

**VIRGINIA STATE
UNIVERSITY**
**DEPARTMENT OF SOCIAL
WORK**
**MASTER OF SOCIAL WORK
PROGRAM**



**FIELD
INSTRUCTOR
ORIENTATION
TRAINING**

Online Module 4
Training 2022+



MODULE 4

**The EPAS Competencies and Using the Learning Plan to full
advantage**

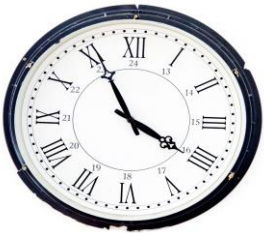
Helping The Student Write Their Learning Plan

- In 2008, the Council on Social Work Education (CSWE) mandated that all accredited social work programs transition to competency-based learning.
- In 2015, CSWE updated the Educational Competencies. The Student Assignment is given to all students in field, the Self-Assessment and Field Practicum Learning Plans is centered around the Educational Competencies and guide the student's learning during the internship, as well as the evaluation of their performance.

THE LEARNING PLAN/CONTRACT



Learning should be planned, intentional, and evaluated. *(The Learning Contract is a vehicle to do this. A “blueprint” for learning during the semester. Minimizes misunderstanding)*



A guide at evaluation time



Meaningful, not just because the school requires it.



A “living” document *(It may change over the semester, due to changes in tasks or speed of grasping concepts)*

UNDERSTANDING THE LEARNING PLAN

- The formation of the learning plan is probably one of the most important tools that a field instructor and student can use to guide the internship experience. It is vital that the student and Field Instructor work together to create goals, and objectives and identify learning experiences. The learning plan is created in the first couple of weeks of the practicum, however, is expected to be updated throughout the year.
- The learning plan is the opportunity for students to learn how to write goals in specific and measurable ways, how to incorporate learning objectives, and identify the mechanisms for that learning (tasks).
- It is based on the EPAS Competencies listed in the next slide and is a parallel process to the creation of treatment plans for clients.

9 COMPETENCIES

[HTTPS://WWW.CSWE.ORG/GETATTACHMENT/ACCRREDITATION/STANDARDS-AND-POLICIES/2015-EPAS/2015EPASANDGLOSSARY.PDF](https://www.cswe.org/getattachment/accrreditation/standards-and-policies/2015-epas/2015epasandglossary.pdf)

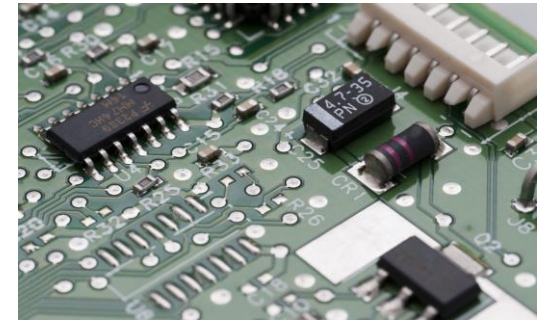
- 1) Demonstrate Ethical & Professional Behavior. ...
- 2) Engage Diversity and Difference in Practice. ...
- 3) Advance Human Rights and Social, Economic, and Environmental Justice. ...
- 4) Engage in Practice-informed Research and Research-Informed Practice. ...
- 5) Engage in Policy Practice.
- 6) Engage with Individuals, Families, Groups, Organizations, and Communities
- 7) Assess Individuals, Families, Groups, Organizations, and Communities
- 8) Intervene with Individuals, Families, Groups, Organizations, and Communities
- 9) Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Partial Example of a Learning Plan/Contract

Competency	Behavior	Placement Tasks	How are Tasks measured? <small>(How will you know it was accomplished? E.g. 100% Completed, 80% not adhering to rules, etc.)</small>	Target Dates
1. Demonstrate Ethical and Professional Behavior	Make ethical decisions by applying the standards of the 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 the context; (V)	E.g. <ul style="list-style-type: none"> Follow the NASW ethical standards of boundary setting 		
	use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; (V)			
	demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; (S)			

BASIC COMPONENTS OF A LEARNING PLAN/CONTRACT

- Broad Objective Concept
 - Practice activity
 - Evidence of practice activity learning objective or goal
 - Evidence of learning
- What is the broad focus of my practice(s) (learning)?
 - What will I do?
 - What will I learn?
- Timeline
 - When will I start/complete my practice objectives?
- How will I demonstrate/articulate my learning?
 - How will I know I have done it?



