# College of Social Work

## Learning Plan Development Guide

**Learning Plan Guidelines & Hybrid Learning Activities**

Field education programs must ensure that the demonstration of social work competencies is through in-person contact, which refers to interpersonal interactions with clients and constituencies, and may include the use of digital technologies (Accreditation Standard [AS] 3.3.3, 2022 Educational Policy & Accreditation Standards [EPAS] Interpretation Guide). The EPAS allows for technology-based social work practice (e.g., telehealth, telework, phone contact with colleagues, clients, and constituents, remote access to platforms and projects, etc.).

*Council on Social Work Education (CSWE) Guidance: AS 2.2.4: Current Commission on Accreditation (COA) interpretation allows "in-person" contact to be accomplished through digital technologies. There is neither a minimum requirement regarding direct client contact hours nor a maximum regarding virtual contact hours.*

### a) Developing Your Learning Plan

As students begin developing their Learning Plan for their Foundational or Advanced placements, they are encouraged to use these guidelines to ensure their approach and activities meet field requirements.

All Learning Plan activities must include: 1) the student action, and 2) the way in which action or activity completion will be verified by their agency field supervisor. The example below includes both the **_action_** and the **_verification aspect_**.

> Activity Example: I will **_complete research focusing on expanding services to marginalized groups,_** such as immigrants and refugees, and **_provide a "report out" during a staff meeting_** to share my findings.

**Learning Plan Guidelines**

**One (1) activity minimum:** For each blank practice behavior listed within a competency, students should include a minimum of **one** meaningful activity as well as a method to verify the activity was completed.

**1. Required activities:** The UK CoSW has integrated some required activities into the Learning Plan.

**2. Personalize activities:** Students should develop activities using 1st person language and use "I will" action statements.

**3. Tailor to issue/agency/population:** Activities should be tailored to reflect the placement agency, service arena, and strategies in working with the agency's target populations. Sample activities and examples from this document may be used to inspire activities. Generic activities in this guide should be tailored by the student to their specific placement and goals.

**4. Verification** – Students will choose from the verification methods offered within their Learning Plan in Tevera.

Reflecting on the question, "How will my supervisor know that I complete this?" is a good way to determine the verification method for each activity. Students must include this 2nd step that closes the loop on the activity for assessment purposes.

Methods to verify activity completion may include:

- Discussing the activity during supervision
- Developing and discussing a written document based on conducted research/exploration, such as a report, fact sheet, summary, or proposal.
- Developing and discussing a written reflection that documents your thoughts and observations, such as a process recording, critical case incident, or competency reflection

    Attendance and/or participation at a specific event

**5. Evaluation:** Students may consider including a student evaluation activity that expands on their major accomplishments by documenting what worked well during the experience, what could be improved upon, and recommendations for improvements to student and client experiences.

**b) Agency-Connected Learning Activity Areas**

In support of fulfilling students' field requirements and educational competencies, remote opportunities may be needed throughout the semester to support their in-agency learning.

Field Instructors and Task Supervisors should include off-site field learning activities that students may complete in the event of a temporary field disruption and/or agency closures. The following examples of potential activities should be tailored to the student's agency and is not an exhaustive list. Field Instructors and Task Supervisors may develop other activities or training in addition to those provided.

> **Practicum Activity Descriptions:** The following descriptions may be helpful in categorizing field hours based on activities. Students should consider the intention when assigning time and not just the nature of the activity. There can be multiple ways to identify field work. For example, communicating with an agency stakeholder might fall under client contact or meetings/conferences, depending on context.
>
> - **Client Contact** – (includes micro-mezzo-macro client systems) i.e., phone contact, emails, therapy sessions, in-person, virtual; individuals, groups, organizations, communities, and institutional client systems are included in this category.
>
> - **Supervisory Conferences** – Weekly meetings with Agency Field Instructor, Task Supervisor, External Field Instructor, or other supervision sessions, etc.
>
> - **Orientation or Training** – New student/volunteer orientation, trainings, and ongoing professional development.
>
> - **Meetings/Conferences outside Agency** – Attending or collaborating with external groups and organizations, including community stakeholder groups, task forces, community partner meetings, etc.
>
> - **Observation of Others –** Observing a client session, program meeting, multi-disciplinary team, etc.
>
> - **Paperwork/Documentation –** Creating plans, reviewing/revising manuals, and developing documents; developing Field Learning Plan, assessments, and timesheets; drafting grant proposals, research summaries and internal memos; documenting client case notes, group summaries, etc.
>
> - **Policy/Advocacy Work –** Outreach, education, and social media; researching policy strategies and solutions; drafting issue briefs, contacting stakeholder groups regarding policy initiatives; actively campaigning; conducting communications for the purpose of policy education or activism/advocacy.

- **Evaluation Work** – Reviewing research and program evaluation data; compiling reporting materials; conducting key informant interviews, focus groups, and participation in other forms of quantitative/qualitative research.

- **Seminar Participation** –Completing seminar assignments including discussions, reports, group work, and attendance of live/synchronous sessions. Students may not go over a maximum of 25 hours towards seminar participation in classes with required seminar activities and assessments. (*NOTE: seminar participation hours are only for foundation students (SW 444, SW 445, and SW 640; no seminar participation hours are allowed in SW 740, SW 741, SW 745, or SW 746)*

- **Self-Care** – All practicum students may count one hour of self-care each week during their practicums.

- **Other Hours** – Self-care (no more than one hour per week and must be included in the Learning Plan and approved by the Agency Field Instructor), related-learning experiences, etc.

