

Foundation Year/Undergraduate Work Plan Suggestions

A-1 DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR

Behaviors:

- Make ethical decisions by applying NASW Code of Ethics, relevant laws and regulations, and ethical decision-making methods, ethical conduct of research
- Use reflection and self-regulation to manage personal values
- Demonstrate professionalism in behavior, appearance and communication
- Use technology ethically and appropriately to facilitate practice outcomes
- Use supervision and consultation to guide professional judgment and behavior

Work Plan suggestions:

Make ethical decisions by applying NASW Code of Ethics...

- Review and discussion of NASW Code of Ethics
- Review and discussion of agency specific code of ethics or client rights documents.
- Identify difference in values between the social workers and other staff.
- Discuss specific ethical dilemmas with supervisor; scenarios, interactions, etc. that have been observed by the student.
- Work to gain an understanding of the history of oppression and discrimination within target population.
- During supervision, the student will identify strategies of change that advance social and economic justice as well as apply this knowledge.
- Visit community resources the agency uses to refer clients to, either in-person or virtually, and discuss with Field In
- Learn about other assessment processes in other agencies; compare and contrast it with the practicum placement agency to identify different philosophies and values.

Use reflection and self-regulation...

- Identify personal biases with regard to current social issues that clients are struggling with.
- Identify personal values or biases that are not reflected in the agency assessment process, i.e. eliminating barriers versus missing 2 appointments results in termination.
- Document the assessment information in a professional, non-judgmental manner reflecting the clients' needs and strengths.
- Identify personal biases with regard to clients' current social issues.

Demonstrate professionalism...

- Review Anne and Henry Zarrow School of Social Work Academic and Professional Behavior policy.
- Student will read agency policies and procedures.
- Student will learn about the culture of the agency – both spoken and unspoken.
- Student will communicate areas of weakness or discomfort to supervisor and seek additional supports as needed.
- Student will dress appropriately for work environment.

- Student will be punctual with regard to attendance, assignments and all documentation.
- Become familiar with agency policies
- Understand role of community partners.

Use technology ethically and appropriately

- Review NASW Code of Ethics: Ethical Standards for references to technology; discuss with Field Instructor
- Seek out and read journal articles on ethical use of technology
- Practice use of technology in an ethical manner

Use supervision and consultation

- Supervisory conference will be held weekly for a minimum of one hour a week
- Group supervision will be provided up to 2 times per month in place of individual supervision
- Individual supervision time will be available as needed and must be arranged with the field instructor in advance if possible
- Student will present for supervision on time or communicate with the supervisor regarding their need to present late or be absent
- Student will present to supervisory conference with questions, cases, concerns and issues prepared to contribute to the conference agenda and discussion

B-1 ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE

Behaviors:

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Work Plan suggestions:

Apply and communicate understanding of the importance of diversity...

- Discuss agency eligibility criteria and screening/admission process of agency; identify any possible barriers to services with Field Instructor.
- Attend various different cultural awareness seminars, events and/or training discuss how your learning applies in your practicum setting.
- Evaluate the different “cultures”, ethnicities, religions, etc. that impact the lives of clients and how it shapes the engagement process for the social worker.
- Seek out clients with diverse backgrounds from one another and from yourself.
- Through research, determine if the client and staff composition at the practicum agency

- reflective of the larger community or city.
- Assess the agency client demographics in comparison to the larger community. Does it reflect the community? If not, why?
- Discuss with Field Instructor the difference in burdens of proof for Native American and non-Native children for adjudication and termination of parental rights; reasons for the differences; and how you feel about the differences.
- Work with a family from a culture different than your own to complete the I-1 and I-2 Practice activities.

Present themselves as learners...

- When working with client, student will actively listen and demonstrate appropriate use of empathy and compassion.
- Articulate how they “present themselves as learners to the client”; what did they learn?
- Accompany a client (if possible) to an appointment at another agency and observe the culture paying close attention to furnishings, client access to restrooms, information, phones, etc., staff attitude toward clients, posters and their content, etc. Reflect on your internal response to the environment. If appropriate ask the client about their experience at the agency.
- Complete the intake packet as if you are seeking services and be attentive to your own experience. Share and discuss with FI.

Apply self-awareness and self-regulation...

- In personal reflection, explore your stereotypes and biases toward other cultures & how these could impact an assessment/intervention process.
- During supervision, the student will discuss personal biases with FI using research on unconscious bias.

C-1 ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE

Behaviors:

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- Engage in practices that advance social, economic, and environmental justice.

Work Plan suggestions:

Apply their understanding of social, economic, and environmental justice...

- Student will gather information about historical and personal events that may have impacted 1-2 specific clients; be attentive to vicarious trauma, Adverse Childhood
- Experiences scale, social media, historical racism and current racism, etc.
- Identify any steps taken within the agency that advance social and economic justice.
- Analyze the agency process for assessment determining any biases or discriminatory questions or messages.

- Discuss with FI if the assessment process of the agency, contributes to or reduces oppression in the client population being assessed.

Engage in practices...

- If appropriate, work with the client to place their situation in a larger context such as racial profiling. If not appropriate with client, do this with the Field Instructor.
- Attend human rights events as they apply to the population served at the agency.
- Select journals, book, movies that explore human rights issues. Discuss with Field Instructor.

D-1 ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE

Behaviors:

- Use practice experience and theory to inform scientific inquiry and research;
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

Work Plan suggestions:

Use practice experience and theory...

- Student will identify empirically based knowledge relevant to clients and agency.
- Student will identify a particular client dynamic, recurring struggle of clients or other specific issue related to a client or client group then locate and review research that explores that topic.

Apply critical thinking to engage in analysis...