Generalist Year and Specialization Year – Competencies (EPAS)
are categories of overall goals

arning
e It?

Practice Descriptors in each category guide the goals

Within the objectives, students identify the timeline and measurement

When will I start/complete my
practice objectives?

How will I know I have done it?

ATTENDANCE LOG – Currently on Paper but Will Switch To Online Documentation

Week # ____

**Virginia State University
Department of Social Work
Internship/Field Practicum
Weekly Intern Attendance Log**

Directions: Complete the form weekly for the duration of the internship. Submit to the course instructor for the student file. Do not submit if incomplete or without the site supervisor's initials and date of approval.

Student Name: _____ Week of: _____

Agency Name: _____ Site Supervisor: _____

SECTION 1 - Direct Service Work (Record all hours here done directly with clients; this may include face-to-face, crisis services in person or over the phone, assessments, intakes, etc.)

Direct Service to **Adult individual** clients _____ hours Direct Service to **Children** _____ hrs.

Direct Service in **group** format _____ hours (**Adult** _____ or **Children** _____ group?)

Direct service to **families** _____ hours

How many hours **spent** with direct service adult or children clients who **has** a documented mental health diagnosis _____

Total direct hours for this week _____

Section 2 - Indirect Service Work (Record all hours here completed for the site without clients present)

Case Recordings/Clinical Documentation
(Writing case notes/case plans, reports, Proposals, etc.) _____ hours

Staff Meetings/Treatment Plan Meetings _____ hours

In-Service Training _____ hours

Public Relations, outside presentations or consultation with other agencies (*only applies to field placement*) _____ hours

Individual Supervision (Site Supervisor) _____ hours

Other _____ hours
(please specify)

Total Indirect hours for this week _____

Total Internship hours for this week _____ (Add Section 1 & 2)

Number of Direct Client Contact hours to Date _____ (This is a running total from each week)

I have reviewed this week's log completed by the VSU Department of Social Work Student Intern.

Site Supervisor's Signature and Date: _____

I attest that all hours on this attendance log is correct and honest. _____

Student Signature & Date

Rev. (2/2022)

HOLISTIC COMPETENCE

- The 2015 EPAS added a dimension of learning and assessment which was based on implicit evaluation in the past. It is now part of the explicit evaluation.
- Demonstration of holistic 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 in regard to unique practice situations (EPAS 2022)

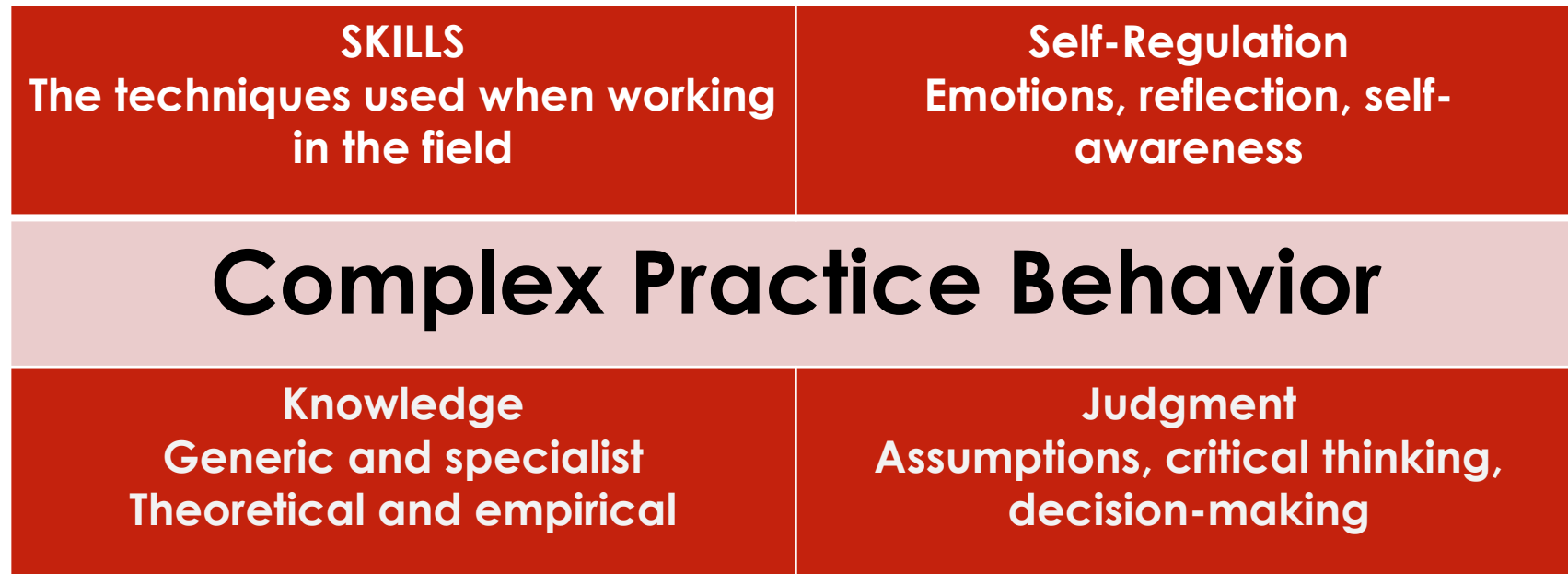
Easy Ways To Come Up With Ideas For Learning Plan/Contract