### c) *Remote Learning Activities by Social Work Competencies

The following activity examples are organized by the social work competency that each support. The following examples of potential activities should be tailored to student's agency and are not exclusive to these competency areas. Included are links to supplemental opportunities as it relates to each competency for use when developing the Learning Plan.

**\*All remote learning activities must be coordinated with and approved by agency field instructors and task instructors and listed on the student's learning plan**.

**Competency 1: Demonstrate Ethical and Professional Behavior**
- Appropriate and timely use of email, virtual supervision, and communication during uncertain times
- Develop new workplan, including due dates, for written products to be submitted to the Agency Field Instructor while working remotely
- Select a standard in the NASW Code of Ethics. Reflect in writing on differences or points of tension between the Code and agency policy/procedure and/or services.
- Read literature on the Code of Ethics and write a summary about how it applies to social work practice
- Review COVID-19 Ethics Resources and discuss with supervisor: https://www.socialworkers.org/About/Ethics/Ethics-Education-and-Resources/COVID-19-Ethics-Resources

- Review an ethics-related case study identified by the Agency Field Instructor/Task Supervisor or Course Instructor, OR reflect on a personal experience regarding ethical dilemma in field and respond in writing to factors that must be considered
- Review history of NASW Code of Ethics. Reflect on its evolution to address gaps. Identify specific areas where gaps remain
- Review an ethical decision-making model (sample: https://www.naswma.org/page/100/Essential-Steps- for-Ethical-ProblemSolving.htm) and use this to analyze an ethical dilemma from your agency
- Identify Ted Talks, YouTube videos and podcasts related to social work practice. Write about personal reactions and how your learning applies to agency ethical and professional practice.
- Ethics and Boundary Issues –Continuing Education for Social Workers, free: https://ce4less.com/Profession/Social-Work-Ceus  [3 hours]
- Self-care
- Dangerous Cortisol Levels: How to Reduce Them, https://heartmdinstitute.com/stress-relief/dangerous-cortisol-levels-how-toreduce-them/ .
- General Stress Management, https://www.helpguide.org/articles/stress/stressmanagement.htm
- Mindfulness Based Stress Reduction Program, which includes body scans and other relaxation techniques:  https://palousemindfulness.com
- Body Scan Meditation, https://www.verywellmind.com/body-scan-meditationwhy-and-how-3144782
- Reduce Tension with Progressive Muscle Relaxation, https://www.verywellmind.com/reduce-tension-with-progressive-musclerelaxation-3144608
- How to Reduce Stress with Breathing Exercises, https://www.verywellmind.com/how-to-reduce-stress-with-breathingexercises-3144508
- Physical Symptoms of Panic Disorder and Anxiety, https://www.verywellmind.com/physical-symptoms-of-panic-and-anxiety2584248
- Technology Safety – Best Practices When Using Mobile Devices for Advocacy ( 2 hours). https://www.techsafety.org/resources-agencyuse/mobilecomputingbestpractices

**Competency 2: Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice**

- Complete writing assignment about strategies that promote social justice and human rights considering agency mission and practice
- Create list of ways the agency could advocate for social, economic, environmental justice and human rights in the agency's work
- Review advocacy agency website that you would like to learn more about and write a summary of how their work could impact the work completed by your agency. Potential sites:
    - [United Nations](#)
    - [Amnesty International](#)
    - [American Civil Liberties Union](#)
- Research a human rights issue of interest and write a summary of how human rights organizations are working to ameliorate the condition. Some examples of human rights issues:
    - Freedom of speech
    - Civil and political rights
    - Education
    - Health Disparities
    - Discrimination
    - Women's rights
    - Gender equality
    - Reproductive rights
    - LGBTQ rights
    - Disability rights
    - Voting rights
- Identify Ted Talks, YouTube videos and podcasts related to social work practice. Write about personal reactions and how your learning applies to advancing human rights

**Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice**

- Utilize self-reflection to think about how personal identities and biases may show up in practice
- Apply a diversity and difference in practice lens through research and writing to current projects
- Read and write a reflection on current literature related to diversity and difference

- Write a reflection looking at how your own intersecting identities impact your work and relationships within the field agency and with client/community groups being served
- Review the NASW Code of Ethics standards related to oppression, discrimination and marginalization and suggest improvements.
- Research, identify, and complete an online training focused on a population served by the agency. Identify how this information could be used to better advocate for the needs of this population in practice
- Identify Ted Talks, YouTube videos and podcasts related to social work practice
- Write about personal reactions and how your learning applies to diversity and difference in practice
- Unconscious Bias training – Project Implicit and through Microsoft, https://www.mslearning.microsoft.com/course/72169/launch . (3 hours)
- Gender Equality: Review the following report and create a list of gender related issues to discuss with your agency supervisor
- LGBTQ Healthcare Equality Index: review the executive summary and pay special attention to your state's performance. Discuss with agency leaders and create a plan for action.
- Feminism and Social Justice – https://www.humanrightscareers.com/magazine/courseon-feminism-and-social-justice [10 hours]
- In writing, identify the unique cultural composition of the client population served by the agency. Identify ways in which the agency meets the needs of the client population and identify how this could be improved

