



**University of Pittsburgh - School of Social Work
Generalist BASW Field Learning Plan**

Semester I _____ Semester II _____

Field Liaison's Name: Mark Petracaldmann

Student's Name: Chris Brady

Agency Name: The Best You Ever Had

Agency Address: 22 Therapist Way
Pittsburgh, PA 15219

Field Instructor: Beyour Best

Field Instructor Phone: 412-555-0209

Field Instructor Email: BB@bestyoueverhad.org

Task Supervisor (if applicable): _____

Task Supervisor Phone: _____

Task Supervisor Email: _____

Student's Weekly Field Schedule:

Mon (Hours) _____ Tues (Hours) _____ Wed (Hours) 4 Thurs (Hours) 8 Fri (Hours) 8

Field Instruction Weekly Supervision Schedule:

Day of the Week: _____ Thurs Time: 11am

ALL STUDENTS MUST ENGAGE IN A MINIMUM OF ONE HOUR PER WEEK FORMAL SUPERVISION.

Date Field Placement Commences: August 27 Ends: April 25

Field Evaluation Due Date:

Student Signature: _____

Field Instructor Signature: _____

Field Liaison Signature: _____

The BASW student engages in generalist practice in field placement. The BASW Program defines “generalist practice” as being grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods based on scientific inquiry and best practices in their work with diverse individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context of professional practice.

Guidelines for the Generalist Field Learning Plan

1. The Field Learning Plan is the educational plan for the term of field placement; each term is graded separately. The nine competencies specified in the Field Learning Plan are consistent with the 2015 Educational Policies and Accreditation Standards (EPAS) established by the Council on Social Work Education, our national accrediting body, as well as the curriculum of the Bachelor’s Degree Program of the School of Social Work, University of Pittsburgh. The Field Learning Plan serves as a guide for field instruction and supervision meetings. It further creates a basis for the evaluation and narrative that occur at the end of the term.
2. Responsibility for the Field Learning Plan is jointly shared by the Student and the Field Instructor. While additional learning tasks may be developed that go beyond the articulated tasks and practice behaviors, the Field Learning Plan should reflect the required learning for Generalist level and term of field placement. The Student submits the plan by the appropriate due date to his/her BASW Practicum Lab Instructor.
3. Measurement criteria can include, but are not limited to the following: cases, journals, written assignments and material of all kind that is reviewed by the field instructor; oral presentations, clinical documentation, proposals, projects, and task group participation. Direct observation (shadowing) of the Student's work is expected. Feedback and evaluative information from other staff involved with the Student's effort should be incorporated into the evaluation criteria.
4. The Student's BASW Practicum Lab Instructor/ Liaison reviews and approves the Field Learning Plan. It is used as a focus for agency visits as well as for any issues that may require clarification or problem-solving collaboration between the Practicum Lab Instructor / Liaison, the Field Instructor, and the Student.
5. The Field Learning Plan may be modified during the period of field placement to reflect identified learning needs of the Student as well as changes that may occur. Situations such as student absences beyond three days, irregular attendance, and inability to complete the required number of hours, change of field instructor or change of field assignment should be brought to the immediate attention of and discussed with the BASW Seminar/Practicum Lab Instructor/ Liaison.
6. A copy of the Field Learning Plan is placed in the Student's academic folder.

Generalist BASW Field Learning Plan

Competency #1: Demonstrate Ethical and Professional Behavior (EPAS Competency 2.1.1)

Social workers understand the value base of the profession & its ethical standards, as well as relevant laws & regulations that may impact practice at the micro, mezzo, & macro levels. Social workers understand frameworks of ethical decision-making & how to apply principles of critical thinking to those frameworks in practice, research, & policy arenas. Social workers recognize personal values & the distinction between personal & professional values. They also understand how their personal experiences & affective reactions influence their professional judgment & behavior. Social workers understand the profession's history, its mission, & the roles & responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning & are committed to continually updating their skills to ensure they are relevant & effective. Social workers also understand emerging forms of technology & the ethical use of technology in social work practice. Each required generalist practice behavior listed below demonstrates this 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 with regard to unique practice situations.