- Locate and review at least one quantitative study and one qualitative study that focuses on population of agency; compare and contrast findings in an essay or in supervision.
- Select one quantitative study related to the agency population and analyze the applicability to service delivery.

Use and translate research evidence...

- Student will seek out, read and summarize 3 articles that focus on practices utilized by the agency.
- Student will present an oral report of overall findings of research.
- Student will identify ways in which research is used to develop agency policy.

E-1 ENGAGE IN POLICY PRACTICE

Behaviors:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services;

Work Plan suggestions:

Identify social policy...

- Student will study state and/or federal regulations with regard to provision of services to clients.
- Identify and study the history of a major federal law/policy (ex: ADA) and learn the history and need behind the development of the policy.

Assess how social welfare and economic policies impact the delivery...

- Articulate how the regulations impact clients and service delivery
- Determine how the agency policy reflects the regulation
- Outline changes in the regulation and/or policy that could be made to improve access to services, what services are provided, etc.

F-1 ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES

Behaviors:

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Work Plan suggestions:

Apply knowledge of human behavior and the social environment...

- Student will process client interactions with the FI. The student will accept feedback professionally and eagerly.
- Navigate relationship between members of a multidisciplinary team demonstrating the unique role as of social worker
- Collaborate with the clients and other professionals to provide the best services for client.

Use empathy, reflection, and interpersonal skills...

- Student will engage X # or X type of clients or groups at x agency developing supportive, professional relationships. FI will observe X 3 of interactions or sessions per semester.
- Student will engage the client in a discussion of desired outcomes being aware not to bias the client and document these outcomes and steps to achieve the outcomes.
- Student will explain the parameters of the supportive relationship and the agency services to ensure the client is clear about what to expect.
- Student will explain confidentiality using client-friendly language and ask the client to sign any needed release of information forms.
- Interview clients as well as modify verbal and nonverbal communication to fit the client's needs.
- Understand and identify engagement needs of diverse clients and their families.
- Practice use of basic interviewing skills to respectfully engage diverse client systems.
- Recognize and demonstrate other interpersonal skills as needed when working with clients.
- Keep client information confidential at all times.

G-1 ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES

Behaviors:

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- Apply 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;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Work Plan suggestions:

Collect and organize data, and apply critical thinking...

- Assess and report the client's strengths.
- Observe client assessment and offer to write, organize and interpret client data
- Interview appropriately with each client by asking open and close ended questions as well as identify all forms of communication used by the client.
- Submit weekly case notes during supervision.
- Do a family genogram and Eco map as part of an assessment with a client or after the session.

Apply knowledge of human behavior and the social environment...

- Demonstrate effective use of engaging skills when assessing clients.
- Student will be able to move the supportive relationships forward through respect and development of trust from the client.
- In supervision, apply 2 theories (person in environment, Erickson, etc.) to the assessment process. Compare how the theories impact the assessment.

Develop mutually agreed-on intervention goals and objectives...

- Use observations and assessments with clients in order to guide intervention and treatment plans.
- Collaborate with the clients to form goals and objectives.

Select appropriate intervention strategies...

- Develop treatment and plan documenting process towards goals.
- Identify and use appropriate intervention strategies.

H-1 INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES

Behaviors:

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

Work Plan suggestions:

Critically choose and implement interventions...

- Select 3 possible intervention plans and present to client.
- In collaboration with the client, select an intervention plan that best addresses the client's goals.

Apply knowledge of human behavior and the social environment...

- Discuss with FI, the social work role versus the role and work of the client. Be attentive to empowering the client rather than "doing for" them.
- Select one human behavior theory and apply that knowledge to a client situation determining how this theory knowledge assists in increasing your understanding of the client.

Use inter-professional collaboration...

- Consult with other agency/team staff to gather missing information or feedback on proposed intervention.

Negotiate, mediate, and advocate...

- Become familiar with community resources to provide appropriate referrals as needed based on a Micro perspective.

- Become familiar with community partners to advocate on behalf of clients promoting a mezzo perspective.
- Refer clients, parents, guardians or caregivers to appropriate resources if needed.
- If needed resources are not present in the community determine how to work with client to get needs met: go outside the community, modify existing resource, advocate that the resource be created, etc.

Facilitate effective transitions and endings...

- With individual client, a group of clients, or the agency, develop a termination plan for the end of your placement
- Discuss with Field Instructor, the dynamics of termination with your client.
- Discuss agency client service termination process; is the policy very rigid, flexible, empowering? will it help to preserve the agency relationships with the client?

I-1 EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES

Behaviors:

- Select and use appropriate methods for evaluation of outcomes;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Work Plan suggestions:

Select and use appropriate methods for evaluation...

- Student will select one variable of intervention with client to measure (single subject design). Carry out evaluation and discuss with Field Instructor.
- Discuss with client their definition of “progress” and how they will know when they have made the changes they want to make.

Apply knowledge of human behavior and the social environment...

- Through discussion with professionals of other disciplines, learn how they might evaluate their practice with clients
- Learn from your Field Instructor how they evaluate their own practice and outcomes
- Select one human behavior theory and determine how it would guide you to evaluate outcomes

Critically analyze, monitor, and evaluate intervention and program processes and outcomes...

- Student will follow-up on clients’ progress to identify the effectiveness of interventions used.
- Student will develop or use a measurement tool so the client may evaluate change from their own perspective

Apply evaluation findings to improve practice...

- Student will use critical thinking skills to evaluate effectiveness of interventions developed in treatment plan. Questions, concerns and feedback will be discussed weekly during supervision.
- Student will integrate feedback to improve.
- Use any evaluation feedback to help improve practice behavior as well as practice personal reflection, self-monitoring, and self-correction.