**Competency 4: Engage in Practice-Informed Research and Research-Informed Practice**

- Research and write a critique of articles that inform agency's practice
- Continue research pertaining to current projects
- Develop focus group questions or survey instruments related to a need in the agency
- Develop research questions that emerge from work with the client system and agency setting. Discuss with Agency Field Instructor and or Course Instructor and identify resources that inform (or answer) the research question.
- The National Collaborating Centre for Methods and Tools – evidence informed decision making in social work practice with certificates, webinars and tutorials, https://www.nccmt.ca/learningcentre/EN/index.php [unlimited]
- National Child Abuse and Neglect Data System (OMB #0970-0424) ( 4 hours) https://www.federalregister.gov/documents/2020/03/17/202005500/proposed-information-collection-activity-national-child-abuse-andneglect-data-system-omb-0970-0424?utm_medium=email&utm_source=govdelivery

- Review NASW's Research and Data page: https://www.socialworkers.org/News/Research-Data and develop a one pager on topic that relates to your agency

**Competency 5: Engage in Policy Practice**

- Explore local, state, and federal policies that impact organization and/or the affected community, write summary
- Write a policy brief
- Write a letter to the editor about a policy issue impacting your agency
- Complete an analysis of a political candidate's plans for policy change
- Read social work voting toolkit ( https://votingissocialwork.org/#) and develop a plan for implementation within the agency
- Creating Trauma Informed Systems (2 hours) https://www.nctsn.org/trauma-informed-care/creating-traumainformed-systems
- Review Social Work Policy Institute's Report from their 2017 Policy Summit: https://www.socialworkers.org/LinkClick.aspx?fileticket=wcmBfKpf1Lw%3D&portalid=0, discuss with your supervisor any elements of policy practice that relate to your agency

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

- Attend virtual meetings or phone consultations
- Reflect in writing about how personal experiences, beliefs and identities impact your relationships in field
- Plan and participate in remote meeting, support group, or other intervention
- Review literature related to culture and cultural humility and write about how it impacts your work in the agency and how services are delivered
- Center for Deployment Psychology webinars – free, https://deploymentpsych.org/online-training-courses. [varied hours]
- Telebehavioral Health Training – four modules including cultural considerations, https://uk.instructure.com/enroll/XD6KJW . [3 hours]
- Review motivational interviewing resources and discuss with agency supervisor: https://case.edu/socialwork/centerforebp/practices/motivational-interviewing/motivational-interviewing-resources

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

- Research assessment instruments used by agencies who offer similar services

- Create an assessment instrument (survey, focus group questions, interview questions) to better understand community/client needs
- Review case study for strengths, challenges and systemic factors impacting the clients and/or client group
- Society of Clinical Child & Adolescent Psychology – Evidence-based Therapies: https://effectivechildtherapy.org/therapies/
- Access to Care for Individuals with Disabilities in Rural Communities, provides seven modules on strategies and resources to support individuals with disabilities. https://www.ruralhealthinfo.org/toolkits/disabilities. [4 hours]

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

- Review effectiveness of evidence-based practice models and discuss ways that model could be implemented in field placement agency
- Review case study for strengths, challenges and systemic factors impacting the intervention and or implementation of the intervention
- Substance Use Disorder (SUD) Core Curriculum Webinars – 22 different modules, one hour each, https://pcssnow.org/education-training/sud-corecurriculum/ [up to 22 hours]
- Parent-Child Interaction Therapy (PCIT) – FREE Online Training https://www.pcitwebcourse.pcit.ucdavis.edu
- Suicide Prevention in Rural Areas 7 modules https://www.ruralhealthinfo.org/toolkits/suicide?utm_source=racupdate&utm_medium=email&utm_campaign=update091819 . [4 hours]
- Psychological First Aid Training https://www.coursera.org/learn/psychological-first-aid#about

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

- Assess agency process for seeking client feedback and make recommendations for improvement
- Review literature on termination of relationships within the workplace setting (with agency staff, community partners, clients, etc.)
- Think about and plan discussions for terminations with task groups, community members/clients, and agency staff considering current circumstances
- In writing, identify the structures in place for evaluating the agency's outcomes. Compare and contrast this evaluation mechanism with structures in place for similar agencies (in other counties, states, countries).
- The Community Tool Box is a free, online resource for those working to build healthier communities and bring about social change, offering over numerous

modules on community assessment, planning, intervention, evaluation, advocacy, and other aspects of community practice. https://ctb.ku.edu/en/table-of-contents [up to 30 hours – work with your practicum instructor to determine projects and the number of hours for each]

- Rural Health Toolkit provides 21 different training opportunities on evidence informed practice within rural communities. https://www.ruralhealthinfo.org/toolkits [4 hours] each]

### d) Crisis Response Activities

Students may also work with their agencies on crisis response policies, procedures, notifications, and outreach and education materials (handouts, PowerPoints, webinars, PSAs, etc.), based on the crisis.

Activities may include:

- Help with public education about staying healthy.
- Connect clients to Medicaid/Medicare or other affordable healthcare plans.
- Propose revisions to agency policies and procedures about safety.
- Contact clients to inform them of any changes to regularly scheduled services.
- Create lists of referrals to other community resources their clients may need.
- Work on projects or plans for future events or initiatives, including supply distribution.
- Engage in virtual professional development to assist them in their agency (webinars, Diagnostic and Statistical Manual-5 review, informational interviews with partner organizations, etc.).
- Craft awareness efforts via placement's social media accounts.
- Compose advocacy writings to elected officials about issues and legislation the agency is connected to/populations they serve.
- Creating fliers about local services for basic needs and support groups.
- Engage in advocacy-related activities intended to support vulnerable and marginalized groups during a public health emergency, such as prisoner rights and resources for those experiencing homelessness.

