



University of Illinois at Urbana-Champaign

**SCHOOL OF SOCIAL WORK**

# ***Field Education Program***

## Field Instructor Training Module Four

Core Competencies and Learning Plans

- a. [Core Competency](#)
- b. [Core Competency Behaviors](#)
- c. [Advanced Practice Behaviors](#)
- d. [Completing the Learning Plan](#)

# The Learning Plan

Students and their Field Instructors develop a learning plan which guides the learning experiences and skill development during the course of their internship. The learning plan focuses on the 10 Core Competencies identified by the CSWE:

## **Core Competencies**

- Competency #1: Identify as a professional social worker and conduct oneself accordingly.
- Competency #2: Apply social work ethical principles to guide professional practice.
- Competency #3: Apply critical thinking to inform and communicate professional judgments.
- Competency #4: Engage diversity and difference in practice.
- Competency #5: Advance human rights and social and economic justice.
- Competency #6: Engage in research-informed practice and practice-informed research.
- Competency #7: Apply knowledge of human behavior and the social environment.
- Competency #8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
- Competency #9: Respond to contexts that shape practice.
- Competency #10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
  - 10(A): Engagement  
Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities; use empathy and other interpersonal skills; and develop a mutually agreed-on focus of work and desired outcomes.
  - 10(B): Assessment  
Collect, organize, and interpret client data; assess client strengths and limitations; develop mutually agreed-on intervention goals and objectives; and select appropriate intervention strategies.

- 10(C): Intervention

Initiate actions to achieve organizational goals; implement prevention interventions that enhance client capacities; help clients resolve problems; negotiate, mediate, and advocate for clients; and facilitate transitions and endings.

- 10(D): Evaluation

Social workers critically analyze, monitor, and evaluate interventions.

### **Learning Plans**

- At the beginning of placement a *Learning Plan* is developed by the student and the field instructor at the internship site.
- This *Learning Plan* is a contract between the student and agency that defines the ten core competencies, competency practice behaviors, tasks, duties, and/or activities for meeting the behaviors, and a timeframe for completion.

### **Completing the Learning Plan**

- The Learning Plan is developed by the Field Instructor and Student. The Student should initially review the plan and include any desired learning experiences. The Field Instructor reviews the student's suggestions and should broaden and challenge the experience.
- Description of the Internship
  - If the student is new to the agency, the field instructor may need to assist the student in providing detail about the internship. If an Internship description is available, please attach.
- Learning Plan Behaviors and Tasks
  - Review the practice behaviors for each competency and identify related tasks/experiences that will allow the student to learn the necessary knowledge and skills to demonstrate competency of the behavior.
  - Identify when the task will be complete. Many tasks may be "ongoing", if learning will occur throughout the internship.
- Both the Field Instructor and Student must sign and date the Learning Plan.
- Please refer to the Timeline for the date that the learning plan is due to the Field Education Office.
- The Learning Plan may be altered throughout the internship to reflect any changes that occur in the learning experience. The student should give themselves as much credit as possible for what they are learning.