

**University of Akron**

**School of Social Work and Family Sciences**

**Tips in Writing Learning Activities**

This information is taken from the actual Field Tool under number 2 under the guidelines.

When writing, the learning activities should be connected with specific dimensions drawn from behaviors connected with the specific CSWE competencies. The dimensions are: Knowledge (K), Values (V), Skills (S), and Cognitive/Affective Processes (includes critical thinking, affective reactions, and exercise of judgment).

Think of the dimensions as a necessary element for Learning to occur. When writing the learning activities, you will see suggested specific dimensions that the learning activity may include. This will help you to write that specific learning activity. Any learning activity can be written with a focus on any Dimension, but a minimum of 4 learning activities must be written for each Dimension. 4 Learning activities = Knowledge (K); 4 learning activities = Values (V); 4 learning activities = Skills (S); and 4 learning activities = Cognitive/Affective Processes (C/A). Remaining learning activities may be written within any Dimension.

When writing the learning activities, they should be written in a SMART Format:

* SMART = Specific, Measurable, Attainable, Relevant, Timely.
* Sample Frame to apply in writing each learning activity: (Student) will do What, by When, and How will it be Measured.
* Examples: 1. (K) Kim will identify and read five (5) academic journal articles on Autism by November 5, 2019; she will summarize and discuss key points in supervision by December 1, 2019."
* 2. (CA) "Liam will evaluate the quality of an intervention strategy used with 10 client participants by March 10, 2019; he will develop a poster showing results of his research and present this at a Colloquium event on April 25, 2019."

As a final reminder, Learning Activities should be considered organic and can be modified by the Student, in consultation with Field Instructor throughout the placement, up until the fourth week of the second semester. Student progress on conducting Learning Activities should always be up to date and readily available for discussion and Field Instructor feedback. This document should be part of the weekly supervision so there is always ongoing discussion of the learning, allow for ongoing assessment of skill development as well as keeping aware of any time when a learning activity may need to be revised.