### e) Free Online Trainings for Social Work Students

The following online trainings may be useful as students prepare to work with specific populations and practice areas. Many of these resources have numerous training, certification and education resources, and should be explored for relevance to placement agencies. Students are encouraged to include online and virtual learning

opportunities that have specific relevance to their practice arena, target client population, field agency, and substantive areas of professional interest.

**Center for Disease Control and Prevention, Injury Prevention and Control: Division of Violence Prevention**

- Connecting the Dots: Introduction to the Links between Multiple Forms of Violence
  https://vetoviolence.cdc.gov/apps/connecting-thedots/node/4
- Preventing Adverse Childhood Experiences:
  https://vetoviolence.cdc.gov/apps/aces-training/#/#top
- Principles of Prevention: https://vetoviolence.cdc.gov/apps/principles-ofprevention/
- STRYVE: Striving to Reduce Youth Violence Everywhere:
  https://vetoviolence.cdc.gov/apps/stryve/
- Understanding Evidence: https://vetoviolence.cdc.gov/apps/evidence/

**Center for Financial Social Work**

- Free Resources (Webinars, eBooks, and Videos):
  https://financialsocialwork.com/resources#

**Darkness to Light: End Child Sexual Abuse**

- Child Abuse Statistics Review: https://www.d2l.org/child-sexual-abuse/statistics/
- Darkness to Light: Stewards of Children Sexual Abuse Prevention Online Training
  (has associated fee) https://www.d2l.org/education/stewards-ofchildren/online/

**ESRI Academy (through UNC Libraries)**

- Getting Started with GIS Web Course:
  https://www.esri.com/training/catalog/57630434851d31e02a43ef28/get ting-started-with-gis/

**Human Rights Campaign**

- All Children, All Families Webinars: https://www.hrc.org/resources/all-children-allfamilies-webinars

**Merlot**

- Access to curated online learning and support materials and content creation tools, led by an international community of educators, learners and researchers. https://www.merlot.org/merlot/

**National Association of Social Workers (NASW)**

- NASW Members – Social Work Online CE Institute
Many resources available at no charge for current members:
https://naswinstitute.inreachce.com/

**National Implementation Research Network (NIRN)**

- 2019 Summer Institute on Implementation Science (recorded presentations and handouts) https://nirn.fpg.unc.edu/resources/2019summer-institute-implementation-science-materials

**National Neighborhood Indicators Project**

- Webinar Series: https://www.neighborhoodindicators.org/get-involved/webinars

**NC Area Health Education Centers**

- Opioid Education for Community Health Workers
Online Series:
https://www.ncahec.net/news/aheconnect-offers-free-online-opioid-education-series-for-community-health-workers/

**NC State Center for Family and Community Engagement**

- A Resource Parent's Guide to Intellectual and
- Developmental Disabilities (IDD)
- https://cface.chass.ncsu.edu/services/professional-training/child-welfare-training/on-demand/resource-guide-to-intellectual-and-developmental-disabilities/
- Game Building as Engagement:
https://cface.chass.ncsu.edu/services/professional-training/child-welfare-training/on-demand/game-building-as-engagement/
- Learning to Support, Include, and Empower Lesbian, Gay, Bisexual, Trans*, and Questioning Youth in Substitute Care:
https://cface.chass.ncsu.edu/services/professional-training/child-welfare-training/on-demand/supportlgbtq/

- How Loss Impacts Youth in Foster Care: What is our role and responsibility within these relationships? https://cface.chass.ncsu.edu/services/professional-training/child-welfare-training/on-demand/how-loss-impacts-youth-in-foster-care-what-is-our-role-within-these-relationships/

**OER Commons (Open Education Resources)**
- 20. OER Professional Learning programs support instructors and curriculum specialists to gain the necessary skills required to find, adapt, and evaluate high quality open materials: https://www.oercommons.org/

**Prevent Child Abuse NC**
- Recognizing and Responding to Suspicions of Child Maltreatment: https://www.preventchildabusenc.org/recognizingresponding-online-course/
- What is Prevention? https://preventchildabusenc-lms.org/

**HeatheKnowledge Site: https://healtheknowledge.org/?redirect=0**

Wide arrange of courses on multiple topics. Requires account registration. Topics include
- Opioid use DO: https://healtheknowledge.org/course/index.php?categoryid=91

- Substance Misuse Prevention:
  https://healtheknowledge.org/course/index.php?categoryid=54
- Sexual and Reproductive Health:
  https://healtheknowledge.org/course/index.php?categoryid=51
- Suicide Prevention:
  https://healtheknowledge.org/course/index.php?categoryid=114

**UC Davis Health: Children's Hospital**
- Parent Child Interaction Therapy (PCIT) Online Training: https://pcit.ucdavis.edu/pcit-web-course/
- UNC SSW Clinical Lecture Series (livestreaming available):
- https://cls.unc.edu/clinical-lecture-series/
- UNC SSW Field Education: Creating Trans Affirming Field Placements:
- https://ssw.unc.edu/sswevents/online/field-edu

- UNC SSW Focus on Family and Disability Lecture Series (livestreaming available): https://cls.unc.edu/family-focusand-disability-clinical-lecture-series/

**US Department of Health and Human Services**

- Improving Cultural Competency for Behavioral Health Professionals (4 courses): https://thinkculturalhealth.hhs.gov/education/behavioral-health?gclid=CjwKCAjwmKLzBRBeEiwACCVihrCTf-z-ciTbHQqhHxk7U-ZQYs_taiL7OAZOF8mw5X9Yy950CAtmbhoC368QAvD_BwE