Required Generalist Practice Behaviors	Student's Agreed-Upon Tasks/Activities to Demonstrate Behaviors	Measurement	Due Dates
<p>Make ethical decisions by applying the standards of the current 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</p>	<p>The student will talk to her supervisor if she believes that there are ethical dilemmas that are happening within the agency and process during Supervision, she will apply the NASW Code of Ethics to practice and will review with supervisor and refer to the NASW Code of Ethics throughout Field Placement, discussing both theoretical and "real world" examples of ethical dilemmas, guidelines, etc. Student and Supervisor will review the dos and don'ts of professional behavior. She will discuss and model behavior that is both professional and ethical, she will bring a copy of the NASW Code of Ethics to each supervisory meeting, in</p>	<p> <input checked="" type="checkbox"/> Observation <input checked="" type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Journal </p>	<p> <input type="checkbox"/> Mid-Term <input type="checkbox"/> End of Term <input checked="" type="checkbox"/> Ongoing </p>

Required Generalist Practice Behaviors	Student's Agreed-Upon Tasks/Activities to Demonstrate Behaviors	Measurement	Due Dates
	<p>order to cite specific code during any ethical discussions. In supervisory meetings, she will offer steps for addressing ethical challenges and dilemmas in supervision and/or as needed. Examples may be real or hypothetical</p>		
<p>Use reflection and self-regulation to manage personal values and to maintain professionalism in practice situations</p>	<p>Student will discuss and analyze individual insights on marginalized groups within the US and Pittsburgh areas: personal thoughts on privilege and oppression, and public policy and how they impact clients/consumers. Student will apprise and discuss with supervisor any conflicts of interest</p>	<p><input checked="" type="checkbox"/> Observation <input checked="" type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Journal</p>	<p><input type="checkbox"/> Mid-Term <input type="checkbox"/> End of Term <input checked="" type="checkbox"/> Ongoing</p>
<p>Demonstrate professional demeanor in behavior; appearance; and in oral, written, and electronic communication</p>	<p>During first two weeks, student will share, review, and discuss agency and departmental policies for dress code, Conduct, call in/call off procedures for when late or absent, with field instructor</p> <p>Student will engage in professional speaking and well-organized writing for all assignments. External communications may require practice and/or review with FI or Director prior to release with public and/or clients/consumers</p>	<p><input checked="" type="checkbox"/> Observation <input checked="" type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Journal</p>	<p><input type="checkbox"/> Mid-Term <input checked="" type="checkbox"/> End of Term <input type="checkbox"/> Ongoing</p>

Required Generalist Practice Behaviors	Student's Agreed-Upon Tasks/Activities to Demonstrate Behaviors	Measurement	Due Dates
Utilize technology both ethically and appropriately to facilitate generalist practice outcomes	Student will read/review, sign, and adhere to agency technology agreement and policy. These expectations will be periodically discussed in supervisory meetings.	<input checked="" type="checkbox"/> Observation <input checked="" type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Journal	<input type="checkbox"/> Mid-Term <input type="checkbox"/> End of Term <input checked="" type="checkbox"/> Ongoing
Utilize supervision and consultation to guide professional judgment and behavior	Student and FI will maintain a mutually agreed-upon schedule for weekly meetings. Student will prepare notes, questions, and any concerns in advance of weekly meetings. If either student or FI need to re-schedule due to time conflict, they will work together to set a new date and time. Supervision and consultation will be utilized in a professional manner	<input checked="" type="checkbox"/> Observation <input checked="" type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Journal	<input type="checkbox"/> Mid-Term <input type="checkbox"/> End of Term <input checked="" type="checkbox"/> Ongoing

Competency #2: Engage Diversity and Difference in Practice (EPAS Competency 2.1.2)

Social workers understand how diversity & difference characterize & shape the human experience & are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity & expression, immigration status, marital status, political ideology, race religion/spirituality, sex, sexual orientation, & tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, & alienation as well as privilege, power, & acclaim. Social workers also understand the forms & mechanism of oppression & discrimination & recognize the extent to which a culture's structures & values, including social, economic, political, & cultural exclusions, may oppress, marginalize, alienate, or create privilege & power.) Each required generalist practice behavior listed below demonstrates this 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 with regard to unique practice situations.

