**AUBURN UNIVERSITY - SOCIAL WORK PROGRAM**

**DEPARTMENT OF SOCIOLOGY, ANTHROPOLOGY, AND SOCIAL WORK**

**SOWO 7930/7940/7960: Advanced Field EDUCATIONAL LEARNING PLAN**

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| Date: |  |  |
| Student Name: |  |  |
| Agency Name : |  |  |
| Agency Address: |  |  |
| Agency Telephone: | Email: | Website:  |
| Student Telephone: | Email: | Alt phone: |
| Faculty Liaison: | Email: | Telephone: |
| Field Educator: | Email: | Telephone: |
| Task Supervisor (if applicable) | Email: | Telephone: |

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| **Field Placement Schedule** |
| Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
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| Placement Start Date: | Placement End Date: |

**EPAS Competencies:**

The Council on Social Work Education, the accrediting body for Social Work Education utilizes a competency-based educational model for achieving successful student outcomes. Competency-based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the integration and application of nine competencies and the associated 31 behaviors in practice. The nine competencies are:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-Informed Research and Research-Informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

The MSW Generalist field experience is a critical component in the preparation of students to become competent and principled advanced social work professionals while measuring and reflecting the student’s ability to demonstrate capacity in the extended nine core competency areas. Internships provide students with the opportunity to integrate and apply knowledge, values, and skills essential to competent social work practice. This educational plan outlines the generalist core competencies and behaviors. **Each behavior should have a student task which relates directly to the behavior.** Please contact the Field faculty liaison or the Director of Field if you have additional questions.

**Directions:** All students should consult with their field instructor to define and describe student activities to appropriately demonstrate each behavior. Students are responsible to complete identified tasks relevant to each practice behavior. All tasks need a specific time frame. ( i.e. “by week 5”, “week 1-3”, “by mid-semester”, etc..)

**SOWO 7920 Generalist Field Educational Learning Plan**

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| **Competency 1: Demonstrate Ethical and Professional Behavior** |
|  | **Behavior** | **Student Activity/Task** | **Responsible Person** | **Target Date** |
| 1. | Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context |  |  |  |
| 2. | Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations |  |  |  |
| 3. | Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication |  |  |  |
| 4. | Uses technology ethically and appropriately to facilitate practice outcomes |  |  |  |
| 5. | Uses supervision and consultation to guide professional judgment and behavior |  |  |  |

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| **Competency 2: Engage Diversity and Difference in Practice** |
|  | **Behavior** | **Student Activity/Task** | **Responsible Person** | **Target Date** |
| 6. | Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels |  |  |  |
| 7. | Presents her/himself as a learner and engages clients and constituencies as experts of their own experiences |  |  |  |
| 8. | Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies |  |  |  |

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| **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice** |
|  | **Behavior** | **Student Activity/Task** | **Responsible Person** | **Target Date** |
| 9. | Applies her/his understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels |  |  |  |
| 10. | Engages in practices that advance social, economic, and environmental justice |  |  |  |

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| **Competency 4: Engage in Practice-informed Research and Research-informed Practice** |
|  | **Behavior** | **Student Activity/Task** | **Responsible Person** | **Target Date** |
| 11. | Uses practice experience and theory to inform scientific inquiry and research |  |  |  |
| 12. | Applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings |  |  |  |
| 13. | Uses and translates research evidence to inform and improve practice, policy, and service delivery |  |  |  |

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| **Competency 5: Engage in Policy Practice** |
|  | **Behavior** | **Student Activity/Task** | **Responsible Person** | **Target Date** |
| 14. | Identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services |  |  |  |
| 15. | Assesses how social welfare and economic policies impact the delivery of and access to social services |  |  |  |
| 16. | Applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice |  |  |  |

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| **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities** |
|  | **Behavior** | **Student Activity/Task** | **Responsible Person** | **Target Date** |
| 17. | Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies |  |  |  |
| 18. | Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies |  |  |  |

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| **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities** |
|  | **Behavior** | **Student Activity/Task** | **Responsible Person** | **Target Date** |
| 19. | Collects and organizes data, and applies critical thinking to interpret information from clients and constituencies |  |  |  |
| 20. | Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies |  |  |  |
| 21. | Develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies |  |  |  |
| 22. | Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies |  |  |  |

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| **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities** |
|  | **Behavior** | **Student Activity/Task** | **Responsible Person** | **Target Date** |
| 23. | Critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies |  |  |  |
| 24. | Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies |  |  |  |
| 25. | Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes |  |  |  |
| 26. | Negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies |  |  |  |
| 27. | Facilitates effective transitions and endings that advance mutually agreed-on goals |  |  |  |

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| **Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities** |
|  | **Behavior** | **Student Activity/Task** | **Responsible Person** | **Target Date** |
| 28. | Selects and uses appropriate methods for evaluation of outcomes |  |  |  |
| 29. | Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes |  |  |  |
| 30. | Critically analyzes, monitors, and evaluates intervention and program processes and outcomes |  |  |  |
| 31. | Applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels |  |  |  |