**Westfield State University, Interdisciplinary Behavioral Health Collaboration (IBHC) Project**

- Free Online Integrated Behavioral Healthcare Training Modules (16 different modules on a variety of healthcare and specialized population topics): http://www.westfield.ma.edu/interdisciplinary- behavioral-healthcollaboration/modules

**f) Media Resources with Mental Health & Social Work Relevance**

The following films may be useful in gaining perspective around a specific mental health need or diagnosis, as well as understanding the dynamic role the environment plays into social work practice areas. Activities involving films and movies should include some type of reflective learning aspect.
<u>Note: Take care when considering films to review as some may find them triggering</u>.

| | |
|---|---|
| One Flew Over the Cuckoo's Nest (1975) | What about Bob? (1991) |
| Precious (2009) | Misery (1990 |
| Monster (2003) | Walk the Line (2005) |
| Leaving Las Vegas (1995) | A Beautiful Mind (2001) |
| 28 Days (2000) | Rachel Getting Married (2009) |
| American Sniper (2014) | Shutter Island (2010) |
| Silver Linings Playbook (2012) | August Osage County (2013) |
| Garden State (2004) | Perks of Being a Wallflower (2014) |

Inside Out (2015)

What's Eating Gilbert Grape (1993)

Girl Interrupted (1999)

The King of Staten Island (2020)

The Bridge (2006)

The Devil & Daniel Johnston (2005)

Outside the House (2017)

The Horseboy (2009)

Don't Call Me Crazy (2013)

Thin (2006)

The Anonymous People (2013)

Of Two Minds (2012)

Lost Angels: Skid Row is my Home (2010)

Take Your Pills (2018)

Light in the Darkness (2019)

The Wounds We Cannot See (2017)

OC87: The Obsessive Compulsive, Major Depression, Bipolar, Asperger's Movie (2010)

The Other Sister (1999)

** This is not an exhaustive list and many other films documentaries can be utilized in activities.

## g) YouTube Videos

The following YouTube videos were selected for their relevance and connection to social work competencies and should be accompanied by a reflection or dialogue as part of the learning process.

1. Anthony Jack-"Access Isn't Inclusion"

   https://www.youtube.com/watch?v=j7w2Gv7ueOc

2. Bob Davids-"The Rarest Commodity is Leadership without Ego"

   https://www.youtube.com/watch?v=UQrPVmcgJJk

3. Charles Smith-"How the U.S. Can Address the Tragedy of Veteran Suicide"

   https://www.youtube.com/watch?v=PLZV9Aj0e1Q

4. Ibram X. Kendi-"The Difference between Being Not Racist and Antiracist"

   https://www.youtube.com/watch?v=KCxbl5QgFZw

5. Jame Geathers-"Taking off the Mask of Bipolar: Remove the Stigma from Mental Illness" https://www.youtube.com/watch?v=gjVsQH6bIsU

6. James White Sr.-"50 Years of Racism: Why Silence Is Not the Answer"
   https://www.youtube.com/watch?v=r9DDE7NV1Nw

7. Janet Stovall-"How to Get Serious about Diversity and Inclusion in the
   Workplace" https://www.youtube.com/watch?v=kvdHqS3ryw0

8. John Nieuwenberg-"The Cultural Taboos of Suicide and Mental Illness"
   https://www.youtube.com/watch?v=STMp6w38k3g

9. Juliana Mosley-"Cultural Humility"
   https://www.youtube.com/watch?v=Ww_ml21L7Ns

10. Juliette Powell-"It Is About Time We Challenge Our Unconscious Biases"
    https://www.youtube.com/watch?v=thkmVv54e6M

11. Latanya White-"The Audacity of Privilege"
    https://www.youtube.com/watch?v=YdUObMAXcdU

12. Lillian Medville-"Your Privilege is Showing" https://www.youtube.com/watch?v=R4b_ojKx6UI

13. Melanie Funchess-"Implicit Bias: How it Affects Us and How We Push
    Through" https://www.youtube.com/watch?v=Fr8G7MtRNlk

14. Regina Chow Trammel-"Using Mindfulness to Deal with Everyday Pressures"
    https://www.youtube.com/watch?v=zmEgH6i3HWE

15. Sara Sanford-"How to Design Gender Bias Out of Your Workplace"
    https://www.youtube.com/watch?v=IfOqyuxb5S0

## h) Books

The following books may provide new perspectives and unique opportunities for students to immerse themselves in content and rich understanding in relevant areas. This is not an exhaustive list and all reading activities should be accompanied by further reflection, discussion, and/or connection to a student's practice area, placement agency, or client population. Some book entries include suggestions for reflecting and processing their content. Please check the WVU and/or public library system for availability.

1. ***Ain't I a Woman: Black Women and Feminism*** by bell hooks
   A groundbreaking work of feminist history and theory analyzing the complex relations between various forms of oppression. Ain't I a Woman examines the impact of sexism on black women during slavery, the historic

devaluation of black womanhood, black male sexism, racism within the recent women's movement, and black women's involvement with feminism.

2. ***American Paper Son: A Chinese Immigrant in the Midwest*** by Wayne Hung Wong A story of one such Chinese immigrant who came to Wichita, Kansas, in 1935 as a thirteen-year-old "paper son" to help his father's restaurant there. This vivid first-person account addresses significant themes in Asian American history through the lens of Wong's personal stories.

