



DEPARTMENT OF SOCIAL WORK **MSW Foundation Year Learning Plan and Evaluation**

Student Name: \_\_\_\_\_ School Term: \_\_\_\_\_

Field Agency: \_\_\_\_\_ Field Instructor: \_\_\_\_\_

Instructions for Evaluation: This chart indicates the standard for scoring the ten competencies. Also, under each competency, there are behavioral indicators to consider, in determining the overall scoring of each competency. The behaviors will have a “minus” (if the student has not mastered the behavior, and a “check” if the student has mastered the behavior. This evaluation process will be done at the end of semester one and two of the field year. You will notice that “NA” is allowed in semester one only, and means the student has not had a chance to master the behavior/competency yet. For example: If a student has an equal amount of checks and minuses, then the competency score should not be over “3”. You will notice that the highest score possible for semester one is “3”, which indicates students are not expected work at a high level of mastery at this point in their education.

Semester One	Semester Two	
N/A		N/A
1 FAIL	1 FAIL	Student is not able to demonstrate the practice behavior of the competency at this time. May or may not have a clear understanding of the competency.
2 PASS	2 FAIL	Student is at a beginner’s level in ability to demonstrate the practice behaviors of this competency. May be able to demonstrate some but not all of the practice behaviors. May understand competency and recognize it when he or she sees it. AND/OR – I have concerns about student’s performance related to this competency. The student is expected to improve in this area with additional experience.
3 PASS	3 PASS	Student exhibits solid skills in this area and is able to demonstrate the practice behaviors of this competency at the expected level for a student at this point in their internship. The student is expected to improve in this area with additional experience.
	4 PASS	Student demonstrates the practice behaviors of this competency more consistently and seamlessly than most students at this point in the internship. The student could use additional experience to improve and refine skills in this area.
	5 PASS	Student consistently demonstrates competency above the expected level in this area – has work experiences and/or natural gifts that enable her or him to perform at a higher level than expected at this point in the internship.

Instructions:

Learning Plan: Since faculty wants students to have the best practice experience possible, we have developed a list of helpful standard learning tasks. Students are expected to develop one or more tasks, to add to this list, based on their specific agency situation.

Midterm Evaluations: Review the “Field Evaluation Checklist” to identify problem/issues. If issues are identified proceed with plan of action. Make comments in the midterm section for each semester and obtain signatures.

Final Evaluations: (For semester one only, review “Field Evaluation Checklist” as above.) For semester’s one and two, complete competency scores, make comments, and obtain signatures. (At the end of semester two only, the student gives originals of all forms to the Field Liaison and they become part of their WKU student file.

## STUDENT LEARNING PLAN

### EPAS COMPETENCIES (EP 2.1.1 – EP 2.1.10)

#### 2.1.1 Identify as a professional social worker and conduct one-self accordingly.

- Review and comply with all “Agency” and “Field” policy.
- Share syllabi with field instructor and complete all journals/assignments on time.
- Attend and participate in agency meetings including trainings, staff meetings, and multi-agency meetings.
- Always work collaboratively with all team members and relate positively with others.
- Always take initiative to plan and complete agency and field work in a timely manner; be on time and prepared for all agency/field activities.
- Establish and adhere to a regular supervision schedule and utilize supervision appropriately (using your syllabus and this learning plan to guide discussion);
- Respond to agency/university emails and phone calls promptly, using proper etiquette, while avoiding social media during field hours.
- Appearance and behavior is consistently appropriate for a professional setting.
- Always be respectful to and supportive of clients, supervisor and co-workers.
- Develop and follow a self-care plan.
- Identify countertransference issues and shows awareness of how these could impact their professionalism.
- Seek consultation/supervision and practice personal reflection and self-correction to assure continual professional development.
- OTHER:

#### 2.1.2 Apply social work ethical principles to guide professional practice.

- Read agency Code of Ethics and compare with NASW Code of Ethics. Discuss this in supervisor.
- Tolerate ambiguity in resolving ethical conflicts.
- Apply code of Ethics appropriately and consistently when faced with an ethical dilemma (or when given a scenario).
- Recognize and manage personal values in a way that allows professional values to guide practice.
- OTHER:

#### 2.1.3 Apply critical thinking to inform and communicate professional judgments.

- Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.
- Always maintains a high level of self-awareness about the impact of verbal and non-verbal communications.

