SWP 36A/B Field Practicum Learning Plan

# PURPOSE

The purpose of developing a learning plan for the placement is to identify the major learning goals the student needs to accomplish during the placement experience. These learning goals should come from an understanding of self, and the skills, values, and knowledge developed to the present time. Therefore, learning goals can be made for the further expansion of skills (e.g., assessment); values (e.g., awareness of value conflicts); and knowledge (e.g., concepts that can be readily applied to various practice problems). The learning plan is a placement exercise, in that it is to be negotiated between the student and the Field Instructor in consultation with the Faculty Consultant. It is a mutual task and should be agreed upon when both parties in the process have shared their pertinent thinking about what must be included in the plan.

# Instructions

1. Student completes the learning plan in consultation with the Field Instructor.
2. Field Instructor and the student electronically sign the completed learning plan.
3. Field Instructor submits the completed and signed learning plan to the Faculty Consultant.\*
4. Faculty Consultant reviews the learning plan and provides feedback to the student as necessary.
5. Faculty Consultant electronically signs the learning plan.

\* If the student submits the form to relieve the administrative burden from the Field instructor, then the Field instructor must be copied in the email submission.

NOTE: Learning plans are to be based on the School of Social Work’s practicum curriculum. Each individual student’s learning plan will differ slightly according to the particular nature of the placement setting as well as the specific learning opportunities available in that setting.

**Student Name**:

**Placement Organization Name**:

**Field Instructor Name**:

# Practice Goals and Objectives

**Describe / list the professional strengths the student is bringing to the placement setting.**

**For each of the practice goals on the following pages, describe / list the tasks and activities that the student will engage in to accomplish each practice goal and learning objective.**

## Practice Goal 1:

Orientation to the professional role, to professional values, and to the use of self in practice

**Development of a sense of self as a professional, including being clear about the professional role and how it differs from other roles (e.g., volunteers, friends).**

**Development of knowledge about the various kinds of ethical dilemmas that can emerge in this organization and how to respond in these situations.**

**Demonstration of skills relevant to ethical practice (including for example, developing appropriate boundaries, issues with confidentiality, etc.).**

**Development of knowledge of the impact of social location on practice situations.**

**Demonstration of the ability to engage in critical analysis of the dynamics and consequences of oppression as these relate to the population(s) served.**

**Demonstration of assertiveness skills in a professionally appropriate manner (including for example being able to speak up: when you have a question or concern; share your ideas, issues and concerns; contribute your ideas within the placement setting; negotiate with colleagues and service users, etc.).**

**Demonstration of knowledge and skills in critical reflection.**

**Demonstration of excellent communication skills.**

**Demonstration of skills in engagement (for example with individuals, teams, staff members, community members, etc.).**

**Other:**

## Practice Goal 2:

Orientation to community organization

**Development of knowledge about the organization’s policies and procedures, including those related to health and safety, ethics, discrimination and harassment.**

**Development of knowledge about the organization (including for example, mission and core values, history, sources of funding, board of directors, membership, etc.).**

**Development of knowledge about how the organization is structured. Who does what? What are the various programs and services offered? Why is the agency organized in this way?**

**Development of knowledge about the role of the organization within the wider community and within the larger service system.**

**Demonstration of skills in how to negotiate one’s way through an organization’s systems (for example, knowing how to work within the appropriate lines of authority, knowing how to communicate to the appropriate people in relation to particular issues, etc.).**

**Other:**

## Practice Goal 3:

Orientation on how programs and / or services are provided within a community organization

**Development of basic knowledge about all aspects of practice in the organization through a thorough organizational orientation.**

**Development of knowledge about the particular population(s) served by this organization (e.g., presenting needs and issues, types and impacts of relevant social policies, etc.).**

**Development of knowledge about the theoretical framework(s) used in this agency / organization.**

**Development of knowledge about why practice looks the way it does in this organization (e.g., understanding how practice is impacted by social policy, funding trends, theoretical frameworks, and how eligibility to programs and services is determined, etc.).**

**Development of knowledge about the impacts of globalization on the delivery of services / programs in this organization.**

**Development and demonstration of practice skills relevant to engaging in at least one aspect of practice as it occurs in the organization. Students, in conjunction with Field Instructors, should identify one specific area of practice interest and specify the relevant practice skills. This could include, for example: skills in group facilitation, or doing intakes, or making referrals, or providing informal support, or drafting policy, or engaging in research, or engaging in community development projects, or participating in advocacy work, etc.).**

**Please describe the specific practice skills here.**

**Other:**

## Practice Goal 4 – Orientation to the social services sector

**Development of knowledge about the various external committees, networks, coalitions and advocacy groups in which the agency participates.**

**Development of knowledge about how this sector engages with other sectors.**

**Development of knowledge about some of the current issues of importance within this sector.**

**Development of knowledge about the various other services that exist within this sector and the kinds of work in which these other organizations are engaged (i.e., who is doing what in this sector? Why? Where are the gaps?).**

**Demonstration of skills which enable the student to participate actively in community meetings (e.g., public speaking skills, assertiveness skills, listening skills, skills in minute taking and report writing, etc.).**

**Development of skills which enhance the student’s ability to know what is going on in the community as it is relevant to this organization or to the population(s) served (e.g., research skills, networking skills, etc.).**

**Other:**

# Field Practicum Hours

**Please specify the regular hours of placement (day and time).**

**Have the Field Instructor and student mutually agreed on a method for keeping track of hours worked?**

Yes

No

**Please describe how the hours will be tracked and reviewed.**

# Supervision

**Have the Field Instructor and student agreed on a process for supervision?**

Yes

No

**Please describe how supervision will occur (i.e., how often, when, where, what are students expected to bring to supervision, etc.). Please note the minimum expectation is for one hour per week of supervision.**

# Electronic SignatureS

**Field Instructor Name:**

**Date:**

By checking this box and typing my name, I understand that I am electronically signing this form.

**Student Name:**

**Date:**

By checking this box and typing my name, I understand that I am electronically signing this form.

**Faculty Consultant Name:**

**Date:**

By checking this box and typing my name, I understand that I am electronically signing this form.

# For Internal Office Use Only

| To be completed by the Faculty Consultant upon receipt of the completed learning plan |
| --- |
| The Field Instructor listed in the *Signatures* section of this form is the **same individual** listed on the placement roster |
| The Field Instructor listed in the *Signatures* section of this form is **someone different** than the individual listed on the placement roster\* |
| I am not sure\* |

\*Please notify the Field Education Program Administrator of change in field instruction.