3. ***An Unquiet Mind: A Memoir of Moods and Madness*** by Kay Redfield Jamison In her bestselling classic, An Unquiet Mind, Kay Redfield Jamison changed the way we think about moods and madness. Dr. Jamison is one of the foremost authorities on manic-depressive (bipolar) illness; she has also experienced it firsthand. For even while she was pursuing her career in academic medicine, Jamison found herself succumbing to the same exhilarating highs and catastrophic depressions that afflicted many of her patients, as her disorder launched her into ruinous spending sprees, episodes of violence, and an attempted suicide. Jamison examines bipolar illness from the dual perspectives of the healer and the healed, revealing both its terrors and the cruel allure that at times prompted her to resist taking medication. An Unquiet Mind is a memoir of enormous candor, vividness, and wisdom—a deeply powerful book that has both transformed and saved lives.

4. ***A Trick of The Light*** by Lois Metzger
Synopsis: This story, narrated through the voice of an eating disorder–anorexia– details the struggles of 14-year-old Mike as he overcomes his insecurities and body image issues.
*What Social Workers Can Learn: Delve into the psyche of a teenage boy with anorexia to develop insight on how to combat eating disorders.*

5. ***Blackout: Remembering the Things I Drank to Forget*** by Sarah Hepola; For Sarah, alcohol was the "gasoline of all adventure". Spending her evenings at cocktail parties and dark bars where she proudly stayed until last call. Drinking felt like freedom, part of her birthright as a strong, enlightened 21st century woman. But there was a price. She often blacked out, waking up with a blank space where four hours should be. A memoir of unblinking honesty and poignant, laugh-out loud humor, BLACKOUT is the story of a woman stumbling into a new kind of adventure – the sober life she never wanted. Shining light into her blackouts, she discovers the person she buried, as well as the confidence, intimacy, and creativity she once believed came only from a bottle. Her tale will resonate with anyone who has been forced to reinvent or struggled in the face of

necessary change. It's about giving up the thing you cherish most – but getting yourself back in return.

6. ***Double Double*** By Ken Grimes
   Synopsis: A mother and son explore their experiences of alcoholism and recovery together.

*What Social Workers Can Learn: Compare mother and son as they confront addiction and define their own terms of success in recovery.*

7. ***From the Front Lines: Student Cases in Social Work Ethics*** By Juliet Cassuto Rothman
   Synopsis: Provides students with a decision-making process for ethical issues. " Now a part of the Core Competencies Series, "From the Front Lines: Student Cases in Social Work Ethics," "4/e" helps students develop a method of decision-making while providing examples with a number of case studies. Part One teaches readers the rationale for each part of the decision-making process and the tools needed to address it professionally. Part Two encompasses a thorough presentation and consideration of cases that address ethical dilemmas, issues, and problems which occur in social work practice. This text also encourages students to explore their own values and how they are used in everyday life as well as professionally. Connecting Core Competencies series -- Each chapter highlights the core competencies and practice behavior examples found in the Educational Policy and Accreditation Standards (EPAS) set by the Council on Social Work Education (CSWE). Critical thinking questions throughout reinforces these connections. Learning Goals Upon completing this book, readers will be able to:
   *Develop a method for decision making for ethical dilemmas, issues, and problems which occur in social work practice. Explore their own values. Relate their decision making to real world examples.*

8. ***Heeling Neen*** By Tonier Cain
   Synopsis: The transcendent story of Tonier "Neen" Cain's emergence from drug addiction, multiple incarcerations and two decades of homelessness to become a tireless advocate and educator on the devastating impact of childhood abuse . . . and the need to rethink how we treat the shattered adults severely traumatized children become.

9. ***I Have the Right To: A High School Survivor's Story of Sexual Assault, Justice and***
   ***Hope*** by Chessy Prout and Jenn Abelson
   The numbers are staggering nearly one in five girls ages fourteen to seventeen have been the victim of a sexual assault or attempted sexual assault. This is the

true story of one of those girls. In 2014, Chessy Prout was a freshman at St. Paul's School, a prestigious boarding school in New Hampshire, when a senior boy sexually assaulted her as part of a ritualized game of conquest. Chessy bravely reported her assault to the police and testified against her attacker in court. Then, in the face of unexpected backlash from her once-trusted school community, she shed her anonymity to help other survivors find their voice. This memoir is more than an account of a horrific event. It takes a magnifying glass to the institutions that turn a blind eye to such behavior and a society that blames victims rather than perpetrators. Chessy's story offers real, powerful solutions to upend rape culture as we know it today. Prepare to be inspired by this remarkable young woman and her story of survival, advocacy, and hope in the face of unspeakable trauma.

10. ***I Hate You. Don't Leave Me: Understanding the Borderline Personality***
By: Jerold J. Kreisman, Hal Straus
People with Borderline Personality Disorder experience such violent and frightening mood swings that they often fear for their sanity. They can be euphoric one moment, despairing and depressed the next. There are an estimated 10 million sufferers of BPD living in America today—each displaying remarkably similar symptoms: a shaky sense of identity; sudden violent outbursts; oversensitivity to real or imagined rejection; brief, turbulent love affairs; frequent periods of intense depression; eating disorders, drug abuse, and other self-destructive tendencies; and an irrational fear of abandonment and an inability to be alone. For years BPD was difficult to describe, diagnose, and treat. But now, for the first time, Dr. Jerold J. Kreisman and health writer Hal Straus offer much-needed professional advice, helping victims and their families to understand and cope with this troubling, shockingly widespread affliction.

