

Department of Social Work

Office of Field Education: Sample Learning Activities to assist in completing the Learning Contract

The list below includes suggestions for each competency to place the suggested activities. While some activities might reflect multiple competencies, a student cannot list the same activity under multiple competencies on the Learning Agreement. You would need to adjust the activity to fit the necessary competency.

	Sample Activities	BSW
1. Demonstrate Ethical & Professional Behavior		
	Prepare a presentation to be used as a part of an agency social work training module.	<input type="checkbox"/>
	Review necessary and pertinent agency policies and procedures related to social work role.	<input type="checkbox"/>
	Complete agency-specific orientation activities.	<input type="checkbox"/>
	Review the agency's policy manual, mission statement, funding streams, confidentiality, and documentation requirements.	<input type="checkbox"/>
	Interview a Board member about their role and compare the agency's documentation regarding Board responsibilities.	<input type="checkbox"/>
	Interview an administrator of the agency.	<input type="checkbox"/>
	Shadow and/or interview other disciplines at your agency (psychiatry, nutrition, case aide, transportation aide, educator, administrator, etc.).	<input type="checkbox"/>
	Spend time in different departments of the agency to understand client service.	<input type="checkbox"/>
	Attending staff, team, or other professional meetings.	<input type="checkbox"/>
	Practice at least one self-care activity each week.	<input type="checkbox"/>
	Explore career options in social work.	<input type="checkbox"/>
	Bring an agenda to supervisory meetings.	<input type="checkbox"/>
	Write a group progress note based upon observations.	<input type="checkbox"/>
	Review [###] of case files completed by various social workers.	<input type="checkbox"/>
	Review how someone becomes a client at the agency and explain it to the field instructor.	<input type="checkbox"/>
	Read about/find ethical dilemmas in studies, or in meetings and daily activities.	<input type="checkbox"/>
	Identify and explain at least two different ethical decision models and discuss/compare/contrast the models and their application(s).	<input type="checkbox"/>
	Read agency policy on client confidentiality and maintain client confidentiality throughout field experience.	<input type="checkbox"/>
	Discuss each social work ethic core value and what its application and presentation might look like within this agency (in which the student is placed).	<input type="checkbox"/>
	Gather information about how agencies use social media and social media policies.	<input type="checkbox"/>
	Develop a social media campaign/presence for agency or a specific event.	<input type="checkbox"/>

	Sample Activities	BSW
2. Advance Human Rights and Social, Racial, Economic, & Environmental Justice		
	Select a social justice issue and research 3 articles.	<input type="checkbox"/>
	Interview/Meet with [###] social workers engaged in human rights work.	<input type="checkbox"/>
	Shadow a patient rights advocate and write a reflection in their weekly journal.	<input type="checkbox"/>
	Research a current issue or legislative action that requires advocacy, and organize a letter- writing campaign among your staff, volunteers, etc.	<input type="checkbox"/>
	Discuss a current event that impacts how a specific service is delivered to the agency and identify methods of advocating for the service or impacted population.	<input type="checkbox"/>
	Identify an outdated policy and advocate for change to better serve the client population.	<input type="checkbox"/>
	Research social justice issues as they relate to [issue] & interventions on the macro level.	<input type="checkbox"/>
3. Engage Anti-racism, diversity, equity, and inclusion (A DEI) in practice		
	Attend an A DEI training.	<input type="checkbox"/>
	Attend an arts/cultural/community event outside of student's own culture.	<input type="checkbox"/>
	Interview a social worker who works with a culture different from the student's culture.	<input type="checkbox"/>
	Interview staff members of diverse cultures than students.	<input type="checkbox"/>
	Complete a reading (journal, book, news articles) relevant to client or neighborhood culture.	<input type="checkbox"/>
	Identify and discuss instances when culture and diversity influence the outcomes of practice, policy, and program implementation in context with this current placement agency.	<input type="checkbox"/>
	Identify and discuss at least one personal bias (student's) and value that might potentially influence the student's work with any diverse group.	<input type="checkbox"/>
	Interview a minority client about their experiences as a mental health consumer.	<input type="checkbox"/>
	Observe agency programs to recognize different populations served and to identify how this observation helps engage diversity in practice.	<input type="checkbox"/>
	Research ways in which diverse cultures may present and experience depression.	<input type="checkbox"/>
	Attend a community meeting or celebration in the agency's neighborhood.	<input type="checkbox"/>
	Identify agency practices that promote diversity.	<input type="checkbox"/>
	Student located in an urban agency shadow a worker in a rural agency (or vice versa).	<input type="checkbox"/>
4. Advance Human Rights & Social, Economic, & Environmental Justice		
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	Research a current issue or legislative action that requires advocacy, and organize a letter- writing campaign among your staff, volunteers, etc.	<input type="checkbox"/>
	Discuss a current event that impacts how a specific service is delivered at the agency and identify methods of advocating for the service or impacted population.	<input type="checkbox"/>
	Identify an outdated policy and advocate for change to better serve the client population.	<input type="checkbox"/>
	Research social justice issues as they relate to [issue] & interventions on the macro level which address these issues.	<input type="checkbox"/>
5. Engage in Practice-informed Research & Research-informed Practice		
	Review research and books on a topic relevant to your work.	<input type="checkbox"/>
	Interview an agency representative to see how client outcomes are assessed and how research is utilized at the agency.	<input type="checkbox"/>
	Research self-soothing techniques to teach clients.	<input type="checkbox"/>
	Research poverty statistics, incidences of homelessness, incarceration and other items related to agency work to better understand community and to state need for services.	<input type="checkbox"/>

