DEPARTMENT OF SOCIAL WORK
University of Northern Iowa

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Guide with Examples

Undergraduate Field Experience
Learning Plan Example

Student Name:

Name of Agency:

Agency Address:

Agency phone:

Agency Field Instructor:

Number of credits:

Number of clock hours:

Working Days/Hours:

Dates of Field Experience:

Student's Signature	**Date**
Agency Field Instructor's Signature	**Date**
UNI Social Work Faculty Liaison's Signature	**Date**

The Learning Plan needs to include experiences in each of the following eight (8) areas with connections made to the Council on Social Work Education (CSWE) and Educational Policy and Accreditation Standards (EPAS) 9 core competencies and behaviors, which can be found on pages 19-21 in the BA Field Manual or online at www.uni.edu/csbs/socialwork/field-instruction. Some behaviors may be used multiple times throughout the learning plan activities, but each behavior should be demonstrated at least once throughout the field experience.

Students complete the learning plan with direction and guidance from agency instructors and submit it to the faculty liaison by the third weeks of their field experience. Students can also use the agency profile located on the IPT system to assist with completing the learning plan activities.

The emphasis on each of the areas will differ for each student as the agency settings are different. In each area identify specific, observable activities. Typically experiences are to be graduated from simple to complex, from concrete to abstract, and from team functioning to (where appropriate) independent functioning. The following experiences are examples of activities pertinent to each learning area and have been drawn from a variety of settings. The number (1-9) indicates what core competency the activity relates to and the letter (a-e) indicates behavior.

1. **Orientation to agency (please include a response to the following items): (1a, 1c, 1e)**
    - Orientation activities include: *introductions to all staff, tour of facility, explanation of office procedures, complete required orientation training*

    - Measures the agency is taking to ensure physical safety and health of the student: *Student is accompanied on home visits and client transports by another agency staff, intern or volunteer. Student is not allowed to physical restrain clients.*

    - Agency requirements/response if the student is injured: *Report to supervisor. Documentation to be completed. Notification to faculty liaison.*

    - Agency requirements/response if the student would present health related symptoms that might compromise the health of the agency staff and clients: *Students who present or report symptoms of health concerns to include a temperature of 100.5 degrees F will report this information to supervisor, who will determine if student is allowed on site. Student may be allowed to complete remote internship activities from home for a minimum of X days.*

    - Restrictions on the student's personal travel during the semester. (For example,
    - If the student leaves the county, state or country for personal reasons, what are the agency requirements prior to coming back to the agency, if any?): *No restrictions on personal travel. Or....If the student travels outside the state of Iowa during the summer semester, they will have to complete*

remote internship activities from home for a minimum of X days prior to returning to the agency.

2. **Experience in interviewing (planning and conducting interviews for a variety of purposes (intake, treatment, etc.), a variety of client systems (individual, family), in a variety of places (home, agency, community agency, school, etc.); i.e., developing interviewing skills)**

    - Interview clients for social history (6a)
    - Collaborate with agency partners in developing action plans (8c)
    - Conduct home visits (2b)
    - Provide referral resources as needed (3b)
    - Assist patients in completing application and forms for services (2c)

3. **Experiences in various social work roles with client base (counselor, educator, broker, case manager, mobilizer, mediator, facilitator, advocate):**
    Roles defined:
    Counselor - provides support, encouragement, suggestions and assistance
    Educator - provides information and teaches with the client system
    Broker - makes appropriate referrals
    Case manager - coordinates and oversees appropriate services
    Mobilizer - brings together resources and individuals to address a need
    Mediator - resolves conflicts and disputes between system members
    Facilitator - leads groups
    Advocate - represents the needs of a client/client base to get needed resources

    - Explore options with parents about appropriate behavior modification techniques (8a)
    - Provide information to client about various youth programming in area (6a)
    - Refer clients to appropriate community resources based on needs assessment (7d)
    - Facilitate client/agency/community meetings (8d)
    - Meet with clients regarding agency program components (2a)
    - Develop treatment plans (7c) (7d)
    - Provide case management services (3a)
    - Attend community coalition meetings (5a)
    - Review client/team progress (8d)

4. **Experiences in using the problem-solving process with a client or client system.**

    - Complete risk assessments to determine programming needs (7a)
    - Provide skill development for parents (8a)

- Assist client in crisis management (6b)
- Review treatment plans/action plans (4a) (9a) (9b)
- Participate in termination/successful completion of services (8e) (9c)
- Understand and assist a client through am agency grievance procedure (3b)

5. **Experiences with groups (observing and participating in groups which are a part of the social service delivery system in order to develop some understanding of group processes and some skill in relating in groups as a member or a facilitator, staff meetings, client groups organized for various purposes, large community groups)**

    - Attend all staff meetings (1b)
    - Develop and deliver skill sessions for youth group (4c)
    - Attend professional development trainings (1e) (4b)
    - Attend Mandatory Reporters Training (3a) (3b)
    - Provide patient education (8b)
    - Attend and co-facilitate client group therapy sessions (7b)

6. **Experience in community activities (observing and or participating in assignments which facilitate understanding of the agency role in the community, which draw attention to unmet community needs, and or which provide the opportunity for community planning, network with other agencies, participate in planning public education display or program)**

    - Observe services offered by partnering community programs (8b)
    - Attend agency board meetings (9c)
    - Assist in outreach/promoting agency programs (9d)
    - Participate in lobby day in Des Moines (3a), (3b)
    - Serve on interdisciplinary professional teams (3b)

7. **Experiences in understanding administrative process (observing and or participating in staff meetings, and or staff scheduling, funding and budget planning, board meetings)**

    - Participate in client staffings (2a)
    - Participate in Agency staff meetings (3b)
    - Understand and explain entitlement programs (3a) (3b)
    - Assist with program evaluation activities (9a)
    - Assist with collecting agency data for grants (9d)

8. **Experiences with written work (preparing and using various types of written work such as summaries, letters, psychosocial histories and assessments, recording for service needs and for own learning needs)**

- Maintain ongoing progress notes (1d)
- Write up psychosocial histories (1c) (2b)
- Write Treatment plans (8a)
- Write Court reports (8d)
- Risk assessment form completed for clients (2b)
- Complete student weekly summary of learning (1c)
- Write intervention anaylsis paper and share results with supervisor (4a) (4b) (4c)

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