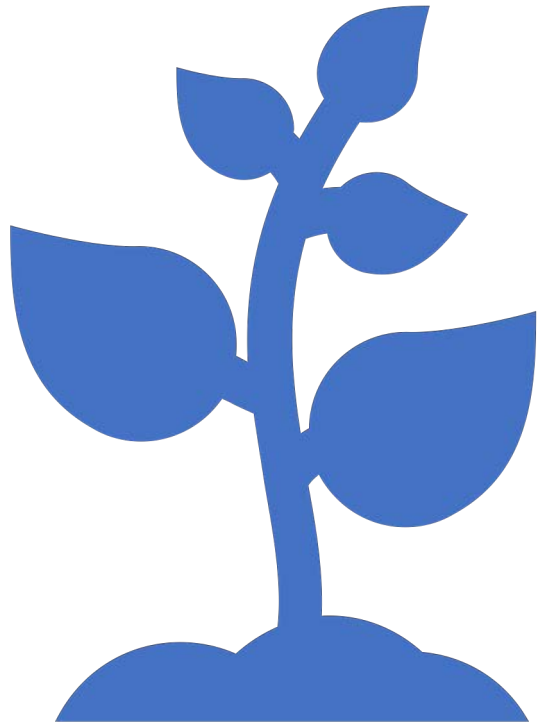


FIELD INSTRUCTOR ORIENTATION TRAINING

Online Module Training 2020



Module 4

The EAPS Competencies and
Using the Learning Plan to full
advantage

- In 2008, the Council on Social Work Education (CSWE) mandated that all accredited social work programs transition to competency-based learning.
- In 2015, CSWE updated the Educational Competencies. The Student Assignment given to all students in field, the Self – Assessment and Field Practicum Learning Plans is centered around the Educational Competencies and guide the student’s learning during the internship, as well as the evaluation of their performance.

Helping
the
student
write their
Learning
Plan

THE LEARNING PLAN



Learning should be planned, intentional,
and evaluated

The learning contract is a vehicle to do this
A “blueprint” for learning during the semester
Minimizes misunderstandings



A guide at evaluation time



Meaningful, not just because the school requires it



A “living” document

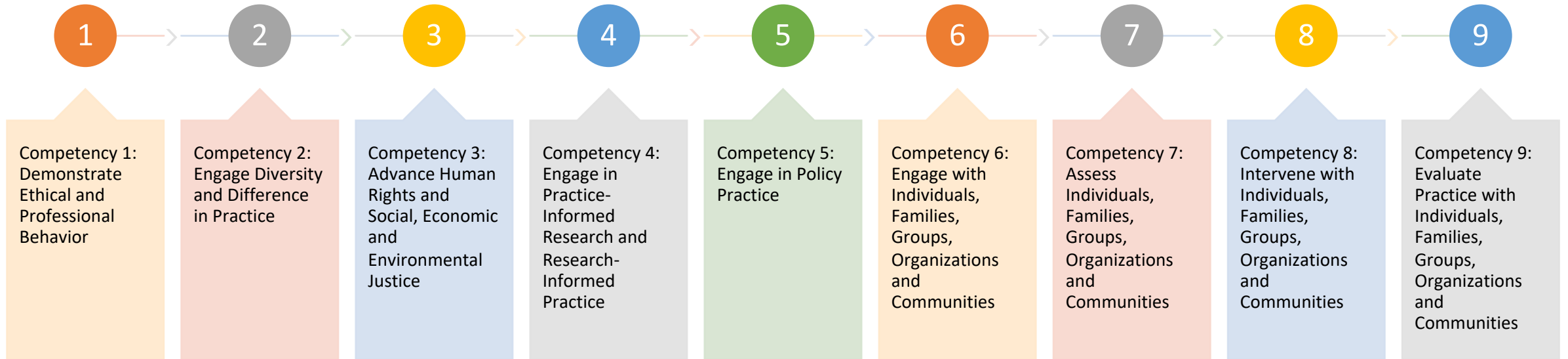
Understanding the learning plan

- The formation of the learning plan is probably one of the most important tools that a field instructor and student can use to guide the internship experience. It is vital that the student and Field Instructor work together to create goals, objectives identify learning experiences. The learning plan is created in the first couple of weeks of the practicum, however, is expected to be updated throughout the year.
- The learning plan is the opportunity for students to learn how to write goals in specific and measurable ways, how to incorporate learning objectives and identify the mechanisms for that learning (tasks).
- It is based on the EPAS Competencies listed in the next slide and is a parallel process to the creation of treatment plans for clients.

