



**Department of Social Work  
MSW Learning Plan and Evaluation  
Generalist Year**

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

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

Instructions for Evaluation: This chart indicates the standard for scoring the nine competencies. 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 demonstrated the behavior, and a “check” if the student has demonstrated the behavior. This evaluation process will be done at the end of semester one and two of the field year. You will notice that the highest score possible for semester one is “3”, which indicates students are not expected perform at a high level of mastery. A rating of N/A for overall competency or individual behaviors is allowed in semester one only and means the student has not had a chance to demonstrate the behavior/competency yet. The highest score possible for semester two is “5”, to allow opportunity to show growth in student performance from the first to the second semester. All behaviors must be demonstrated by the end of the second semester for the student to pass field.

Semester One	Semester Two	
<b>N/A</b>		Student has not had a chance to practice the behaviors of the competency. A rating of Not Applicable (N/A) is allowed in semester one only.
<b>1 Fail</b>	<b>1 Fail</b>	Student is not able to demonstrate the behaviors of the competency at this time. Student may or may not have a clear understanding of the competency.
<b>2 Pass</b>	<b>2 Fail</b>	<b>Semester 1-</b> Student is at a beginner’s level in ability to demonstrate the behaviors of this competency. Student may be able to demonstrate some but not all the behaviors. Student may understand the competency and recognize it when he/she sees it. The student is expected to improve in this area with additional experience.  <b>Semester 2 –</b> I have concerns about the student’s performance related to this competency. Student has not consistently demonstrated the behaviors expected under this competency.
<b>3 Pass</b>	<b>3 Pass</b>	Student exhibits solid skills in this area and is able to demonstrate the behaviors of this competency at the expected level for a student at this point in the internship. The student is expected to improve in this area with additional experience.
	<b>4 Pass</b>	Student demonstrates the 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.
	<b>5 Pass</b>	Student consistently demonstrates competency above the expected level in this area- has work experience and/or natural gifts that enable her or him to perform at a higher level than expected at this point in the internship.

## Competency #1: Intern demonstrates ethical and professional behavior.

<u>Semester 1 Final Score</u>				<u>Semester 2 Final Score</u>				
<i>(Please circle one)</i>				<i>(Please circle one)</i>				
N/A	1	2	3	1	2	3	4	5

Place a "checkmark" beside the behaviors demonstrated.  
Place a "minus" beside the behaviors not yet demonstrated.

**Semester**  
**1 2**

1.1	Makes 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 context;		
1.2	Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication;		
1.3	Uses technology ethically and appropriately to facilitate practice outcomes;		
1.4	Uses supervision and consultation to guide professional judgment and behavior.		

### Tasks:

- Review and comply with all "Agency" and "Field" policies.
- Consistently uphold professional standards in behavior and appearance.
- Actively ask for feedback on field performance each week, seeking out clear input from others on your perceived strengths and areas for development in practice.
- **ADD ADDITIONAL TASK HERE:**

Semester 1 Comments:

Semester 2 Comments:

## Competency #2: Advance human rights and social, racial, economic, and environmental justice.

<u>Semester 1 Final Score</u>				<u>Semester 2 Final Score</u>				
<i>(Please circle one)</i>				<i>(Please circle one)</i>				
N/A	1	2	3	1	2	3	4	5

Place a “checkmark” beside the behaviors demonstrated.  
Place a “minus” beside the behaviors not yet demonstrated.

**Semester**  
**1 2**

2.1	Advocate for human rights at the individual, family, group, organizational and community system levels; and		
2.2	Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.		

### Tasks:

- Participate in at least one community activity to advocate for human rights and social, economic, and environmental justice (community outreach events, and public policy meetings, advocacy groups).
- Identify and then discuss with field instructor the impact of oppression and discrimination on the delivery of services within your agency.
- Throughout placement, familiarize self with current political events (local, state, and national levels) and their real or potential effects on clients in your agency. Discuss these events as they arise with field instructor.
- **ADD ADDITIONAL TASK HERE:**

Semester 1 Comments:

Semester 2 Comments:

**Competency #3: Intern engages anti-racism, diversity, equity and inclusion (ADEI) in practice.**

<u>Semester 1 Final Score</u>				<u>Semester 2 Final Score</u>				
<i>(Please circle one)</i>				<i>(Please circle one)</i>				
N/A	1	2	3	1	2	3	4	5

Place a “checkmark” beside the behaviors demonstrated.  
Place a “minus” beside the behaviors not yet demonstrated.

**Semester**  
**1 2**

3.1	Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and		
3.2	Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.		

Tasks:

- Identify possible micro-aggressions in various settings and evaluate environmental factors that might influence personal biases.
- Discuss strategies that enhance personal knowledge and recognize cultural humility with field instructor.
- Research specific issues that negatively impact target populations and discuss with field instructor.
- **ADD ADDITIONAL TASK HERE:**

Semester 1 Comments:
Semester 2 Comments:

## Competency #4: Engage in practice-informed research and research-informed practice.

<u>Semester 1 Final Score</u>				<u>Semester 2 Final Score</u>				
<i>(Please circle one)</i>				<i>(Please circle one)</i>				
N/A	1	2	3	1	2	3	4	5

Place a "checkmark" beside the behaviors demonstrated.  
Place a "minus" beside the behaviors not yet demonstrated.

**Semester**  
**1 2**

4.1	Apply research findings to inform and improve practice, policy, and programs; and		
4.2	Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.		