- Complete all required professional writing accurately and present agency and field documentation in a timely manner.
- Student will interview clients and provide written reflection in journals.
- Field instructors will observe student while interviewing clients or co-facilitating groups.
- Develop varied communication skills by presenting at least one oral case presentation; complete at least one written assessment.
- Always express written documentation, ideas or concepts clearly, with an absence of errors.
- Develop planned change process and be able to understand the definition and discuss how it is implemented in helping clients achieve their goals.
- Prepare and share professional communications with client systems (of all sizes), colleagues, supervisor, other agency personnel, etc. Evaluate the effectiveness of these differing communications with field instructor, looking at strengths and areas for improvement.
- OTHER:

#### 2.1.4 Engage diversity and difference in practice.

- Look for systems of oppression and disparities related to diversity that affects clients at the agency.
- Research and read relevant articles pertaining to diverse populations and to enhance cultural sensitivity and discuss with field instructor.
- Student will engage with clients that differ in age, class, gender, etc. and research pertinent information. With the use of reflection recordings and supervision, field instructor will discuss student's knowledge and sensitivity around recognizing differing cultural issues.
- Always reflect respect for and appreciation of diverse opinions, and view themselves as learners and engage those with whom they work as informants.
- OTHER:

#### 2.1.5 Advance human rights and social and economic justice.

- Participate in at least one community activity to advocate for human rights and social and economic justice (community outreach events, and public policy meetings, advocacy groups).
- Examine the impact of oppression and discrimination on the delivery of services within your agency.
- Discuss issues of oppression and discrimination with at least 3 clients from a vulnerable population, to glean from people's stories how social injustice operates in their lives.
- Student will research advocacy methods and come up with at least two relevant actions that they will take on behalf of client issue(s).
- Familiarize self with current political events and their effects on clients in your agency.
- OTHER:

#### 2.1.6 Engage in research-informed practice and practice-informed research.

- Read and analyze relevant literature which impacts service delivery in your agency.

- Discuss issues with experts/agency staff (who are conducting research or doing best practice) about their work and apply the research findings to your own work.
- Student will be able to identify both qualitative and quantitative ways to evaluate their own practice within the agency.
- Identify research activities utilized by the agency including data collection/statistics, current research projects and program evaluation.
- Student will critically analyze, and then discuss with field instructor, the current information gathered by the agency for purposes of assessment.
- OTHER:

#### **2.1.7 Apply knowledge of human behavior and the social environment.**

- Use various theories to inform client behaviors and interactions and discuss with field instructor.
- Complete a psychosocial assessment and discuss it with FI, showing understanding of the range of “normal” or “functional” behavior of client, as well as areas of needed growth or attention.
- Critique and apply knowledge to understand person and environment.
- Utilize an eco-map and/or genogram in assessing level and quality of social systems in a client context.
- Observe and participate in client intakes and assessments, treatment plans, case reviews and consultation. Discuss with field instructor.
- Complete a psychosocial assessment and upon completion, will discuss what social work skills were used as well as strengths and weakness on conducting this assessment. This will be completed according to assignment guidelines in SWRK 623.
- Identify conceptual frameworks that explain development and impact on a client system.
- Provide an assessment of a client system in the context of person in environment.
- Discuss the integration of theory and practice with field instructor.
- OTHER:

#### **2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

- Complete Orientation Checklist with FI.
- Identify current public policy and relevant legislation issues on service provision to your agency/clients.
- Attend staff and board meetings and/or relevant community meetings where policies are being discussed.
- Formulate ideas towards advocacy in the interests of improving policies specific to your practice context or agency.
- Study history and current structure of your agency; discuss with field instructor the funding streams, federal/state/local laws that govern services.
- Communicate with and discuss policy development and formulation with legislators/ community leaders/board

members/administrators.

