

**Department of Social Work**

**MSW Learning Plan and Evaluation**

**Specialized 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 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 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. 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 in order for the student to pass field.

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| --- | --- | --- |
| Semester  One | Semester  Two |  |
| **N/A** |  | 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. |
| **1**  **Fail** | **1**  **Fail** | 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. |
| **2**  **Pass** | **2**  **Fail** | **Semester 1**- 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 of 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.  **Semester 2** – I have concerns about the student’s performance related to this competency. Student has not consistently demonstrated the behaviors expected under this competency. |
| **3**  **Pass** | **3**  **Pass** | 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. |
|  | **4**  **Pass** | 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. |
|  | **5**  **Pass** | 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.**

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| **Semester 1 Final Score**  *(Please circle one)* | | |  |  |  | **Semester 2 Final Score**  *(Please circle one)* | | | | | |
| **N/A** | **1 2** | **3** |  |  |  | **1** | **2** | **3** | **4** | **5** |

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| --- | --- | --- | --- |
|  | *Place a “checkmark” beside the behaviors demonstrated.*  *Place a “minus” beside the behaviors not yet demonstrated.* | **Semester** | |
| **1** | **2** |
| 1.1 | Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models of ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to a rural context |  |  |
| 1.2 | Use reflection and self-regulation to manage personal values and maintain professionalism in rural practice situations |  |  |
| 1.3 | Demonstrate professional demeanor in behavior; appearance; and oral, written and electronic communication both in rural communities and in practice settings |  |  |
| 1.4 | Use technology ethically and appropriately to facilitate advanced practice outcomes in rural settings |  |  |
| 1.5 | Use supervision and consultation to guide professional judgment and behavior |  |  |
| 1.6 | Actively participate in professional social work associations/organizations |  |  |
| 1.7 | Design and manage effective self-care strategies to reduce the likelihood of compassion fatigue and burnout |  |  |

Tasks:

* Review and comply with all “Agency” and “Field” policies, representing agency and self in a professional manner.
* Discuss self-care strategies with supervisor and develop a self-care plan for oneself.
* In each supervision session, look at NASW Code of Ethics and discuss areas that are relevant to the week’s field work.

Semester 2 Comments:

Semester 1 Comments:

**Competency #2: Intern engages diversity and difference in practice.**

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| **Semester 1 Final Score**  *(Please circle one)* | | |  |  |  | **Semester 2 Final Score**  *(Please circle one)* | | | | | |
| **N/A** | **1 2** | **3** |  |  |  | **1** | **2** | **3** | **4** | **5** |

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| --- | --- | --- | --- |
|  | *Place a “checkmark” beside the behaviors demonstrated.*  *Place a “minus” beside the behaviors not yet demonstrated.* | **Semester** | |
| **1** | **2** |
| 2.1 | Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels in rural settings |  |  |
| 2.2 | Present themselves as learners and engage rural clients and constituencies as experts of their own experiences |  |  |
| 2.3 | Utilize self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse rural clients and constituencies |  |  |
| 2.4 | Analyze the holistic and systemic nature of problems in rural settings taking care to attend to the special factors of rurality such as dual relationships, inadequate transportation, extreme poverty, difficult access to health care, and disenfranchisement from political processes |  |  |

Tasks:

* Discuss with supervisor all aspects of client diversity and social/economic discrimination that you come upon. Reflect on your own feelings about these differences and how you can grow in understanding and appreciation for them.
* Discuss issues of disparities and oppression with at least three clients from vulnerable populations, to glean from people’s stories how social injustice operates in their lives.