Required Generalist Practice Behaviors	Student's Agreed-Up Tasks/Activities to Demonstrate Behaviors	Measurement	Due Dates
<p>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at micro-, mezzo-, and macro-levels</p>	<p>Student will journal and discuss her understanding and recognition of personal and societal privilege and marginalization, and how issues like intersectionality can shape both individual and group experiences in US society and institutions</p>	<p><input type="checkbox"/> Observation <input checked="" type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input checked="" type="checkbox"/> Discussion <input checked="" type="checkbox"/> Journal</p>	<p><input type="checkbox"/> Mid-Term <input type="checkbox"/> End of Term <input checked="" type="checkbox"/> Ongoing</p>
<p>Present self as a learner and engage clients/patients/consumers and constituencies as experts of their own experiences</p>	<p>Student will scrutinize, assess and describe the impact of discrimination and diversity upon individuals, groups, and large communities/society</p> <p>Student will demonstrate cultural sensitivity, non-judgmental professionalism, and open-minded practices when interacting with colleagues, clients, communities, and partners</p>	<p><input checked="" type="checkbox"/> Observation <input checked="" type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Journal</p>	<p><input type="checkbox"/> Mid-Term <input type="checkbox"/> End of Term <input checked="" type="checkbox"/> Ongoing</p>

Required Generalist Practice Behaviors	Student's Agreed-Upon Tasks/Activities to Demonstrate Behaviors	Measurement	Due Dates
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with clients/patients/consumers and constituencies who differ from self	Student will identify overlapping and differing personal and agency values, including self-reflection on agency's mission in relation to her own Understanding of individual and institutional power, Student will apply self-awareness and regulation in order to regulate and manage the impact of biases and values in working with diverse employees, partners, clients, and communities	<input checked="" type="checkbox"/> Observation <input checked="" type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Journal	<input type="checkbox"/> Mid-Term <input type="checkbox"/> End of Term <input type="checkbox"/> Ongoing

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Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice (EPAS Competency 2.1.3)

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, & education. Social workers understand the global interconnections of oppression & human rights violations, & are knowledgeable about theories of human need & social justice & strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, & responsibilities are distributed equitably & that civil, political, environmental, economic, social, & cultural human rights are protected.) Each required generalist practice behavior listed below demonstrates this 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 with regard to unique practice situations.

Required Generalist Practice Behaviors	Student's Agreed-Upon Tasks/Activities to Demonstrate Behaviors	Measurement	Due Dates
Apply an understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	Student will recognize and address the manifestations of intersectional discrimination and oppression within self, agency, and society through weekly discussion as well as any workshops attended	<input checked="" type="checkbox"/> Observation <input checked="" type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Journal	<input type="checkbox"/> Mid-Term <input type="checkbox"/> End of Term <input checked="" type="checkbox"/> Ongoing
Engage in practice that advances social, economic, and environmental justice	<p>Student will observe and analyze which community and partner services and needs aren't being met- specifically, how and possibly why agency is missing opportunities</p> <p>Student will suggest any necessary steps/advocacy goals in order to resolve unaddressed and unmet needs of employees, clients, partners</p>	<input checked="" type="checkbox"/> Observation <input checked="" type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Journal	<input type="checkbox"/> Mid-Term <input type="checkbox"/> End of Term <input checked="" type="checkbox"/> Ongoing

Competency #4: Engage In Practice-informed Research and Research-informed Practice (EPAS Competency 2.1.4)

Social workers understand qualitative & quantitative research methods & their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, culturally informed and ethical approaches to building knowledge. Social workers understand the evidence that informs practice derives from multi-disciplinary sources & multiple ways of knowing. They also understand the processes for translating research finding into effective practice. Each required generalist practice behavior listed below demonstrates this 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 with regard to unique practice situations.

Required Generalist Practice Behaviors	Student's Agreed-Upon Tasks/Activities to Demonstrate Behaviors	Measurement	Due Dates
Utilize theory and practice experiences to inform scientific inquiry and research	While researching data, collaborating with partners and networking with other departments, student will identify strategies for implementing education and outreach programs in order to work for the reeducation of race and gender inequalities.	<input type="checkbox"/> Observation <input checked="" type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Journal	<input type="checkbox"/> Mid-Term <input type="checkbox"/> End of Term <input checked="" type="checkbox"/> Ongoing
Apply critical thinking to engage in analyses of quantitative and qualitative research methods and findings	Student will research and be prepared to discuss the impact of intersectionality/discrimination upon marginalized groups/individuals within the greater community. This research and assignment will also contribute towards a possible diversity training.	<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input checked="" type="checkbox"/> Assignment <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Journal	<input type="checkbox"/> Mid-Term <input checked="" type="checkbox"/> End of Term <input type="checkbox"/> Ongoing
Translate and use evidence from research to inform and improve policy, practice, and service delivery	student will utilize critical thinking skills in order to research and evaluate industry best practices and training and educational materials for A possible inclusion and development within agency presentation and curricula.	<input type="checkbox"/> Observation <input checked="" type="checkbox"/> Documentation <input checked="" type="checkbox"/> Assignment <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Journal	Mid-Term <input type="checkbox"/> End of Term <input checked="" type="checkbox"/> Ongoing