- OTHER:

#### 2.1.9 Respond to contexts that shape practice.

- Review, evaluate, and appraise current agency services, as well as needs and trends in the communities in which services are being provided.
- Compile data around demographics regarding who is seeking services at agency. Explore ways to provide outreach to other populations.
- Research and discuss the agency responsiveness, capacity, relevancy, and resources available for change.
- Consider the implication of technology in developing programs and services.
- Discuss with field instructor how client interventions can change as clients' situations shift.
- Student will be aware of gaps in knowledge and skills and initiate efforts to address these gaps.
- Is able to observe and identify changes in agency dynamics in response to changes in the system (e.g. personnel lay off, promotion, new policy, etc) and offer suggestions as to how agency could better reach populations or develop more sustainable services.
- OTHER:

#### 2.1.10 Students engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

- Shadow and observe effective colleagues and other interns during assessments, interventions, and evaluations. Debrief sessions with staff and field instructor.
- Assist, conduct and debrief client interviews using agency formats; compare to classroom tools.
- Demonstrate ability to help client's solve problems using interventions to negotiate and mediate.
- Solicit feedback on outcomes and analyze data; and, initiate actions to achieve organizational change/improvement.
- Co-facilitate group meetings for clients, agencies, communities.
- Demonstrate effective use of empathy and interviewing skills.
- Develop mutually agreed upon long and short term goals with clients/groups.
- Collect, organize and interpret data; assess client strengths and limitations; and select and utilize appropriate intervention strategies to help clients solve problems. Discuss with field instructor.
- Develop evaluations and intervention questions to further assessments and service needs. Discuss in supervision.
- Attend to professional boundaries and ethical behavior in terminating services with clients. Use reflection recordings and journals to reflect on transition and termination issues.

- Discuss with FI, the current agency strengths and weaknesses related to the incorporation of critical thinking into: Assessment; Prevention; Intervention; Evaluation
- Complete quality assessments, case plans, interventions and case notes, per agency expectations.
- OTHER:

Signature of Student/Date: \_\_\_\_\_

Signature of Field Instructor/Date: \_\_\_\_\_

Signature of Field Liaison/Date: \_\_\_\_\_

**Competence #1: Intern identifies as a professional social worker and conducts himself/herself accordingly. (Final Score Semester 1 \_\_\_\_\_ Semester 2 \_\_\_\_\_) Place a “checkmark” beside the behaviors accomplished. Place a “minus” beside the behaviors not yet accomplished.**

**Semester    1       2       Comments**

1.1	Knows the profession’s history		
1.2	Has a commitment to enhancing the profession		
1.3	Has a commitment to conducting himself/herself as a professional social worker		
1.4	Has a commitment to career-long learning and growth		
1.5	Advocates well for client access to the services of social work		
1.6	Practices personal reflection and self-correction to assure continual professional development		
1.7	Attends well to professional roles and boundaries		
1.8	Demonstrates professional demeanor in appearance		
1.9	Demonstrates professional demeanor in communication		
1.10	Uses supervision and consultation effectively		

**Competence #2: Intern applies social work ethical principles to guide his or her professional practice. (Final Score Semester 1 \_\_\_\_\_ Semester 2 \_\_\_\_\_) Place a “checkmark” beside the behaviors accomplished. Place a “minus” beside the behaviors not yet accomplished.**

**Semester    1       2       Comments**

	Is knowledgeable about the value base of the profession		
	Is knowledgeable of, and abides by, the ethical standards of the profession		
	Is knowledgeable, and abides by, laws relevant to social work		
	Recognizes and manages personal values in a way that allows Professional values to guide practice (e.g., on such issues as Abortion and gay rights)		
	Tolerates well ambiguity in resolving ethical conflicts		
	Is able to apply strategies of ethical reasoning to arrive at principled decisions		

**Competence #3: Intern applies critical thinking to inform and communicate professional judgments. (Final Score Semester 1 \_\_\_\_\_ Semester 2 \_\_\_\_\_) Place a “checkmark” beside the behaviors accomplished. Place a “minus” beside the behaviors not yet accomplished.**

**Semester 1      2      Comments**

3.1	Is knowledgeable about the principles of logic and scientific inquiry		
3.2	Is able to grasp and comprehend what is obscure		
3.3	Is skilled in using critical thinking augmented by creativity and curiosity		
3.4	Has good assessment skills		
3.5	Has good problem-solving skills		
3.6	Has good data gathering skills		
3.7	Analyzes complex material well		
3.8	Is skilled at appraising and integrating multiple sources of knowledge; including research-based knowledge and practice wisdom		
3.9	Is skilled at analyzing models of assessment, prevention, intervention, and evaluation		
3.10	Demonstrates effective oral communication in working with individuals, families, groups, organizations, communities, and colleagues		
3.11	Demonstrates effective written communication in working with individuals, families, groups, organizations, communities, and colleagues		

