

# SAMPLE

## Corrective Action Plan for Fred Jonestandlandingham to complete SWRK 6720

Fred will complete his 113 hours of his MSW Foundation placement according to the following amendments to his learning contract:

1. Obj. #15:

- Fred will follow a self care plan to support his mental health including:
  - Stress management
  - Identifying when a task is too stressful w/ Alleah

Timeline: Ongoing.

**Priority Level: Highest**

2. Obj. #9:

- Alleah Dishes will get information on a jump drive for two clients Fred had been working with. Fred will review this information and create an updated assessment for each client. Alleah and Fred will meet this Friday, 3/26/10 for Alleah to give the info to Fred. Fred will attempt to complete this within a week and return to Alleah on the jump drive.
- Alleah will explore with IT and the Ex. Dir. at Agency the possibility of Fred creating Interim Behavior Plans w/ a couple of clients. Alleah will get back w/ Fred to see if this is a feasible option.
- Fred will shadow Joe Faculty at a meeting at the Suchandsuch Institute on the Clean Water Initiative. (Schedule this w/ Joe by 3/26/10).
- Fred will attend a Board of Commissioners meeting (Get date/time from Joe by 3/26/10).
- Fred will discuss and process the communication skills he observes as effective and ineffective at the community level w/ Joe and Alleah (at weekly supervision).

Timeline: See each individual bullet above.

3. Obj. #4: Fred will write a document reflecting on:

- Oppression and discrimination he observed that client's of Agency experience.
- Strategies of advocacy he observed at Agency and that he has experienced personally.
- The impact that the Peer Support movement has on clients in regard to social justice for them.

Timeline: By 4/2/10

4. Obj. #5: Fred will write a document reflecting on:

- Observations of interactions between clients and staff at Agency and how these interactions may have impeded or promoted progress or independence of the client.
- How a specific client's developmental stage in their life affects issues/problems/challenges they are facing.
- How Fred's specific developmental stage in his life affects issues/problems/challenges he has recently experienced.

Timeline: By 4/9/10

5. Obj. #6:

- Fred will shadow Joe Faculty to explore how social work knowledge and skills are applied in the community, i.e. the Edison Project/Promise Grant. (Schedule this w/ Joe by 3/26/10).
- Fred will explore developing an Independent Study with Joe Faculty that bridges his Foundation Placement with a PP&A placement with Joe in the Fall semester. (Independent Study to be conducted during summer, if feasible). Complete required paperwork (see attachment) for independent study and submit to Curriculum Chair by 4/15/10, if Joe and Fred choose to pursue this.

6. Obj. #7:

- Fred will review the new contract from Alleah that addresses Peer Supports and their integration into the Agency.
- Fred will analyze and write a document expressing how the Peer Support policy impacts workers at Agency, i.e. Case Management duties and roles.

Timeline: 4/16/10

7. Obj. #8:

- Fred will familiarize himself with the principles of Multi-systemic Therapy (MST). Through research and reflect his acquired knowledge to Alleah during supervision.
- Fred will create a document summarizing what he has learned about MST

Timeline: 4/22/10

8. Obj. #11:

- Fred will explore how Agency fits in with other health and human service agencies by activities such as:
  - Interviewing an Agency Board member
  - Observe a Board Meeting

Timeline: 4/29/10

9. Shiloh Flexington, Alleah Dishes and Fred will meet on 4/30/10 to review Fred' progress and to determine if additional amendments are needed and/or if Fred will need to extend his placement into Summer I to fulfill required hours.

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Field Instructor: \_\_\_\_\_ Date: \_\_\_\_\_

Secondary Field Instructor: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Liaison: \_\_\_\_\_ Date: \_\_\_\_\_

# SAMPLE

## Corrective Action Plan for Suzannah SwimSwimlongtimefromnowtimefromnow SWRK 6720 Spring 2011

1. Suzannah will demonstrate initiative communicating assertively to launch the student programming she has developed by 1/20/11.
2. Suzannah will report on progress of implementing the student programming weekly with both Field Instructors and take initiative to implement any and all problem solving suggestions they make the following week.
3. Suzannah will report progress and challenges to progress on student programming implementation each week with her Field Instructors. She will bring ideas of ways to solve problems to sessions with her Field Instructors and will ask Field Instructors for suggestions. Between Field Instructor sessions, Suzannah will take initiative, persevering in the face of barriers and challenges to use the problem solving strategies developed collaboratively with her Field Instructors.
4. Suzannah will bring three ideas of projects or activities that she is interested in participating or creating to her Field Instructors by 1/20/11.
5. Suzannah and her Field Instructors will develop plans for Suzannah to become involved in these activities/projects by 1/30/11.
6. Suzannah will perform process recordings with three clients each week and review them with Talena (Secondary Field Instructor) focusing specifically on the level of engagement with each client. In these process recording notes, Suzannah will document her review of each client's treatment plan and her own plans of following up during session with the client on treatment goals.
7. Suzannah will role play assertive communication with Talena weekly that she will then generalize to a communication with a staff member at the agency weekly. Suzannah will then process these experiences with Talena each week. These assertive communications will include asking a question in each staff meeting, sharing an observation with another staff member each week. Suzannah's progress will be evaluated by both Field Instructors weekly and by 2/28/11.

Suzannah's progress will be evaluated by both Field Instructors weekly. By 2/28/10 both Field Instructors will report on her progress to the Faculty Liaison to determine if Suzannah is making adequate progress or if the Faculty Liaison should request a Professional Review Committee (PRC) to determine the appropriateness of Suzannah continuing in the MSW program.

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Field Instructor: \_\_\_\_\_ Date: \_\_\_\_\_

Secondary Field Instructor: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Liaison: \_\_\_\_\_ Date: \_\_\_\_\_

# SAMPLE

## Action Plan for Chris Jonestandlandingham SWRK 6720 Spring 2010

1. Student will verbally articulate what social work is, what social workers do, and the main points of the NASW Code of Ethics to his Field Instructors and Faculty Liaison by 1/31/10.
2. Student will verbally articulate the goals and objectives of his learning contract and what the purpose of the learning contract to his Field Instructors and Faculty Liaison by 1/31/10.
3. If Student does not articulate the information in items #1 and 2 at a level of competency expected for a Masters level Social Work Student, a Professional Review Committee (PRC) will be requested by the Faculty Liaison to determine if Student is adequately prepared to continue in the MSW program at this time.

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Field Instructor: \_\_\_\_\_ Date: \_\_\_\_\_

Secondary Field Instructor: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Liaison: \_\_\_\_\_ Date: \_\_\_\_\_