CSWE EPAS

Social work Competencies

[https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015EPAS_Web_FINAL-\(1\).pdf.aspx](https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015EPAS_Web_FINAL-(1).pdf.aspx) Starting on page 7





What a learning plan looks like

<https://umaine.edu/socialwork/field/field-forms-and-policies/>

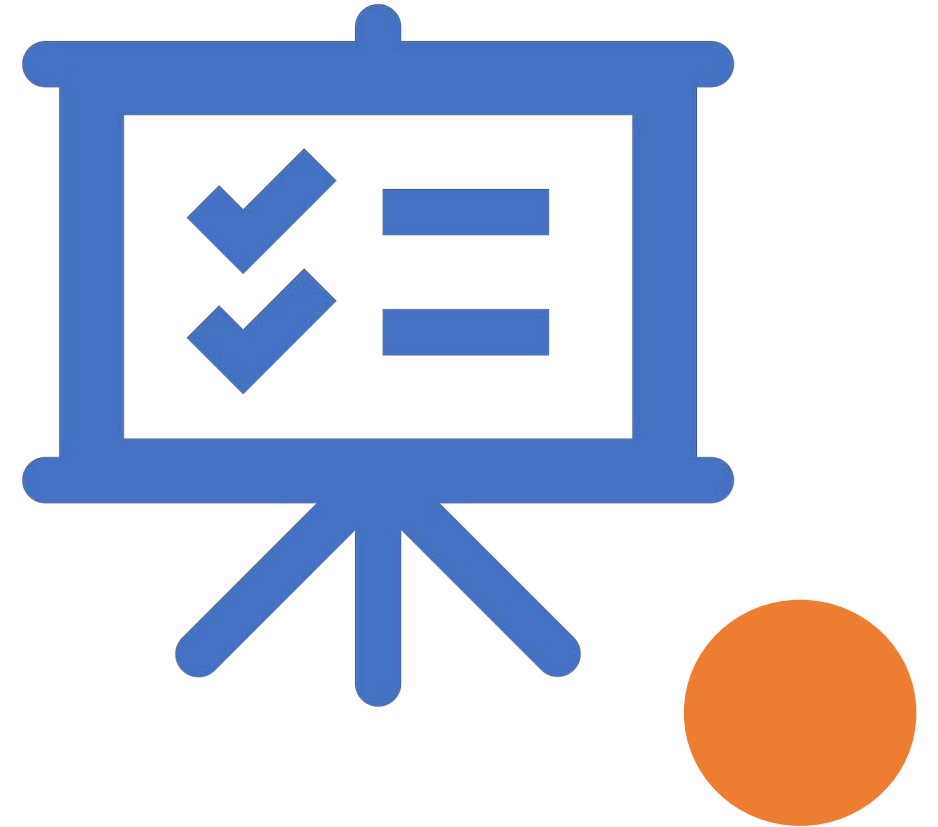
BSW Generalist Year Learning Plan:

MSW Generalist Year Learning Plan

MSW Specialization Year Learning Plan

Learning plan, Logs and Evaluations.

- <https://umaine.edu/socialwork/field/field-forms-and-policies/>
- As you can see on this page also, the learning plan mirrors the weekly log forms and end of semester evaluation. All of these forms are on the same web page with links to the forms.



Books and Articles That Can Help

- Larkin, S. (2018). A Field Guide for Social Workers: Applying Your Generalist Training. pp.49-71. Sage, CA. ISBN 1506379249
- Hodgson, D., Walford, H. (2007) *Journal of Practice Teaching & Learning* 7(1) 2006-07, pp.50-66. (Accessible online with a google search).
- Field Instructor Resources on the University of Maine School of Social Work Website
 - <https://umaine.edu/socialwork/field/field-instructor-resources/>

