**SCHOOL OF SOCIAL WORK**

**UNIVERSITY OF GEORGIA**

**MSW Integrated Specialization**

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

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

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| **Demonstrate Ethical and Professional Behavior** | 1.Demonstrate professional boundaries, roles, and demeanor in advanced social work practice and relationships with diverse clients and constituencies. | ● | ● |  | ● |  |  |
| 2.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. |  | ● |  | ● |
| 3.Use reflection, self-regulation, and professional supervision to manage personal values and maintain professionalism. |  | ● |  | ● |
| Advance Human Rights and Social, Racial, Economic, and Environmental Justice | 1. Advocate on behalf of, and in partnership with, marginalized clients and constituencies to advance human rights, including the availability and accessibility of services and resources to meet biopsychosocial needs. | ● |  |  | ● |  |  |
| 2. Apply human rights and economic, racial, cultural, and environmental justice frameworks to support and promote human rights and social justice with diverse clients and constituencies. |  | ● | ● |  |
| 3. Acknowledge the importance of social justice by supporting and advocating for social change consistent with social work values and ethics. |  | ● |  | ● |
| **III.** **Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice** | 1. Engage in anti-racism and anti-oppressive practices, and challenge practices that shield and privilege historically dominant groups. |  |  | ● |  |  |  |
| 2. Engage clients and constituencies as experts of their own experiences by demonstrating cultural humility by applying critical reflection, self-awareness, and self-regulation. | ● | ● | ● |  |
| 3.Continually consider how values, social difference, and power affect work with clients and constituencies by addressing bias and avoiding the perpetuation of stereotyping, discrimination, shaming, and stigmatization. |  | ● |  | ● |
| **IV.** **Engage in Practice-informed Research and Research-informed practice** | 1. Synthesize individual, family, group, organizational, community, and policy practice experiences to inform research on interventions with clients and constituencies.  | ● |  | ● |  |  |  |
| 2. Evaluate research to implement appropriate interventions considering and applying evidence-informed, ethical, culturally informed, anti-racist, gender-affirming, and anti-oppressive strategies. | ● |  | ● |  |
| **Engage in Policy Practice** | 1. Apply policy practice skills including education and advocacy to work with various clients and constituencies. |  |  | ● |  |  |  |
| 2. Critically analyze how agency, local, state, federal, and/or global policies affect the well-being of clients and constituencies through rights-based, anti-oppressive, and anti-racist analyses. | ● |  |  | ● |
| **Engage with Individuals, Families, Groups, Organizations, and Communities** | 1. Engage with clients and constituencies by effectively applying knowledge of human behavior, person-in-environment, and interprofessional conceptual frameworks. | ● |  | ● |  |  |  |
| 2. Use self-reflexivity to actively address how bias, power, and privilege affect effective engagement with diverse clients and constituencies. |  |  | ● | ● |
| 1. VII.

**Assess Individuals, Families, Groups, Organizations, and Communities** | 1. Engage in a dynamic and collaborative process of defining and assessing presenting challenges and strengths with clients and constituencies. |  |  | ● |  |  |  |
| 2. Identify and address how bias, power, and privilege, as well as their personal values and experiences, affect their ability to appropriately assess client, organization, community, and constituency needs and strengths. | ● |  | ● |  |
| 3. Collaborate with clients and constituencies during the assessment process in developing a mutually agreed-upon plan.  | ● |  | ● |  |
| **Intervene with Individuals, Families, Groups, Organizations, and Communities** | 1.Critically develop, and implement collaborative, culturally responsive, interprofessional prevention and intervention strategies to enhance psychosocial functioning, well-being, and skill and capacity development of diverse clients and constituencies.  | ● |  | ● | ● |  |  |
| 2. Effectively utilize interdisciplinary knowledge, interprofessional collaboration, and advocacy skills in a culturally responsive way to enhance psychosocial functioning and well-being and leverage the skill and capacity of diverse clients and constituencies. | ● |  | ● |  |
| 3. Facilitate effective transitions and endings that advance mutually agreed-upon goals with diverse clients and constituencies. |  |  | ● |  |

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| **IX.****Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities** | 1. Engage in ongoing critical assessment of the extent to which evaluation methods are attuned to the impact of power, oppression, diversity, advocacy, and social justice. | ● |  | ● |  |  |  |
| 2. Apply valid, rigorous, anti-racist, anti-oppressive, and culturally responsive evaluation methods to assess the extent to which existing services are meeting client and constituency needs and promoting well-being.  |  |  | ● | ● |

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.

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