

## GENERALIST (544) SPRING LEARNING PLAN EXAMPLE ASSIGNMENTS

### COMPETENCY 1: Demonstrate ethical and professional behavior.

Practice Behavior 4: Use supervision and consultation to guide professional judgement and behavior.

#### *Example Assignments:*

- Reflect on how you communicate, handle feedback, engage in self-directed learning, maintain boundaries and deal with conflict. Implement strategies for growth in these areas and share reflections with your Field Instructor.
- Identify opportunities to seek consultation from multiple sources, including field instructor, colleagues, and interdisciplinary partners. Utilize one of these sources to seek consultation in addition to supervision regarding a complex situation. Share your learning with your Field Instructor.
- Discuss appropriate roles and boundaries of a MSSW student with Field Instructor and other agency staff. Engage in conduct that demonstrates commitment to professionalism, appropriate roles, and boundaries.
- Read and compare the UTCSSW Standards of Professional Conduct with field agency policies on professional conduct. Discuss the agency's expectations for professional demeanor and conduct with the Field Instructor.
- Complete a self-care inventory and develop a self-care plan. Include self-care on weekly supervision agenda and discuss status of self-care plan. Discuss with Field Instructor how engaging in self-care relates to ethical and professional practice.
- Identify personal leadership strengths and areas for growth for professional social work practice, and implement a plan to further develop your strengths and to enhance skills in the areas for growth.

### COMPETENCY 2: Advance Human Rights and Social, Racial, Economic and Environmental Justice

Practice Behavior 2: Engage in practices that advance human rights to promote social, racial, economic and environmental justice.

#### *Example Assignments:*

- Participate in NASW advocacy efforts at the macro system level (e.g., Attend and participate in Social Work Day on the Hill, review legislative reports from NASW state and national offices and make advocacy contacts with legislators, etc.).
- Attend and participate in a governmental or community coalition meeting that is relevant to your agency, (e.g., Coalition to End Homelessness, Coalition to end Family Violence, school board, city council, etc.).
- Research allowable nonpartisan voter activities for 501(c)(3) organizations and/or requirements for some state offices and non-profits in the 1993 National Voter Registration Act (<https://votingissocialwork.org/wp-content/uploads/sites/2468/2020/01/Ideas-for-integrating-Voter-Mobilization-activities-into-classroom-and-field.pdf>) and implement a voter engagement strategy at your field agency.
- Research advocacy groups that support the mission of the organization. Identify and review resources they develop and identify ways this information could support the field agency.
- Identify one resource/service gap for agency clients, and implement a plan to advocate for this needed resource.
- Review cuts to the agency budget or changes in agency programs, analyze the impact on client services and discuss with Field Instructor in supervision. Explore with Field Instructor if there are methods to advocate within the agency, funding source, or with community partners to benefit client population and address the impact.

## **COMPETENCY 7: Assess Individuals, Families, Groups, Organizations, and Communities.**

Practice Behavior 1: Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.

### *Example Assignments:*

- Find and read an article on social work and interprofessional collaboration or if the opportunity arises, participate in an Interprofessional Learning activity offered by the College of Social Work such as the Nashville Interprofessional Consortium (NIC) Interprofessional Course to Health Professions Students. Discuss with Field Instructor what you noticed about the importance of a person-in-environment framework and the social work perspective when working on an interprofessional team.
- Observe agency staff-client interactions, and identify assessment skills that are used by the agency staff person. Discuss this with your Field Instructor.
- Watch Social Work Practice Education Home Visit/Review of Assessment and write a one page reflection on this video.
- Research the history of the community your agency serves. Identify natural support systems in the community and identify how these natural support systems are utilized in the agency.
- Identify an assessment tool that could be used in your field placement. Research to determine if the assessment has been validated for use with a diverse client population. Consider how a client's identity and background may impact the efficacy and appropriateness of a particular assessment tool. Discuss in supervision the implications for this assessment's use in practice.
- Review a community needs assessment focused on a community served by your agency. Discuss how this data is collected and review the tools used to collect this data. Identify ways this data is used to assess client/community needs, and how that informs the development of programs at your field agency. Resources could include local, state, and federal government, like a mayor's office, the state child welfare agency, or the CDC.

## **COMPETENCY 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.**

Practice Behavior 2: Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations and communities.

### *Example Assignments:*

- Compile data around agency demographics such as race, age, ethnicity, religion, gender, sexual orientation, disability, education, national origin, or income. Note what types of demographic data are not currently collected by the field agency that might be helpful, gaps in who is accessing services, and any trends related to client outcomes by these demographics. Discuss findings and impact on agency programming and outreach strategies with your Field Instructor.
- Identify potential gaps or bias in an evaluation tool or process, using knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks, and make a plan to improve the evaluation using this knowledge.
- Review an evaluation study that is relevant to your agency and identify social/environmental variables that could have impacted the evaluation process or outcomes.
- Participate in the Meharry Medical College Interprofessional Training event or another interprofessional learning opportunity and discuss your thoughts on the selected intervention for the client and why it was selected for that client.
- Apply evaluation findings to make a targeted change that will improve intervention or program outcomes. Discuss this decision in supervision and monitor the results to see if intended improvement is realized.
- Present a case study to your Field Instructor on a recent client, showing an ability to analyze the work done with the client and the effectiveness of this interaction.