- We suggest writing down all of the skills and behaviors you would like your student to work on/demonstrate by the end of the placement.
 - Meetings to attend, clients to see, community projects, the range is endless
- Make this a large list, free write (you do not need to use all of them)
- Then go to the 9 competency areas and decide which area the activity/concept/behavior fits into.
 - Some activities/knowledge/behaviors can be included in more than 1 area)
- We will be going over this activity in our live in-person or Zoom Session

Implications For Teaching And Learning Holistic Competence

- What are the pedagogical approaches used to achieve integration for holistic competence?
- In social work we have assumed that this type of integration takes place in the field
 - Reflective discussion in-field instruction based on process recordings
 - The role of the faculty field liaison
 - The role of the seminar

A Model of Holistic Competence in Social Work – 4 components

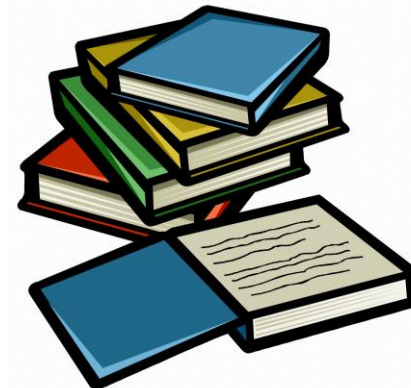


THANK YOU FOR BEING A FIELD INSTRUCTOR 😊

- Your Faculty Field Liaison (the student's seminar instructor) is willing and ready to help and answer questions regarding the learning plan.
- The Office of Field Education (OFE) can also help with this student assignment.
- There is a Sample Learning Plan/Contract available if you are someone who likes to see what a completed plan looks like.
- We look forward to seeing you at our Session.

BOOKS & ARTICLES THAT CAN HELP

- Hodgson, D., Walford, H. (2007) Journal of Practice Teaching & Learning 7(1) 2006-07, pp.50-66. (Accessible online with a google search).
- Larkin, S. (2018). A Field Guide for Social Workers: Applying Your Generalist Training. pp.49-71. Sage, CA. ISBN 1506379249
- Field Instructor Resources on the Virginia State University Department of Social Work-MSW website



Term Structure of Interest Rate Volatility and Macroeconomic Uncertainty *

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This draft: January 25, 2014

Abstract

We propose a new model of the yield curve to capture both the dynamics of their conditional mean and the term structure of interest rate volatility. The new class of affine term structure models exhibits multiple unexpected stochastic volatility factors without imposing constraints on the conditional means of yields. The common movement in the volatilities extracted from the model provides a new measure of economy-wide uncertainty, and we use it to study the impact uncertainty has on the macroeconomy. Towards the end of the Great Recession, uncertainty accelerated the very lower bound for the short-term interest rate, which in concert with deflation, and contributed to higher unemployment rates.

Keywords: affine term structure models, stochastic volatility, macroeconomic uncertainty, Bayesian estimation.

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REFERENCE

- Bogo, Mirian (2016). Field Summit, Boston College, Boston Massachusetts
- The University of Maine, School of Social Work (2020).



**THIS ENDS MODULE 4
YOU CAN PRINT THIS
INFORMATION TO REFER TO, AS
NEEDED**