Semester 2 Comments:

Semester 1 Comments:

**Competency #3: Intern advances human rights and social, economic, and environmental justice.**

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| **Semester 1 Final Score**  *(Please circle one)* | | |  |  |  | **Semester 2 Final Score**  *(Please circle one)* | | | | | |
| **N/A** | **1 2** | **3** |  |  |  | **1** | **2** | **3** | **4** | **5** |

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|  | *Place a “checkmark” beside the behaviors demonstrated.*  *Place a “minus” beside the behaviors not yet demonstrated.* | **Semester** | |
| **1** | **2** |
| 3.1 | Engage in practices which demonstrate critical analysis of the intersections of social, economic, and environmental justice in rural contexts |  |  |
| 3.2 | Advocate for appropriate resources and equal access to political, economic, and social power for rural clients |  |  |

Tasks:

* Identify field situations where social, economic and environmental factor intersect, and the impacts of these intersections on clients.
* Research advocacy methods and come up with at least two relevant actions that you will take on behalf of client issue(s).

**Competency #4: Intern engages in practice-informed research and research-informed practice.**

Semester 1 Comments:

Semester 2 Comments:

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| **Semester 1 Final Score**  *(Please circle one)* | | |  |  |  | **Semester 2 Final Score**  *(Please circle one)* | | | | | |
| **N/A** | **1 2** | **3** |  |  |  | **1** | **2** | **3** | **4** | **5** |

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|  | *Place a “checkmark” beside the behaviors demonstrated.*  *Place a “minus” beside the behaviors not yet demonstrated.* | **Semester** | |
| **1** | **2** |
| 4.1 | Use practice experience and theoretical underpinning of evidence-based practice models to inform scientific inquiry and research |  |  |
| 4.2 | Apply advanced level critical thinking to engage in analysis of quantitative and qualitative research methods and research findings |  |  |
| 4.3 | Integrate and adapt research evidence to inform and improve practice, policy and service delivery in rural settings |  |  |

Tasks:

* Critically analyze, and then discuss with field instructor, the current information gathered by the agency for purposes of assessment.
* Research best practices/evidence-based practice for one aspect of field practice and discuss strategies to implement with field instructor.

Semester 1 Comments:

Semester 2 Comments:

**Competency #5: Intern engages in policy practice.**

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| **Semester 1 Final Score**  *(Please circle one)* | | |  |  |  | **Semester 2 Final Score**  *(Please circle one)* | | | | | |
| **N/A** | **1 2** | **3** |  |  |  | **1** | **2** | **3** | **4** | **5** |

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|  | *Place a “checkmark” beside the behaviors demonstrated.*  *Place a “minus” beside the behaviors not yet demonstrated.* | **Semester** | |
| **1** | **2** |
| 5.1 | Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services in rural settings |  |  |
| 5.2 | Assess how social welfare and economic policies impact the delivery of and access to social services in rural areas |  |  |
| 5.3 | Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice in rural settings |  |  |

Tasks:

* Identify one policy relevant to agency services (within agency, state government, etc.) that needs changing or further development.
* Assume advocacy role in communicating policy needs to agency board/community leaders/administrators/legislators (pick one or more) and be available for follow-up as needed.

Semester 2 Comments:

Semester 1 Comments:

**Competency #6: Intern engages with individuals, families, groups, organizations, and communities.**

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| **Semester 1 Final Score**  *(Please circle one)* | | |  |  |  | **Semester 2 Final Score**  *(Please circle one)* | | | | | |
| **N/A** | **1 2** | **3** |  |  |  | **1** | **2** | **3** | **4** | **5** |

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|  | *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 the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with rural clients and constituencies |  |  |
| 6.2 | Use empathy, reflection, and interpersonal skills at an advanced level to effectively engage diverse rural clients and constituencies ensuring informed consent |  |  |
| 6.3 | Discern the most appropriate engagement strategy according to each practice context |  |  |

Tasks:

* Identify conceptual frameworks that explain development and impact on a client system.
* Arrange for supervisor to observe initial interviews/interactions with clients. After each observation, discuss with supervisor use of empathy and interviewing skills, asking for specific feedback on strengths and areas for development.
* In each supervision session, provide rationale for decisions made regarding engagement strategies.