Competency #5: Engage in Policy Practice (EPAS Competency 2.1.5)

Social workers understand that human rights & social justice as well as social welfare & services, are mediated by policy & its implementation at the federal, state, & local levels. Social workers understand the history & current structures of social policies & services, the role of policy in service delivery, & the role of practice in policy development. Social workers understand their role in policy development & implementation within their practice settings at the micro, mezzo, & macro levels & they actively engage in policy practice to effect change within those settings. Social workers recognize & understand the historical, social cultural, economic, organizational, environmental, & global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, & evaluation. Each required generalist practice behavior listed below demonstrates this 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 with regard to unique practice situations.

Required Generalist Practice Behaviors	Student's Agreed-Upon Tasks/Activities to Demonstrate Behaviors	Measurement	Due Dates
Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	student will read and research practices, laws and policies affecting clients, such as voter registration limits, equal pay protection for women, and hate crime/harassment-and describe these in supervision	<input type="checkbox"/> Observation <input checked="" type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Journal	<input type="checkbox"/> Mid-Term <input type="checkbox"/> End of Term <input checked="" type="checkbox"/> Ongoing
Assess how social welfare and economic policies impact the delivery and access to social services	student will discuss and analyze the ways in which discrimination (both overt and covert) impacts marginalized groups (including but not limited to poverty, racism, sexism, homophobia, xenophobia)	<input checked="" type="checkbox"/> Observation <input checked="" type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Journal	<input type="checkbox"/> Mid-Term <input type="checkbox"/> End of Term <input checked="" type="checkbox"/> Ongoing

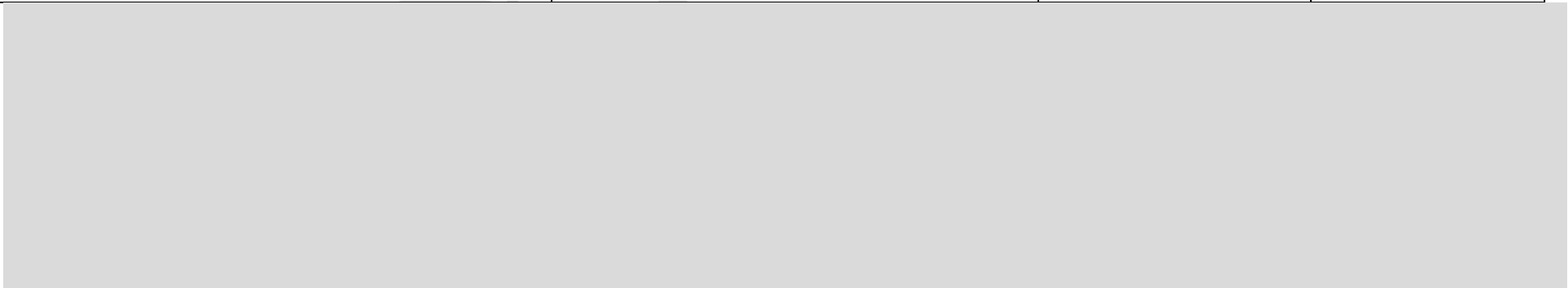
Required Generalist Practice Behaviors	Student's Agreed-Upon Tasks/Activities to Demonstrate Behaviors	Measurement	Due Dates
<p>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice</p>	<p>Student will identify critical advocacy and education needs (especially those that are unmet) for ending discrimination and advancing all forms of social justice, especially race and gender equity</p> <p>student will assist program with researching any best practices and implementing advocacy resources:</p>	<p><input checked="" type="checkbox"/> Observation <input checked="" type="checkbox"/> Documentation <input checked="" type="checkbox"/> Assignment <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Journal</p>	<p><input type="checkbox"/> Mid-Term <input type="checkbox"/> End of Term <input checked="" type="checkbox"/> Ongoing</p>