### Tasks:

- Read and analyze relevant literature which impacts service delivery in your agency.
- Identify all research activities utilized by the agency including data collection/statistics, current research projects and program evaluation.
- Compile data around demographics regarding who is seeking services at agency. Explore ways to provide outreach to other populations.
- **ADD ADDITIONAL TASK HERE:**

Semester 1 Comments:

Semester 2 Comments:

## Competency #5: Engage in policy practice.

<u>Semester 1 Final Score</u>				<u>Semester 2 Final Score</u>				
<i>(Please circle one)</i>				<i>(Please circle one)</i>				
N/A	1	2	3	1	2	3	4	5

Place a "checkmark" beside the behaviors demonstrated.

Place a "minus" beside the behaviors not yet demonstrated.

**Semester**

**1 2**

5.1	Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and		
5.2	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.		

### Tasks:

- Identify and list current public policies and relevant legislative issues that impact service provision to your agency/clients. Discuss with field instructor.
- Study history and current structure of your agency.
- Discuss with field instructor the funding streams, federal/state/local laws that govern services.
- **ADD ADDITIONAL TASK HERE:**

Semester 1 Comments:

Semester 2 Comments:

## Competency #6: Engage with individuals, families, groups, organizations, and communities.

<u>Semester 1 Final Score</u>				<u>Semester 2 Final Score</u>				
<i>(Please circle one)</i>				<i>(Please circle one)</i>				
N/A	1	2	3	1	2	3	4	5

Place a "checkmark" beside the behaviors demonstrated.  
Place a "minus" beside the behaviors not yet demonstrated.

**Semester**  
**1 2**

6.1	Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks to engage with clients and constituencies; and		
6.2	Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.		

### Tasks:

- Shadow and observe effective colleagues and other interns during interactions with clients. Debrief sessions with staff and field instructor.
- Assist, conduct and debrief client interviews with field instructor using agency formats; compare to classroom tools.
- **ADD ADDITIONAL TASK HERE:**

Semester 1 Comments:

Semester 2 Comments:

## Competency #7: Assess individuals, families, groups, organizations, and communities.

<u>Semester 1 Final Score</u>				<u>Semester 2 Final Score</u>				
<i>(Please circle one)</i>				<i>(Please circle one)</i>				
N/A	1	2	3	1	2	3	4	5

Place a "checkmark" beside the behaviors demonstrated.  
Place a "minus" beside the behaviors not yet demonstrated.

**Semester**  
**1 2**

7.1	Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and		
7.2	Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.		

### Tasks:

- Complete quality assessments, case plans and case notes, per agency expectations. For each, seek specific feedback on strengths and shortcomings from field instructor.
- Arrange for supervisor to observe interviews/interactions with clients. After each observation, discuss with supervisor use of assessment skills, asking for specific feedback on strengths and areas for development.
- Provide an assessment of a client system using the context of person in environment.
- **ADD ADDITIONAL TASK HERE:**

Semester 1 Comments:

Semester 2 Comments:



## Competency #8: Intervene with individuals, families, groups, organizations, and communities.

<u>Semester 1 Final Score</u>				<u>Semester 2 Final Score</u>				
<i>(Please circle one)</i>				<i>(Please circle one)</i>				
N/A	1	2	3	1	2	3	4	5

Place a "checkmark" beside the behaviors demonstrated.  
Place a "minus" beside the behaviors not yet demonstrated.

Semester  
1 2

8.1	Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and		
8.2	Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.		

### Tasks:

- Observe and participate in client treatment plans, case reviews and consultation. Discuss with field instructor.
- Identify contributions of other professionals in inter-professional collaborations. Discuss how effective inter-professional practice can support positive client system outcomes.
- Complete at least one psychosocial assessment and upon completion will discuss what social work theories and skills were used, as well as strengths and weaknesses in conducting this assessment.
- **ADD ADDITIONAL TASK HERE:**

Semester 1 Comments:

Semester 2 Comments:

## Competency #9: Evaluate practice with individuals, families, groups, organizations, and communities.

<u>Semester 1 Final Score</u>				<u>Semester 2 Final Score</u>				
<i>(Please circle one)</i>				<i>(Please circle one)</i>				
N/A	1	2	3	1	2	3	4	5

Place a "checkmark" beside the behaviors demonstrated.

Place a "minus" beside the behaviors not yet demonstrated.

**Semester**

**1    2**

9.1	Select and use culturally responsive methods for evaluation of outcomes; and		
9.2	Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.		

### Tasks:

- Discuss with field instructor what "critical thinking" means to professionals in the agency.
- Discuss with field instructor, the current agency strengths and weaknesses related to the incorporation of critical thinking into: Assessment; Prevention; Intervention; Evaluation
- Formally evaluate student work on cases. (Set up evaluation plan at outset; measure progress throughout.)
- **ADD ADDITIONAL TASK HERE:**

Semester 1 Comments:

Semester 2 Comments:

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

**Learning Plan Tasks Required Signatures (to be developed and signed by all parties within the first four weeks of beginning field placement)**

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

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

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

**SEMESTER 1 MIDTERM COMMENTS:**

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

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

**SEMESTER 1 FINAL EVALUATION:**

**Field Instructor Section:** EACH COMPETENCY MUST SCORE N/A, 2, OR HIGHER TO PASS FIELD.

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

I attest this student has completed \_\_\_\_\_ field hours during this semester.

Comments:

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

**Student Section:** I agree with the evaluation: YES or NO

(If the intern disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the field instructor and the faculty liaison. A meeting between the student, field instructor, 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 or NO

Comments:

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

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

**SEMESTER 2 MIDTERM COMMENTS:**

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

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

**SEMESTER 2 FINAL EVALUATION:**

**Field Instructor Section:** EACH COMPETENCY MUST SCORE 3 OR ABOVE TO PASS FIELD.

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

I attest this student has completed \_\_\_\_\_ field hours during this semester.

Comments:

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

**Student Section:** I agree with the evaluation: YES or NO

(If the intern disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the field instructor and the faculty liaison. A meeting between the student, field instructor, 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 or NO

Comments:

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