Semester 2 Comments:

Semester 1 Comments:

**Competency #7: Intern assesses individuals, families, groups, organizations, and communities.**

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| **Semester 1 Final Score**  *(Please circle one)* | | |  |  |  | **Semester 2 Final Score**  *(Please circle one)* | | | | | |
| **N/A** | **1 2** | **3** |  |  |  | **1** | **2** | **3** | **4** | **5** |

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|  | *Place a “checkmark” beside the behaviors demonstrated.*  *Place a “minus” beside the behaviors not yet demonstrated.* | **Semester** | |
| **1** | **2** |
| 7.1 | Collect and organize client-driven data, and skillfully apply critical thinking to interpret information from rural clients and constituencies |  |  |
| 7.2 | Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from rural clients and constituencies |  |  |
| 7.3 | Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies in rural settings |  |  |
| 7.4 | Modify appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of rural clients and constituencies |  |  |
| 7.5 | Consider aspects intrinsic in rural settings impacting assessment such as connections with church communities, neighbors, extended family, fictive kin, and other informal resources |  |  |

Tasks:

* Arrange for supervisor to observe assessment interviews with clients. After each observation, discuss with supervisor use of assessment skills, asking for specific feedback on strengths and areas for development.
* Develop assessments of a client system in the context of person in environment.
* In each supervision session, provide theoretical rationale for assessment strategies used and discuss strengths/shortcomings of these with field instructor.

Semester 2 Comments:

Semester 1 Comments:

**Competency #8: Intern intervenes with individuals, families, groups, organizations, and communities.**

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| **Semester 1 Final Score**  *(Please circle one)* | | |  |  |  | **Semester 2 Final Score**  *(Please circle one)* | | | | | |
| **N/A** | **1 2** | **3** |  |  |  | **1** | **2** | **3** | **4** | **5** |

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|  | *Place a “checkmark” beside the behaviors demonstrated.*  *Place a “minus” beside the behaviors not yet demonstrated.* | **Semester** | |
| **1** | **2** |
| 8.1 | Critically choose and implement interventions to achieve practice goals and enhance capacities of rural clients and constituencies |  |  |
| 8.2 | Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with rural clients and constituencies |  |  |
| 8.3 | Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes in rural settings |  |  |
| 8.4 | Provide leadership in program development, administration and evaluation; clinical and organizational supervision; research development and utilization; and policy creation, reform and implementation |  |  |
| 8.5 | Negotiate, mediate, and advocate with and on behalf of diverse rural clients and constituencies |  |  |
| 8.6 | Facilitate effective transitions and endings that advance mutually developed goals |  |  |

Tasks:

* Develop mutually agreed upon long and short term goals with assigned clients/groups.
* Facilitate group meetings for clients, agencies, or communities.
* Identify case situations where inter-professional alliances are in play and discuss dynamics of these with field instructor.

Semester 2 Comments:

Semester 1 Comments:

**Competency #9: Intern evaluates practice with individuals, families, groups, organizations, and communities.**

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| **Semester 1 Final Score**  *(Please circle one)* | | |  |  |  | **Semester 2 Final Score**  *(Please circle one)* | | | | | |
| **N/A** | **1 2** | **3** |  |  |  | **1** | **2** | **3** | **4** | **5** |

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| --- | --- | --- | --- |
|  | *Place a “checkmark” beside the behaviors demonstrated.*  *Place a “minus” beside the behaviors not yet demonstrated.* | **Semester** | |
| **1** | **2** |
| 9.1 | Select and use appropriate methods for evaluation of outcomes in rural settings |  |  |
| 9.2 | Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes for rural clients and constituencies |  |  |
| 9.3 | Critically analyze, appraise, and evaluate intervention and program processes and outcomes in rural contexts |  |  |
| 9.4 | Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels in rural settings |  |  |

Tasks:

* Develop methods to evaluate client progress towards goals for each service plan developed.
* Review, evaluate, and appraise current agency services. Process with field instructor in supervision and discuss ideas for improving services.

Semester 2 Comments:

Semester 1 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 COMPENTENCY MUST SCORE 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 COMPENTENCY 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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_