11. ***Invisible Nations: Homeless Families in America*** By Richard Schweid
Every year, more than 2.5 million children are left homeless in the United States and the number of such families continues to rise annually. In every state, children are living in small quarters packed in with relatives-- in cars, in motel rooms, or in emergency shelters. In this vividly written narrative, experienced journalist Richard Schweid takes us on a spirited journey through this "invisible nation,' giving us front- row dispatches of suffering families on the edge. Based on indepth reporting from five major cities, Invisible Nation looks backward at the historical context of family homelessness as well as forward at what needs to be done to alleviate this
widespread, although often hidden, poverty. Invisible
Nation is a riveting must-read for everyone who cares about inequality, poverty and family life.

12. ***It Gets Better: Coming Out, Overcoming Bullying, and Creating a Life Worth Living*** by Dan Savage Synopsis: In response to several highly publicized incidents of LGBT youth being bullied and driven to suicide, Savage began the It Gets Better Project, which began as a series of videos and evolved into a book of essays, written by celebrities and non-celebrities alike, that aims to engage young people who are struggling with their fears and feelings. *What Social Workers Can Learn: Build your capacity to provide hope when hope is scarce, which is applicable to LGBT youth, but also to anyone who is struggling.*

13. ***Saving Normal*** by Allen Frances
    Synopsis: Frances, who has been "credited with spearheading the anti-DSM-5 efforts," delves further into what he believes to be over-diagnosis and overmedication of the public.
    *What Social Workers Can Learn: Learn where you stand on the use of diagnoses and prescription medication. Read the scathing critique of DSM-5 and then use your clinical judgment accordingly.*

14. ***Stir It Up: Lessons in Community Organizing and Advocacy*** by Rinku Sen
    Synopsis: The author uses her experiences rallying for economic justice with women's groups to outline priorities and strategies to advance the mission of social change groups.
    *What Social Workers Can Learn: Learn how to rally for justice and strategize for social change.*

15. ***The New Jim Crow: Mass Incarceration in the Age of Colorblindness*** by Michelle Alexander
    Synopsis: Once in a great while a book comes along that changes the way we see the world and helps to fuel a nationwide social movement. The New Jim Crow is such a book. Praised by Harvard Law professor Lani Guinier as "brave and bold," this book directly challenges the notion that the election of Barack Obama signals a new era of colorblindness. With dazzling candor, legal scholar Michelle Alexander argues that "we have not ended racial caste in America; we have merely redesigned it." By targeting black men through the War on Drugs and decimating communities of color, the U.S. criminal justice system functions as a contemporary system of racial control—relegating millions to a permanent second-class status—even as it formally adheres to the principle of colorblindness. In the words of Benjamin Todd Jealous, president and CEO of the NAACP, this book is a "call to action."

    ***Acknowledgement:*** *Thank you, University of Northern Iowa! This is a guide that an MSW student created when she was the Rod Library Youth Collection's GA. It provides lots of resources on children and mental health, with a special focus on*

*materials for a youth audience, including books for a wide range of ages. This guide is intended to provide a comprehensive list of books organized by age level that address topics of mental illness*

# Field Education Office
# Sample Learning Plan Activities

The following list includes suggestions for activities that relate to specific competencies. While some activities might reflect multiple competencies, a student cannot list the same activity under multiple competencies on the Learning Plan.

| Sample Activities | Foundation | Advanced |
|---|---|---|
| **1. Demonstrate Ethical & Professional Behavior** | | |
| Discuss each social work ethic core value and what its' application and presentation might look like within this particular agency (in which the student is placed). | | X |
| Gather information about how agency uses social media and social media policies. | X | X |
| Develop a social media campaign/presence for agency or a specific event. | X | X |
| Conduct a Personal Social Media & Technology audit. | X | X |
| **2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice** | | |
| Select a social justice issue and research 3 articles. | X | |
| Interview/Meet with (##) social works engaged in human rights work. | X | X |
| Shadow a patient rights advocate and write a reflection in your weekly journal. | X | X |
| Research a current issue or legislative action that requires advocacy, and organize a letter-writing campaign among your staff, volunteers, etc. | X | X |
| 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. | X | X |
| Identify and discuss instances when culture and diversity influence the outcomes of practice, policy, and program implementation in context with this current placement agency. | | X |
| Identify an outdates policy and advocate for change to better serve client population. | X | X |
| **3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice** | | |
| Attend a diversity training | X | |
| Attend an arts/cultural/community event outside of student's own culture. | X | X |
| Interview a social worker who works with a culture different from the student's culture. | X | |

| | Foundation | Advanced |
|---|---|---|
| Interview a staff member of differing culture than the student. | X | |
| Complete a reading (journal, book, news articles) relevant to client or neighborhood culture. | X | X |
| Identify and discuss at least one personal bias (student's) and value that might potentially influence the student's work with any diverse group. | X | X |

| **Sample Activities** | **Foundation** | **Advanced** |
|---|---|---|
| Interview a minority client about their experiences as a mental health consumer. | | X |
| Research social justice issues as they relate to (issue) & interventions on the macro level which address these issues. | X | X |
| Research ways in which different cultures may present and experience depression. | X | X |
| Attend a community meeting or celebration in the agency's neighborhood. | X | X |
| Identify agency practices that promote diversity. | | X |
| Student located in an urban agency shadow a worker in a rural agency (or vice versa). | X | X |
| Observe agency programs to recognize different populations served and to identify how this observation helps engage diversity in practice. | | X |

**4. Engage in Practice-informed Research & Research-informed Practice**

| | Foundation | Advanced |
|---|---|---|
| Review research and books on a topic relevant to your work. | X | X |
| Research self-soothing techniques to teach clients | X | X |
| Interview an agency representative to see how client outcomes are assessed and how research is utilized at the agency. | X | X |
| Research poverty statistics, incidences of homelessness, incarceration and other items related to agency work to better understand community and to state need for services. | | X |
| Identify ways in which evidence-based practice is used in funding and grant writing | | X |