**Competence #4: Intern engages diversity and difference in practice. (Final Score Semester 1 \_\_\_\_\_ Semester 2 \_\_\_\_\_) Place a “checkmark” beside the behaviors accomplished. Place a “minus” beside the behaviors not yet accomplished.**

**Semester 1      2      Comments**

4.1	Treats diverse clients with dignity and respect		
4.2	Is knowledgeable and respectful of clients who differ by such factors as age, class, color, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation		
4.3	Recognizes the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance		

	privilege and power		
4.4	Has sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups		
4.5	Recognizes and communicates her or his understanding of the importance of difference in shaping life experiences		
4.6	Views herself or himself as a learner and engages those he or she works with as informants		

**Competence #5: Intern advances human rights and social and economic justice. (Final Score Semester 1 \_\_\_\_\_ Semester 2 \_\_\_\_\_) Place a “checkmark” beside the behaviors accomplished. Place a “minus” beside the behaviors not yet accomplished.**

		Semester	1	2	Comments
5.1	Recognizes that each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care and education				
5.2	Recognizes the global interconnections of oppression and is knowledgeable about theories of justice and strategies to promote human and civil rights				
5.3	Understands the forms and mechanisms of oppression and discrimination				
5.4	Is skilled at advocating for human rights and social and economic justice				
5.5	Is skilled at engaging in practices that advance social and economic justice				

**Competence #6: Intern engages in research-informed practice and practice-informed research. (Final Score Semester 1 \_\_\_\_\_ Semester 2 \_\_\_\_\_) Place a “checkmark” beside the behaviors accomplished. Place a “minus” beside the behaviors not yet accomplished.**

		Semester	1	2	Comments
6.1	Is skilled at using practice experience to inform research				
6.2	Is skilled at employing evidence-based interventions				
6.3	Is skilled at evaluating her or his practice				
6.4	Is skilled at using research findings to improve practice, policy, and social service delivery				
6.5	Comprehends quantitative research				
6.6	Comprehends qualitative research				
6.7	Understands scientific and ethical approaches to building knowledge				

**Competence #7: Intern applies knowledge of human behavior and the social environment. (Final Score Semester 1 \_\_\_\_\_ Semester 2 \_\_\_\_\_) Place a “checkmark” beside the behaviors accomplished. Place a “minus” beside the behaviors not yet accomplished.**

		Semester	1	2	Comments
7.1	Is knowledgeable about human behavior across the life course				
7.2	Is knowledgeable about the range of social systems in which people live				
7.3	Is knowledgeable about the ways social systems promote or deter people in maintaining or achieving health and well-being				
7.4	Is skilled at applying theories and knowledge				

	about biological variables, social variables, cultural variables, psychological variables, and spiritual development		
7.5	Is skilled at utilizing conceptual frameworks to guide the processes of assessment, intervention, and evaluation		

**Competence #8: Intern engages in policy practice to advance social and economic well-being and to deliver effective social work services. (Final Score Semester 1 \_\_\_\_\_ Semester 2 \_\_\_\_\_) Place a “checkmark” beside the behaviors accomplished. Place a “minus” beside the behaviors not yet accomplished.**

		Semester	1	2	Comments
8.1	Understands that policy affects service delivery				
8.2	Actively engages in policy practice				
8.3	Is knowledgeable about the history of social policies and services				
8.4	Is knowledgeable about current social policies and services				
8.5	Is knowledgeable about the role of practice in policy development				
8.6	Is skilled at analyzing, formulating, and advocating for policies that advance social well-being				
8.7	Is skilled at collaborating with colleagues and clients for effective policy action				

**Competence #9: Intern responds to contexts that shape practice. (Final Score Semester 1 \_\_\_\_\_ Semester 2 \_\_\_\_\_) Place a “checkmark” beside the behaviors accomplished. Place a “minus” beside the behaviors not yet accomplished.**

		Semester	1	2	Comments
9.1	Is informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice				

9.2	Recognizes that the context of practice is dynamic, and has the knowledge and skills to respond proactively		
9.3	Is skilled at continuously discovering, appraising, and attending to changing locales, populations, scientific and technological developments, and emerging societal trends in order to provide relevant services		
9.4	Is skilled at providing leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services		