	Sample Activities	BSW
	Identify ways in which evidence-based practice is used in funding and grant writing.	<input type="checkbox"/>
	Identify government bodies that regulate or fund the agency.	<input type="checkbox"/>
	Help prep, or interview, staff about the process for accreditation/re-accreditation. (CARF, JCAHO, etc.)	<input type="checkbox"/>
	Complete the agency's HIPPA training.	<input type="checkbox"/>
	Review patient rights policy and write a reflection in weekly journal.	<input type="checkbox"/>
	Attend a court hearing or legal proceedings.	<input type="checkbox"/>
	Attend an Area Commission meeting or community meeting in the agency's neighborhood.	<input type="checkbox"/>
	Attend a Board meeting.	<input type="checkbox"/>
	Attend meetings of "umbrella" organization or affiliating agency such as ADAMH or CSB.	<input type="checkbox"/>
6. Engage with Individuals, Families, Groups, Organizations, & Communities		
	Observe [##] of intake interviews.	<input type="checkbox"/>
	Gather the "story" of 1-2 clients that have used and/or benefited from the agency's services.	<input type="checkbox"/>
	Take intake calls, calls for agency information, or constituent calls.	<input type="checkbox"/>
	Learn techniques to engage resistant clients.	<input type="checkbox"/>
	If student is at an "umbrella agency" or advocacy organization: Visit direct service "member" agencies or affiliates to see its operation; meet with a client via that partner agency.	<input type="checkbox"/>
	If a student is at a state agency. Visit a local agency; meet and interview direct service workers; shadow client interactions; and/or participate in assessments.	<input type="checkbox"/>
	Call parents to communicate student behaviors, performance (positive and negative), and other program information.	<input type="checkbox"/>
	Engage tenants through work on the tenant outreach hotline to gather information to improve services.	<input type="checkbox"/>
7. Assess with Individuals, Families, Groups, Organizations, & Communities		
	Attend at least one board meeting, training, or data warehouse meeting to learn about board governance.	<input type="checkbox"/>
	Read DSM-V on most frequently dealt with diagnoses.	<input type="checkbox"/>
	Sit with agency's clinical and/or medical staff to observe an unfamiliar perspective/evaluation of a client.	<input type="checkbox"/>
	Observe a psychological evaluation given by a psychiatrist within the agency.	<input type="checkbox"/>
	Discuss with supervisor typical family structures and stressors that clients have and how those structures and stressors could affect clients.	<input type="checkbox"/>
	Apply for benefits through the local Job & Family Services in order to understand the process that clients go through.	<input type="checkbox"/>

	Sample Activities	BSW
	Shadow a worker at another agency that offers a similar service. Identify differences in worker approach and agency culture.	<input type="checkbox"/>
	Identify the major social service agencies and services in the target environment and compare to services offered by internship agency.	<input type="checkbox"/>
	Identify ways in which theories of organizational culture and the role of culture in shaping organizational performance are applied in macro-level practice.	<input type="checkbox"/>
8.	Intervene with Individuals, Families, Groups, Organizations, & Communities	
	Observe the field instructor or other staff members engaged in interaction with clients.	<input type="checkbox"/>
	Shadow and observe a social worker doing a home visit.	<input type="checkbox"/>
	Conduct at least 3 interactions with clients, groups, or committees in the presence of field instructor.	<input type="checkbox"/>
	Provide case management to a minimum of XX clients.	<input type="checkbox"/>
	Observe [###] of _____ [type of] groups.	<input type="checkbox"/>
	Develop a new psychoeducational group and run the group at the agency.	<input type="checkbox"/>
	Demonstrate effective termination skills prior to the last day of field placement.	<input type="checkbox"/>
	Complete two client discharge summaries by end of placement.	<input type="checkbox"/>
	Interview and shadow at least two social workers who perform [type of service].	<input type="checkbox"/>
	Identify agencies that provide services to which agency clients are most commonly linked.	<input type="checkbox"/>
	Visit other agencies or relevant settings; understand referral processes for linking clients.	<input type="checkbox"/>
	Teach a class or workshop for clients. (Example: ESL, citizenship, personal finance/budgeting, resume preparation, interviewing skills)	<input type="checkbox"/>
	Start a program for agency clients that the student has interest in. (Ex. A student initiated a Girls on the Run program at her field placement agency.)	<input type="checkbox"/>
	Work on writing a grant application with partner agencies.	<input type="checkbox"/>
	Create a flyer to market your agency and the internship to future students.	<input type="checkbox"/>
	Update the agency's website.	<input type="checkbox"/>
9.	Evaluate with Individuals, Families, Groups, Organizations, & Communities	
	Participate in the preparation of audits.	<input type="checkbox"/>
	Participate in a peer review.	<input type="checkbox"/>
	Actively participate in case reviews/team meetings.	<input type="checkbox"/>
	Observe at a different agency that uses similar interventions.	<input type="checkbox"/>
	Accompany agency professionals to various sites to view specific evaluations.	<input type="checkbox"/>
	Develop a survey/evaluation to use with a client group and administer with several clients.	<input type="checkbox"/>
	Create a method to evaluate the staff's perception of the usefulness of the [xxx] activity.	<input type="checkbox"/>
	Engage agency professionals to gain guidance and increase understanding of methods and measures used to determine the value of program/intervention.	<input type="checkbox"/>
	Document and evaluate patient progress on a discharge summary prepared for patients.	<input type="checkbox"/>
	Students will document client progress on individual and group notes using an electronic record.	<input type="checkbox"/>
	Outline personal thoughts/ideas concerning improvement of service delivery of various programs pertaining to [a type of service such as offender re-entry].	<input type="checkbox"/>

	Identify & explain the appropriate method(s) for evaluation to be used in assigned field placement projects and tasks.	<input type="checkbox"/>
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