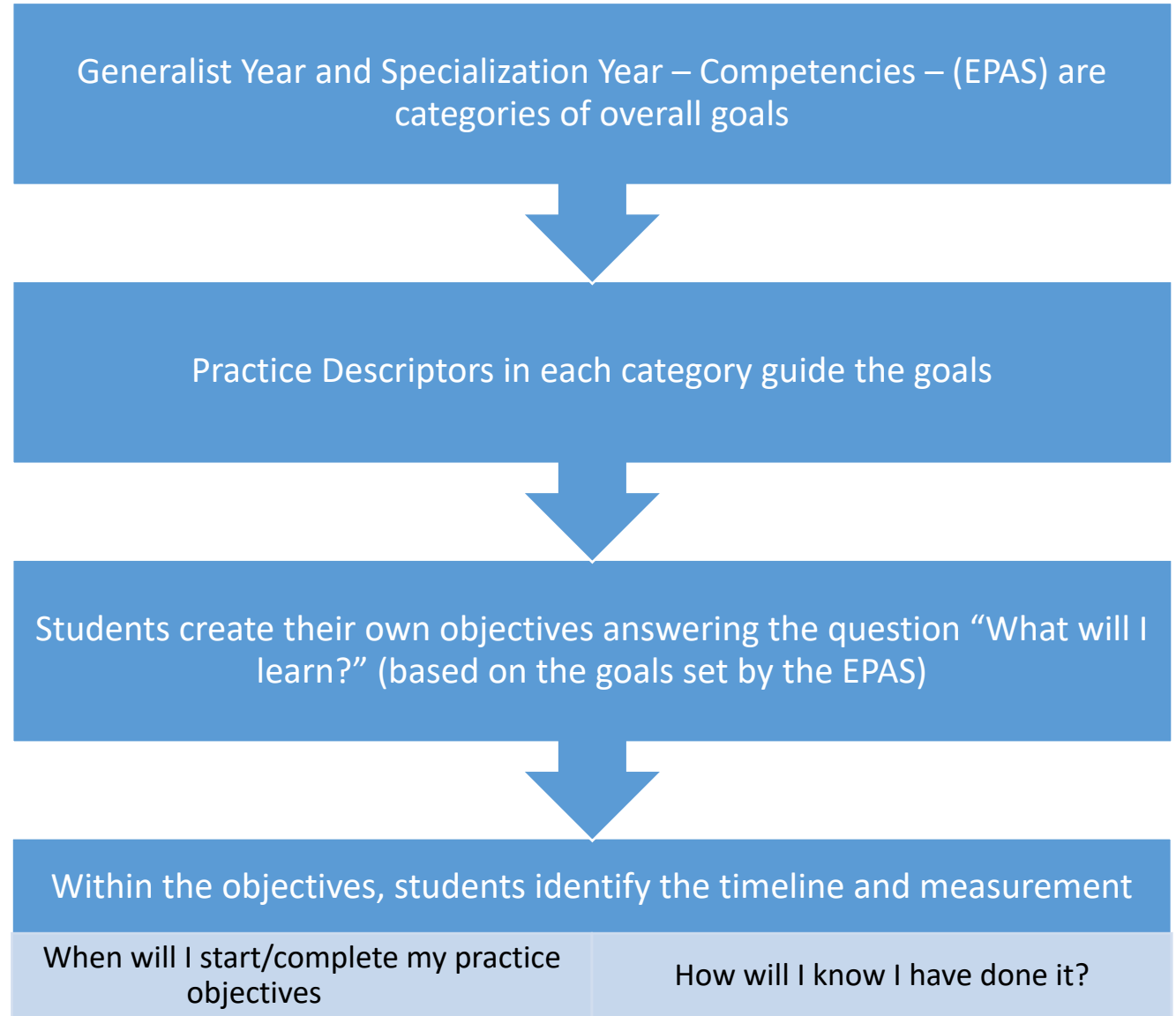


Basic components of a Learning Plan

- Broad objective concept
 - Practice activity
 - Evidence of practice activity learning objective or goal
 - Evidence of learning
- What is the broad focus of my practice(s)(learning)
 - What will I do?
 - What will I learn?
- Timeline
 - When will I start/complete my practice objectives?
- How will I demonstrate/articulate my learning?
 - How will I know I have done it?



What is the formula for the learning plan and How do we measure it?



HOLISTIC COMPETENCE

- The 2015 EPAS added a dimension of learning and assessment which was based on implicit evaluation in the past. It is now part of the explicit evaluation.
- Demonstration of holistic competence is informed by
 - knowledge,
 - values,
 - skills, and
 - cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. (EPAS 2015).