Competency #6: Engage with Individuals, Families, Groups, Organizations, and Communities (EPAS Competency 2.1.6)

Social workers understand that engagement is an ongoing component of the dynamic & interactive process of social work practice, with, & on behalf of, diverse individuals, families, groups, organizations, & communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior & the social environment, & critically evaluate & apply this knowledge to facilitate engagement with clients & constituencies, including individuals, families, groups, organizations, & communities. Social workers understand strategies, to engage diverse clients & constituencies to advance practice effectiveness. Social workers understand how their personal experiences & affective reactions may impact their ability to effectively engage with diverse clients & constituencies. Social workers value principles of relationship-building & inter-professional collaboration to facilitate engagement with clients, constituencies, & other professionals as appropriate.) Each required generalist practice behavior listed below demonstrates this 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 with regard to unique practice situations.

Required Generalist Practice Behaviors	Student's Agreed-Upon Tasks/Activities to Demonstrate Behaviors (please note specific constituencies served)	Measurement	Due Dates
Apply knowledge from human behavior and the social environment, person-in-environment, and/or other multidisciplinary theoretical frameworks as appropriate to engage with clients/patients/consumers and constituencies	Student will observe and articulate the micro, mezzo, and macro impact of systemic discrimination and proposed intervention strategies on diverse groups, taking into consideration factors such as income, age and health, Student will strive to always be culturally competent and aware of, and work to reduce/eliminate, personal bias and limitations in delivery of quality services	<input checked="" type="checkbox"/> Observation <input checked="" type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Journal	<input type="checkbox"/> Mid-Term <input type="checkbox"/> End of Term <input checked="" type="checkbox"/> Ongoing

Required Generalist Practice Behaviors	Student's Agreed-Upon Tasks/Activities to Demonstrate Behaviors (please note specific constituencies served)	Measurement	Due Dates
<p>Use empathy, reflection, and interpersonal skills to facilitate engagement with clients/patients/consumers and constituencies</p>	<p>Student will engage with client following the clients treatment plan goals and objectives</p> <p>Student will utilize empathy, active listening, trust, and respect during face to face intervention with consumer. Student will meet regularly with consumer to enhance rapport</p> <p>Student will communicate using reinforcement, reframing experiences, motivational interviewing in a professional manner when engaging with clients and staff members</p> <p>Student will ask questions through the use of Motivational Interviewing to establish rapport. Other examples would include open-ended questions</p>	<p><input checked="" type="checkbox"/> Observation</p> <p><input checked="" type="checkbox"/> Documentation</p> <p><input type="checkbox"/> Assignment</p> <p><input checked="" type="checkbox"/> Discussion</p> <p><input type="checkbox"/> Journal</p>	<p><input type="checkbox"/> Mid-Term</p> <p><input type="checkbox"/> End of Term</p> <p><input checked="" type="checkbox"/> Ongoing</p>



Competency #7: Assess Individuals, Families, Groups, Organizations, and Communities (EPAS Competency 2.1.7)

Social workers understand that assessment is an ongoing component of the dynamic & interactive process of social work practice with, & on behalf of diverse individuals, families, groups, organizations, & communities. Social workers understand theories of human behavior & the social environment, & critically evaluate & apply this knowledge in the assessment of diverse clients & constituencies, including individuals, families, groups, organizations, & communities. Social workers understand methods of assessment with diverse client & constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process & value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences & affective reactions may affect their assessment & decision-making.) Each required generalist practice behavior listed below demonstrates this 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 with regard to unique practice situations.

Required Generalist Practice Behaviors	Student's Agreed-Upon Tasks/Activities to Demonstrate Behaviors (please note specific constituencies served)	Measurement	Due Dates
Collect and organize data and apply critical thinking to interpret information from clients/patients/consumers and constituencies	Student will obtain clinical notes, and encounter forms following agency policy and procedures Student will utilize strengths-based perspective when engaging with clients. Student will also take into account ecological theory, family system	<input checked="" type="checkbox"/> Observation <input checked="" type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Journal	<input type="checkbox"/> Mid-Term <input type="checkbox"/> End of Term <input checked="" type="checkbox"/> Ongoing