**Competence #10: Intern engages, assesses, intervenes and evaluates with individuals, families, groups, organizations, and communities. (Final Score Semester 1 \_\_\_\_\_ Semester 2 \_\_\_\_\_) Place a “checkmark” beside the behaviors accomplished. Place a “minus” beside the behaviors not yet accomplished.**

		Semester	1	2	Comments
10.1	Is skilled at identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals				
10.2	Is skilled at using research and technological advances				
10.3	Is skilled at evaluating program outcomes				
10.4	Is skilled at evaluating the effectiveness of her or his practice				
10.5	Is skilled at developing, analyzing, advocating, and providing leadership for policies and services				
10.6	Is skilled at promoting social and economic justice				
10.7	Is skilled at engaging (developing a positive relationship) with individuals				
10.8	Is skilled at engaging families				
10.9	Is skilled at engaging groups				
10.10	Is skilled at engaging organizations				
10.11	Is skilled at engaging communities				

10.12	Is skilled at assessing individuals		
10.13	Is skilled at assessing families		
10.14	Is skilled at assessing groups		
10.15	Is skilled at assessing organizations		
10.16	Is skilled at assessing communities		
10.17	Is skilled at providing effective services to individuals		
10.18	Is skilled at providing effective services to families		
10.19	Is skilled at providing effective services to groups		
10.20	Is skilled at providing effective services to organizations		
10.21	Is skilled at providing effective services to communities		

STUDENT NAME: \_\_\_\_\_

**SEMESTER 1 MIDTERM COMMENTS:**

Comments:

Student/Date: \_\_\_\_\_ Field Instructor/Date: \_\_\_\_\_

Task Supervisor/Date: \_\_\_\_\_ Liaison/Date: \_\_\_\_\_

**SEMESTER 1 FINAL EVALUATION: Field Instructor Section: STUDENT MUST SCORE 2 OR MORE ON EACH COMPETENCY TO PASS**

Overall GRADE Student has earned: \_\_\_\_\_PASS \_\_\_\_\_FAIL

With signature below, I attest this student has completed \_\_\_\_\_ field hours during this semester.

Comments:

Student/Date: \_\_\_\_\_ Field Instructor/Date: \_\_\_\_\_

Task Supervisor/Date: \_\_\_\_\_ Liaison/Date: \_\_\_\_\_

**Student Section:** I agree with the evaluation , do not agree with evaluation  (If the intern disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the agency supervisor and the faculty supervisor. A meeting between the student, agency supervisor, and faculty liaison should then be held to discuss the disagreement.)

Comments:

Student Signature/Date: \_\_\_\_\_

**Liaison Section: GRADES:**    \_\_\_\_\_ PASS    \_\_\_\_\_ FAIL

Passed All Journal Assignments YES NO

Comments:

Liaison Signature: \_\_\_\_\_ Date: \_\_\_\_\_

STUDENT NAME: \_\_\_\_\_

**SEMESTER 2 MIDTERM COMMENTS:**

Comments:

Student/Date: \_\_\_\_\_ Field Instructor/Date: \_\_\_\_\_

Task Supervisor/Date: \_\_\_\_\_ Liaison/Date: \_\_\_\_\_

**SEMESTER 2 FINAL EVALUATION: Field Instructor Section: STUDENT MUST SCORE 3 OR MORE ON EACH COMPETENCY TO PASS**

Overall GRADE Student has earned: \_\_\_\_\_PASS \_\_\_\_\_FAIL

With signature below, I attest this student has completed \_\_\_\_\_ field hours during this semester.

Comments:

Student/Date: \_\_\_\_\_ Field Instructor/Date: \_\_\_\_\_

Task Supervisor/Date: \_\_\_\_\_ Liaison/Date: \_\_\_\_\_

**Student Section:** I agree with the evaluation , do not agree with evaluation  (If the intern disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the agency supervisor and the faculty supervisor. A meeting between the student, agency supervisor, and faculty liaison should then be held to discuss the disagreement.)

Comments:

Student Signature/Date: \_\_\_\_\_

**Liaison Section: GRADES:** \_\_\_\_ PASS \_\_\_\_ FAIL      Passed All Journal Assignments YES NO

Comments:

Liaison Signature: \_\_\_\_\_ Date: \_\_\_\_\_