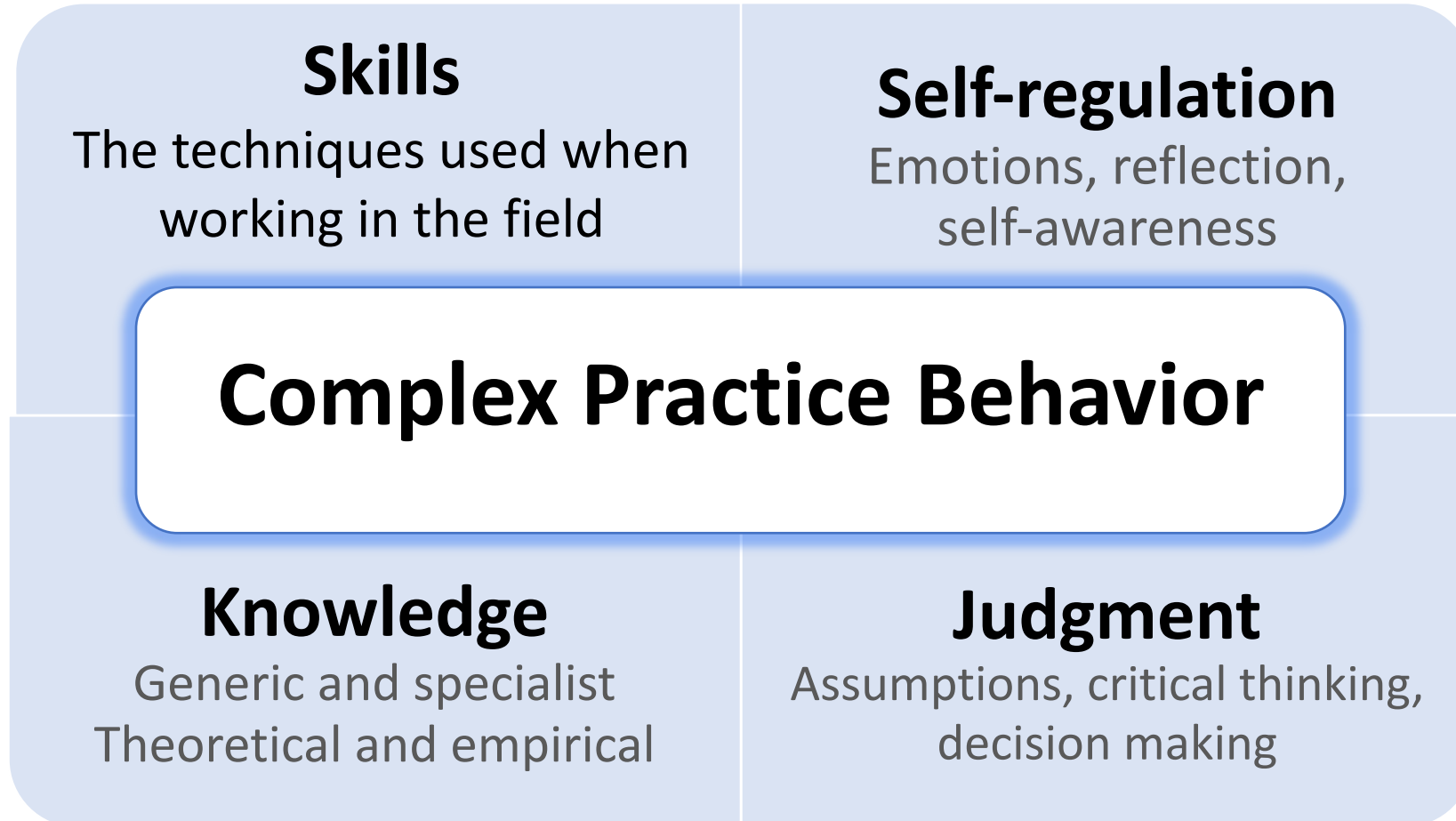
IMPLICATIONS FOR TEACHING AND LEARNING HOLISTIC COMPETENCE



- What are the pedagogical approaches used to achieve integration for holistic competence?
- In social work we have assumed that this type of integration takes place in field.
 - Reflective discussion in field instruction based on process recordings.
 - The role of the faculty field liaison.
 - The role of the seminar.

Field Summit , April 29, 2016, Boston College, Boston, Mass. Presentation by Marian Bogo

Here is a Model of Holistic Competence in Social Work broken down into the 4 components



PROFESSIONAL ORGANIZATIONAL AND COMMUNITY
CONTEXT – VALUES

(Bogo, Rawlings, Katz, & Logie,
2014)

EASIEST WAY TO COME UP WITH IDEAS FOR LEARNING PLAN

- We suggest writing down all of the skills and behaviors you would like your student to work on/demonstrate by the end of the placement.
 - Meetings to attend, clients to see, community projects, the range is endless.
- Make this a large list, free write. (you do not need to use all of them).
- Then go to the 9 competency areas and decide which area the activity/concept/ behavior fits into.
 - Some activities/ knowledge/ behaviors can be included in more than 1 area)
- We will be going over this activity in our live ZOOM session #1



Thank you for being a Field Instructor

- Your Faculty Field Liaison (the student's seminar instructor) is willing and ready to help and answer questions regarding the learning plan.
- The Field Team can also help with this student assignment.
- There is a Sample Learning Plan available if you are someone who likes to see what a completed plan looks like.
- We look forward to seeing you at the Live ZOOM session #1