Required Generalist Practice Behaviors	Student's Agreed-Upon Tasks/Activities to Demonstrate Behaviors (please note specific constituencies served)	Measurement	Due Dates
<p>Apply knowledge from human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients/patients/consumers and constituencies</p>	<p>Student will evaluate and consider ways the clients' environment impacts them in group and 1:1 therapy and process during supervision Student will utilize CBT, MI, group therapy, IMR, and wellness coaching as deemed appropriate</p> <p>Student will assess affect and mental status to assess client's orientation & awareness. Utilize motivational interviewing, observe medication, discuss reducing relapse, provide sober activities, review coping skills and provide social support in a direct intervention setting with consumers</p>	<p><input checked="" type="checkbox"/> Observation <input checked="" type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Journal</p>	<p><input type="checkbox"/> Mid-Term <input type="checkbox"/> End of Term <input checked="" type="checkbox"/> Ongoing</p>
<p>As appropriate, develop mutually agreed-upon intervention goals and objectives based on the critical assessment of strengths, needs, and challenges facing clients/patients/consumers and constituencies</p>	<p>Student will review and follow the client's treatment plan as needed and process during supervision and treatment team meetings</p>	<p><input checked="" type="checkbox"/> Observation <input checked="" type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Journal</p>	<p><input type="checkbox"/> Mid-Term <input type="checkbox"/> End of Term <input checked="" type="checkbox"/> Ongoing</p>

Required Generalist Practice Behaviors	Student's Agreed-Upon Tasks/Activities to Demonstrate Behaviors (please note specific constituencies served)	Measurement	Due Dates
<p>Select appropriate intervention strategies based on assessment, research knowledge, and values and preferences of clients/patients/consumers and constituencies</p>	<p>Student will identify and discuss at least three areas of challenge of the client system with field instructor by the end of the semester</p> <p>Student will assess affect and mental status to assess client's orientation & awareness. Utilize motivational interviewing, observe medication, discuss reducing relapse, provide sober activities, review coping skills and provide social support in a direct intervention setting with consumers</p>	<p><input checked="" type="checkbox"/> Observation <input checked="" type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Journal</p>	<p><input type="checkbox"/> Mid-Term <input type="checkbox"/> End of Term <input checked="" type="checkbox"/> Ongoing</p>

Competency #8: Intervene with Individuals, Families, Groups, Organizations, and Communities (EPAS Competency 2.1.8)

Social workers understand that intervention is an ongoing component of the dynamic & interactive process of social work practice with, & on behalf of, diverse individuals, families, groups, organizations, & communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients & constituencies, including individuals, families, groups, organizations, & communities. Social workers understand theories of human behavior & the social environment, & critically evaluate & apply this knowledge to effectively intervene with clients & constituencies. Social workers understand methods of identifying, analyzing & implementing evidence-informed interventions to achieve client & constituency goals. Social workers value the importance of inter-professional teamwork & communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, & inter-organizational collaboration.) Each required generalist practice behavior listed below demonstrates this 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 with regard to unique practice situations.

Required Generalist Practice Behaviors	Student's Agreed-Upon Tasks/Activities to Demonstrate Behaviors (please note specific constituencies served)	Measurement	Due Dates
Critically choose and implement interventions to achieve practice goals that enhance capacities of clients/patients/consumers and constituencies	Student will identify the need of the consumer and utilize the appropriate prevention strategies including but not limited to IDDT, Stage of change, educational interventions, CBT, and supportive interventions	<input checked="" type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Journal	<input type="checkbox"/> Mid-Term <input type="checkbox"/> End of Term <input checked="" type="checkbox"/> Ongoing
Apply knowledge from human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients/patients/consumers and constituencies	<p>Student will evaluate and discuss client's responses to various models of intervention used during interaction with clients</p> <p>Student will work with all stakeholders both internal and external</p>	<input checked="" type="checkbox"/> Observation <input checked="" type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Journal	<input type="checkbox"/> Mid-Term <input type="checkbox"/> End of Term <input checked="" type="checkbox"/> Ongoing

