

**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 in order for the student to pass field.

|  |  |  |
| --- | --- | --- |
| SemesterOne | SemesterTwo |  |
| **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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Semester 1 Final Score** *(Please circle one)* |  |  |  | **Semester 2 Final Score***(Please circle one)* |
|  **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 | Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations |  |  |
| 1.3 | Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication |  |  |
| 1.4 | Uses technology ethically and appropriately to facilitate practice outcomes |  |  |
| 1.5 | 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.

Semester 2 Comments:

Semester 1 Comments:

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Semester 1 Final Score** *(Please circle one)* |  |  |  | **Semester 2 Final Score***(Please circle one)* |
|  **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 | Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels |   |  |
| 2.2 | Present themselves as learners and engage clients and constituencies as experts of their own experiences |  |  |
| 2.3 | Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies |  |  |

Tasks:

* Research and read relevant articles pertaining to diverse populations in your field setting to enhance cultural sensitivity. Discuss with field instructor.
* Engage with clients that differ in age, class, gender, etc. and research pertinent information. With the use of reflective notes and supervision, discuss and evaluate your knowledge and sensitivity around recognizing differing cultural issues with field instructor.

Semester 2 Comments:

Semester 1 Comments:

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Semester 1 Final Score** *(Please circle one)* |  |  |  | **Semester 2 Final Score***(Please circle one)* |
|  **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 | Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels |   |  |
| 3.2 | Engage in practices that advance social, 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.

Semester 1 Comments:

Semester 2 Comments:

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Semester 1 Final Score** *(Please circle one)* |  |  |  | **Semester 2 Final Score***(Please circle one)* |
|  **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 | Use practice experience and theory to inform scientific inquiry and research |   |  |
| 4.2 | Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings |  |  |
| 4.3 | Use and translate research evidence to inform and improve practice, policy and service delivery |  |  |

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.

Semester 2 Comments:

Semester 1 Comments:

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Semester 1 Final Score** *(Please circle one)* |  |  |  | **Semester 2 Final Score***(Please circle one)* |
|  **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 | Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services |   |  |
| 5.2 | Assess how social welfare and economic policies impact the delivery of and access to social services |  |  |
| 5.3 | Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, 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.

Semester 2 Comments:

Semester 1 Comments:

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Semester 1 Final Score** *(Please circle one)* |  |  |  | **Semester 2 Final Score***(Please circle one)* |
|  **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 the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies |   |  |
| 6.2 | Use empathy, reflection, and interpersonal skills to effectively engage diverse 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.

Semester 1 Comments:

Semester 2 Comments:

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Semester 1 Final Score** *(Please circle one)* |  |  |  | **Semester 2 Final Score***(Please circle one)* |
|  **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 | Collect and organize data, and apply critical thinking to interpret information from 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 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 |  |  |
| 7.4 | Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies |  |  |

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.

Semester 1 Comments:

Semester 2 Comments:

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Semester 1 Final Score** *(Please circle one)* |  |  |  | **Semester 2 Final Score***(Please circle one)* |
|  **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 | Critically choose and implement interventions to achieve practice goals and enhance capacities of 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 clients and constituencies |  |  |
| 8.3 | Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes |  |  |
| 8.4 | Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies |  |  |
| 8.5 | Facilitate effective transitions and endings that advance mutually agreed-on goals |  |  |

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.

Semester 2 Comments:

Semester 1 Comments:

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Semester 1 Final Score** *(Please circle one)* |  |  |  | **Semester 2 Final Score***(Please circle one)* |
|  **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 appropriate methods for evaluation of outcomes |   |  |
| 9.2 | Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes |  |  |
| 9.3 | Critically analyze, monitor, and evaluate intervention and program processes and outcomes |  |  |
| 9.4 | Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels |  |  |

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.)

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 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 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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_