**SCHOOL OF SOCIAL WORK**

**UNIVERSITY OF GEORGIA**

**BSW Practicum Competencies**

**LEARNING PLAN**

The learning plan is developed jointly by the student and the practicum instructor during the first few weeks of the practicum placement. The intent of the plan is to articulate how the student will demonstrate the knowledge, values, skills, and cognitive and affective processes that comprise the nine competencies specified by the Council on Social Work Education at the specialization level of practice. The competencies are followed by a set of behaviors that integrate these components. The assigned tasks/activities should be developed by addressing both the student’s learning needs/interests and the needs of the agency. A single activity may cover multiple behaviors and competencies. The student should be presented with opportunities to demonstrate knowledge, skills, values, and cognitive affective processes specified for each competency.

As the student completes assigned tasks, the student should receive regular feedback. Methods for evaluating the student’s performance are developed by both the practicum instructor and the student and should include self-assessment tools.

As the student gains experience in the practicum setting and as the student’s interests and learning needs change, this plan may be modified. Any substantive changes should be documented by the practicum instructor and shared with the faculty practicum liaison.

Following completion by the student and the practicum instructor, this learning plan should be submitted to the faculty practicum liaison for approval on or before the date specified in the course syllabus provided by the faculty practicum liaison. Students should maintain a copy of the plan and provide a copy for the practicum instructor.

**AGENCY: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**STUDENT: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**PRACTICUM INSTRUCTOR: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_. \_\_\_\_\_\_\_\_\_\_\_\_**

**FACULTY LIAISON: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |
| --- |
| **Dimensions** |
| **K** | **Knowledge** |
| **V** | **Values** |
| **S** | **Skills** |
| **CA** | **Cognitive & Affective Processes*****(includes critical thinking, affective reactions, and exercise of judgement)*** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Demonstrate Ethical and Professional Behavior** | 1. Demonstrate professional boundaries, roles, and demeanor in advanced social work practice and relationships with diverse clients, professionals, and constituencies;
 | ● | ● | ● | ● |  |  |
| 1. Apply the NASW Code of Ethics, relevant laws and regulations, ethical decision-making principles and frameworks to issues specific to micro and macro social work practice;
 | ● | ● |  | ● |
| 1. Use reflection, self-regulation, and clinical supervision to manage personal values and maintain professionalism in practice situations;
 |  | ● |  | ● |
| 1. Identify opportunities for social work involvement to engage diverse constituencies in advocating for social justice.
 |  | ● |  | ● |
| **Advance Human Rights and Social, Racial, Economic, and Environmental Justice**   | 1. Advocate for human rights at the individual, family, group, organizational, and community system levels |  | ● | ● |  |  |  |
| 2. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.  |  | ● | ● | ● |
| **Engage Anti-Racism, Diversity, Equity, and Inclusion in Practice**  | 1. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels | ● | ● | ● |  |  |  |
| 2. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences. . | ● | ● |  | ● |
| **Engage in Practice-informed Research and Research-informed practice** | 1. Apply research findings to inform and improve practice, policy, and programs | ● |  | ● | ● |  |  |
| 2. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.  | ● |  | ● | ● |
| **Engage in Policy Practice** | 1. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services |  | ● | ● | ● |  |  |
| 2. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.  | ● |  | ● | ● |
| **Engage with Individuals, Families, Groups, Organizations, and Communities** | 1. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; | ● |  | ● | ● |  |  |
| 2. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies. practice with diverse individuals, families, groups, organizations, and communities;  |  | ● | ● | ● |
| **Assess Individuals, Families, Groups, Organizations, and Communities** | 1. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies | ● |  | ● | ● |  |  |
| 2. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan. | ● | ● | ● |  |
| **Intervene with Individuals, Families, Groups, Organizations, and Communities** | 1. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; | ● | ● | ● | ● |  |  |
| 2. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.  | ● |  | ● | ● |
| **Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities** | 1. Select and use culturally responsive methods for evaluation of outcomes | ● |  | ● | ● |  |  |
| 2. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities. |  |  | ● | ● |

Establish three SMART (**S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**ime-Bound) goals that address your professional development as a social worker during your practicum placement.

|  |  |
| --- | --- |
| 1 |  |
| 2 |  |
| 3 |  |