Required Generalist Practice Behaviors	Student's Agreed-Upon Tasks/Activities to Demonstrate Behaviors (please note specific constituencies served)	Measurement	Due Dates
Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes for Clients/patients/consumers and constituencies	Student will identify the need of the consumer and utilize the appropriate prevention strategies including but not limited to IDDT, Stage of change, educational interventions, CBT, and supportive interventions	<input checked="" type="checkbox"/> Observation <input checked="" type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Journal	<input type="checkbox"/> Mid-Term <input type="checkbox"/> End of Term <input checked="" type="checkbox"/> Ongoing
Negotiate, mediate, and advocate on behalf of diverse clients/patients/consumers and constituencies	Student and client will collaborate to complete ADL's, educational and supportive interventions Student will discuss with supervisor any needed services for client during supervision, as needed and advocate as appropriate	<input checked="" type="checkbox"/> Observation <input checked="" type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Journal	<input type="checkbox"/> Mid-Term <input type="checkbox"/> End of Term <input checked="" type="checkbox"/> Ongoing
Facilitate effective transitions and endings with clients/patients/consumers and constituencies that, as appropriate, advance mutually agreed upon goals	Student will work with supervisor to assess successful goal attainment and help consumer construct new goals Student will utilize evidence based termination process when ending service to consumers	<input checked="" type="checkbox"/> Observation <input checked="" type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Journal	<input type="checkbox"/> Mid-Term <input type="checkbox"/> End of Term <input checked="" type="checkbox"/> Ongoing

Competency #9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

(EPAS Competency 2.1.9)

Social workers understand that evaluation is an ongoing component of the dynamic & interactive process of social work practice with, & on behalf of, diverse individuals, families, groups, organizations & communities. Social workers recognize the importance of evaluating processes & outcomes to advance practice, policy, & service delivery effectiveness. Social workers understand theories of human behavior & the social environment, & critically evaluate & apply this knowledge in evaluating outcomes. Social workers understand qualitative & quantitative methods for evaluating outcomes & practice effectiveness.) Each required generalist practice behavior listed below demonstrates this 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 with regard to unique practice situations.

Required Generalist Practice Behaviors	Student's Agreed-Upon Tasks/Activities to Demonstrate Behaviors (please note specific constituencies served)	Measurement	Due Dates
Utilize appropriate methods for evaluation of outcomes	Student will be able to evaluate results that test the efficacy of interventions used and monitor successes, failures, and progress in achieving outcomes.	<input checked="" type="checkbox"/> Observation <input checked="" type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Journal	<input type="checkbox"/> Mid-Term <input type="checkbox"/> End of Term <input checked="" type="checkbox"/> Ongoing
Apply knowledge from human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	Student will discuss agency policies and procedures that impact quality of service delivery with instructor during supervision as needed	<input checked="" type="checkbox"/> Observation <input checked="" type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Journal	<input type="checkbox"/> Mid-Term <input type="checkbox"/> End of Term <input checked="" type="checkbox"/> Ongoing
Critically analyze, monitor, and evaluate interventions and program processes and outcomes	Student will be able to continuously evaluate intervention, not only at termination, but throughout process as per agency protocol Student will discuss results that test the efficacy of interventions used and successes, failures, and progress in achieving outcomes as per agency protocol	<input checked="" type="checkbox"/> Observation <input checked="" type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Journal	<input type="checkbox"/> Mid-Term <input type="checkbox"/> End of Term <input checked="" type="checkbox"/> Ongoing

Required Generalist Practice Behaviors	Student's Agreed-Upon Tasks/Activities to Demonstrate Behaviors (please note specific constituencies served)	Measurement	Due Dates
Apply evaluation findings to improve practice effectiveness with clients/patients/consumers and constituencies		<input checked="" type="checkbox"/> Observation <input checked="" type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Journal	<input type="checkbox"/> Mid-Term <input type="checkbox"/> End of Term <input checked="" type="checkbox"/> Ongoing

EXAMPLE



BASW FIELD PLACEMENT TIME SHEET

Student Name: _____ Field Placement Site: _____
 Field Instructor: _____
 Semester (Check Fall Spring Year 20 _____
 one): _____

Week #	Dates	Mon	Tues	Wed	Thurs	Fri	Sa/Su	Weekly Total	Field Instructor Initials
		HOURS WORKED							
EXAMPLE	Sept 7-11	8-3	9-5	----	9-5	8-3	----	28 hours	
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
TOTAL									

Minimum Hours Required: BSW/300 per term- Total = 600 hours

STUDENT SIGNATURE	_____	DATE:	_____
FIELD INSTRUCTOR'S SIGNATURE:	_____	DATE:	_____

*Students are required to submit a completed time sheet at the end of the term. The signature of the field instructor and the student reflects that the student has met the required hours for the term. If the student needs to clock more hours after the end of the term to achieve the minimum hours required, please note this below. No student may end field work more than 2 weeks before the end of the term.