student will interview three social workers in the agency regarding the most common ethical dilemmas encountered. Findings will be shared with FI.

Additional Clinical Tasks:

- Student will write a case note for a client session, ensuring clarity, confidentiality, professionalism, and accuracy in documenting key information. The case note will be discussed with FI.
- Student will apply one or more principles of ethical decision making to a case/ examples and (select one or more) reflect on it in a summary of learning(s) and process it during a supervisory session.
- Seek clarification from agency instructors or other agency staff when ethical boundaries may be blurred, and provide examples and reflection on summary of learning.

COMPETENCY 2- Advance Human Rights and Social, Racial, Economic, and Environmental Justice.

- Student will discuss steps in client advocacy with FI and identify one client, client population, or environmental issue related to the agency services for advocacy during practicum.
- Student will research local consumer/client advocacy groups and share information with FI.
- Student will research advocacy methods and come up with at least two relevant actions that they will take on behalf of client issue(s).
- Student will examine client accessibility to agency services (or other current social, economic, or environmental justice issue related to the agency) and make suggestions for changes and discuss with FI by the end of the semester.

Additional Clinical Tasks:

- Student will map out local community resources related to social, racial, economic, or environmental justice (e.g., food banks, legal aid, housing assistance).
- Student will research a current social justice issue at the local, state, or national level. Student will create a brief for their supervisor or team explaining how social workers can play a role in advocating for policy changes that promote human rights and justice.
- Student will walk a client through a grievance procedure at the local or state level and discuss with FI.

COMPETENCY 3- Intern engages Anti-Racism, Diversity, Equity and Inclusion (ADEI) in Practice

- Student will carry at least two cases involving client systems that have different backgrounds/characteristics from student.
- Student will research the background and culture of two clients who differ from her/himself and discuss findings with FI, including identifying differences that could be a potential stumbling block for engagement and work.
- Student will participate in at least two community events that will help student in understanding background of assigned clients.
- Student will conduct a cultural competence assessment of the agency using the NASW Cultural Competence Standards and write a summary of the results to with FI by the end of the first semester.

Additional Clinical Task:

- Student will conduct a detailed self-assessment of their biases, power, and privilege in relation to their client population. Student will then write a reflective journal or report discussing strategies they will employ to manage these influences in their future practice, and discuss with their supervisor how this self-awareness can enhance client outcomes.

COMPETENCY 4- Engage in Practice-informed Research and Research-informed Practice

- Student will review research text and discuss with FI the difference between quantitative and qualitative research.
- Student will research how field agency evaluates practice and programs and discuss findings with FI. Student will also discuss this in related field course assignment.
- Student will participate in agency evaluation/outcome studies by reviewing instruments and data collection methods.
- Student will review the scholarly literature and find 1 article per month or X number per semester regarding the target population or a problem facing this population. Summarize the findings and share with field instructor and agency staff.
- Student will conduct literature review to find evidence-based practices for intervention with target population(s) served by agency.
- Student will identify and use at least 6 scholarly articles in developing a curriculum for a support group by the end of the semester.
- Student will assist agency staff in evaluating outcomes for a project of program and reflect on the process to discuss in weekly supervision by the end of the semester.

Additional Clinical Tasks:

- Student will evaluate the ethical considerations and biases in existing research on ADEI in clinical settings and present findings and recommendations to their supervisor.
- Student will present a clinical case that integrates research findings on ADEI and discuss with their field instructor how research informs practice.
- Student will identify a common ethical issue in conducting research with marginalized populations and propose strategies to address it.
- Based on research, Student will adapt an existing intervention to be more culturally relevant for a specific client population in their practice.

COMPETENCY 5- Engage in Policy Practice

- Using a model for social work advocacy (planned change at mezzo or macro level, depending on level of policy), student will develop a plan to improve current policy. Implement as far as possible.
- Student will participate in coalition meeting monthly and discuss observations and questions in supervision through the end of the semester.
- Student will research, and then discuss with the FI, the major laws and policies that govern practice in the field agency.
- Student will select one policy and complete a formal policy analysis of it. (Garthwait - Chapter 11 provides a format.) Student will share and discuss written policy analysis with FI.
- Student will identify some aspect of current policy or procedure that is not working to support positive client outcomes and come up with at least 2 realistic action steps for change.