**5. Engage in Policy Practice**

| | Foundation | Advanced |
|---|---|---|
| Identify government bodies that regulate or fund the agency. | X | X |
| Help prep or interview staff about the process for accreditation/re-accreditation. (CSWE, JCAHO, etc.) | X | X |
| Compete the agency's HIPPA training. | X | X |
| Review patient rights policy and write a reflection in a weekly journal. | X | X |
| Attend a court hearing or legal proceedings. | X | X |
| Attend an Area Commission meeting or community meeting in the agency's neighborhood. | X | X |
| Attend a Board meeting. | X | X |
| Attend meetings of the "umbrella" organization or affiliating agency, such as United Way. | X | X |

**6. Engage with Individuals, Families, Groups, Organizations, & Communities**

| | | Foundation | Advanced |
|---|---|:---:|:---:|
| | Observe (##) of intake interviews. | X | X |
| | Gather the "story" of 1-2 clients that have used and/or benefited from the agency's services. | X | X |
| | Take intake calls, calls for agency information, or constituent calls. | X | X |
| | Learn techniques to engage resistant clients. | X | X |
| **Sample Activities** | | **Foundation** | **Advanced** |
| | If student is at an "umbrella agency" or advocacy organization; Visit direct service "member" agencies of affiliates to see its operation; meet with a client via that partner agency. | X | X |
| | If student is at a State agency (ex. KY DCBS): Visit a local agency; meet and interview direct service workers; shadow client interactions; and/or participate in assessments. | X | X |
| | Call parents to communicate student behaviors, performance (positive and negative), and other program information. | X | X |
| | Engage tenants through work on the tenant outreach hotline to gather information to improve services. | X | X |
| **7. Assess with Individuals, Families, Groups, Organizations, & Communities** | | | |
| | Attend at least one board meeting, training, or data warehouse meeting to learn about board governance. | X | X |
| | Assess (##) clients using the 40 Developmental Assets. | X | X |
| | Read DSM-V on most frequently dealt with diagnoses. | X | X |
| | Sit with agency's RN or psychiatrist to observe a different perspective/evaluation of a client. | X | X |
| | Observe a psychological evaluation given by a psychiatrist within the agency. | X | X |
| | Discuss with supervisor typical family structures and stressors that clients have and how those structures and stressors could affect clients. | X | X |
| | Apply for benefits through the KY DCBS to understand process that clients go through. | X | X |
| | Shadow a worker at another agency that offers a similar service. Identify differences in worker approach and agency culture. | X | X |
| **8. Intervene with Individuals, Families, Groups, Organizations, & Communities** | | | |
| | Observe the field instructor or other staff members engaged in interaction with clients. | X | |
| | Shadow and observe a social worker doing a home visit. | X | X |
| | Conduct at least 3 interactions with clients, groups, or committees in the presence of Field Instructor | X | |
| | Provide case management to a minimum of 3 clients | X | X |
| | Observe (##) of (type) groups. | X | |
| | Develop a new psychoeducational group and run the group at the agency. | | X |
| | Demonstrate effective termination skills prior to the last day of the field placement. | X | X |
| | Complete two client discharge summaries by the end of the placement. | X | X |
| | Interview and shadow at least two social workers who perform (type of service). | X | X |
| | Identify agencies that provide services for which agency clients are most commonly linked. | X | X |

| | | Foundation | Advanced |
|---|---|:---:|:---:|
| | Visit other agencies or relevant settings; understand referral processes for linking clients to these agencies. | X | X |
| | Teach a class or workshop for clients. (i.e., ESL, citizenship, personal finance/budgeting, resume preparation, interviewing skills) | X | X |
| | Start a program for agency's clients that the student has interest in. | X | X |
| **Sample Activities** | | **Foundation** | **Advanced** |
| | Work on writing a grant application with partner agencies. | X | X |
| | Create a flyer to market your agency and the internship to future students. | X | X |
| | Update the agencies website. | X | X |

| **9. Evaluate with Individuals, Families, Groups, Organizations, & Communities** | | | |
|---|---|:---:|:---:|
| | Participate in the preparation of agency audits. | X | X |
| | Participate in a peer review. | X | X |
| | Actively participate in case reviews/team meetings. | X | X |
| | Observe evaluation activities at a different agency that uses similar interventions. | X | X |
| | Accompany agency professional to various sites to view specific evaluations. | X | X |
| | Develop a survey/evaluation to use with a client group and administer to several clients. | | X |
| | Create a method to evaluate the staff's perception of the usefulness of (type of) activities. | | X |
| | Engage agency professionals in order to gain guidance and increase understanding of methods and measures used to determine the value of program/intervention. | | X |
| | Document and evaluate patient/client progress on individual and group notes using electronic records. | | X |
| | Outline personal thoughts/ideas concerning improvement of service delivery of various programs pertaining to (type of service). | | X |

**Student Use Disclaimer:**

The information contained within this guide is intended solely for educational purposes of students who accept full responsibility for its use. While we have taken every precaution to ensure that the content of this guide is both current and accurate, errors can occur. The program assumes no responsibility of liability for any errors or omissions in the content of this guide. The information contained is provided on as "as is" basis with no guarantees of completeness, accuracy, timeliness and without any warranties of any kind whatsoever, express, or implied. The program does not warrant that this guide and any material downloaded will be uninterrupted, error-free, omission-free, or free of viruses.