COMPETENCY 6- Engage with Individuals, Families, Groups, Organizations, and Communities

- Student will research and prepare a presentation on best practices for engaging a specific client group and present it in a meeting by the end of the semester.
- Student will document instances of professional communications with client systems (of all sizes), colleagues, supervisor, other agency personnel, etc. Student will evaluate the effectiveness of these differing communications with field instructor, looking at strengths and areas for improvement.
- Student will review HBSE texts for relevant theories to apply to client systems served by the agency. Student will be able to apply theories when engaging clients.

Additional Clinical Tasks:

- Student will use inter-professional frameworks to engage with a client and another professional (e.g., healthcare provider, teacher) and discuss how inter-professional collaboration improved the engagement process.
- Student will evaluate a case from their practice and assess how human behavior theories and the person-in-environment framework were used to engage the client. Discuss findings with field instructor.
- Student will reflect on a recent client engagement where they used empathy to build rapport. Student will document how reflection informed their practice and discuss areas for improvement.

COMPETENCY 7- Assess Individuals, Families, Groups, Organizations, and Communities

- Student will conduct a co-interview and write up the assessment and meet with the social worker or supervisor to process strengths and areas for improvement each week through the end of the semester.
- Student will critically analyze, and then discuss with field instructor, the current information gathered by the agency for purposes of assessment and case planning.
- Student will complete client system assessments (individual, family, group, and/or community).
- Student will conduct intake assessments using the person in environment and strengths perspective and explain concepts as it applies to the client in supervision.
- Incorporate specific HBSE theoretical perspective into bio-psycho-social-cultural-spiritual assessments conducted with clients.
- Student will incorporate into their assessment of clients a biological, social, cultural, psychological, and spiritual perspective. Student will share and get feedback on these assessments from FI.
- Student will use an eco-map to identify strengths and needs in a client system and process in supervision.
- Student will create a treatment plan for a client and discuss it with FI.

Additional Clinical Tasks:

- Student will assess client readiness for change using the Stages of Change Model and report findings to FI.
- Based on a recent client assessment, Student will adapt an existing intervention strategy to better fit the client's specific needs, values, and cultural context.
- Student will collect data from multiple sources (e.g., client, family, agency records) and synthesize this information to form a comprehensive assessment

COMPETENCY 8- Intervene with Individuals, Families, Groups, Organizations, and Communities

- Student will observe an agency (or other) social worker leading a client group. In the second semester, the student will be responsible for leading some sessions (with supervision).
- Student will prepare work memos, case recordings, case plans, etc. for FI review. With field instructor's assistance, list primary ways critical thinking is integrated into the social work practice of the agency.
- Student will perform case management activities for at least 3 clients and use process recordings then review documentation with FI.

Additional Clinical Tasks:

- Student will negotiate with a service provider on behalf of a family, ensuring that the family's cultural values and preferences are prioritized in the decision-making process.
- Student will facilitate a mediation session between family members or clients, using culturally responsive strategies to resolve conflicts. Student will then reflect on the mediation's effectiveness and any challenges encountered.
- Student will design and implement a systemic intervention for a family, considering their roles, dynamics, and external factors. Student will then evaluate the intervention's impact on family functioning.

COMPETENCY 9- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

- During the course of working with clients, student will identify approaches and/or resources where "standard operating procedure" is not working and make suggestions for changes.
- Student will complete a community assessment of the community the agency serves to determine the strengths and needs and present findings in supervision along with at least one suggestion for addressing one community need.
- Student will make at least two case presentations and solicit feedback from my colleagues and supervisor regarding my assessment and intervention plans.
- Student will complete a critical analysis of planned change process used in field agency and discuss with FI.
- Student will attend community service provider coalition meetings, with an emphasis on learning how the local service community responds to needs for service.
- Student will complete an agency or community analysis and discuss with FI and seminar group. (Garthwait Chapter 8 & 9 has format for this.)

Additional Clinical Task:

- Use the evaluation results of an ongoing case to make adjustments to the intervention plan for a rural client or family. Reflect on how applying the results improves practice effectiveness.