

**The University of Tennessee  
College of Social Work  
MSSW Generalist Learning Plan for Fall**

Student Name: \_\_\_\_\_

Field Instructor Name: \_\_\_\_\_

Agency Name: \_\_\_\_\_

Semester/Year: \_\_\_\_\_

**Learning Plan Directions**

The learning plan serves as a guide to direct and monitor the student's learning and the Field Instructor's teaching. The learning plan is a contract between the student and the Field Instructor, so both parties must commit to the plan. The learning plan should be revisited and discussed regularly in supervision.

A learning plan is developed at the beginning of each semester. All assignments listed on the plan are to be completed by the end of that semester. Assignments may be repeated on subsequent plans for continued development of mastery.

The Learning Plan consists of three parts that will be due at different times in the semester: 1) Learning Plan Assignments, 2) Mid-Semester Evaluation, and 3) End-of-Semester Evaluation. The due dates for these parts of the learning plan can be found on the IPT home page, and instructions are listed below. As students and Field Instructors work on these parts of the learning plan, be sure to **SAVE YOUR WORK!** You must click on the "SAVE" button to save any information entered or changed before closing, or your information will be lost.

**Part 1. Learning Plan Assignments – Completed by Student and Field Instructor**

The first step of the learning plan is to ensure that students and Field Instructors are in agreement on the scope and type of assignments that will be completed during the semester. Students must complete assignments for each practice behavior in order to demonstrate competency. For the first due date on the learning plan, students and Field Instructors must commit to a learning plan by completing the following steps:

1. Review the list of pre-populated assignments in the learning plan. All the assignments that are listed for each practice behavior are required for that semester. Students and Field Instructors should discuss how to adapt these required assignments to the field agency context.
2. After reviewing and discussing the assignments, the Field Instructor and student should sign the first set of signatures under "Learning Plan" at the end of the form. These signatures indicate that the student and Field Instructor understand and commit to the plan.

**FYI:** Each assignment listed on the learning plan is designated by the letters: K(Knowledge), V (Values), S (Skills), and/or CAP (Cognitive and Affective Processing). This designation is for our program accreditation process. to identify the specific dimension(s) of the competency that are demonstrated and measured by the assignment.

**Part 2: Mid Semester Evaluation**

The Mid-Semester Evaluation is a check-in half-way through the semester to provide the student with quantitative and

qualitative feedback on how they are progressing in the placement. After completing the mid-semester evaluation, the Field Instructor and student should discuss tasks that need to be prioritized for the remainder of the semester for the student to successfully complete assignments for each practice behavior by the end of semester.

### **Mid-Semester Evaluation: Evidence of Assignment Completion- Completed by the Student**

Students should prepare for the mid-semester evaluation by completing the following steps:

1. Input evidence for all accomplishments and progress on assignments completed to date in the Evidence of Assignment Completion column. Even if the assignment has not been completed, you should enter evidence of steps taken towards completion. If you do not enter any evidence of progress on a practice behavior assignment by midterm, you will receive a rating of NI/Not Initiated for that assignment. It is ok to have a few rating of Not Initiated (NI) at the midterm, but the expectation is that you would have some evidence entered for most assignments.
2. Once you have entered all evidence of work to date, notify your agency Field Instructor that your learning plan evidence is ready for their review.
3. Engage in discussion with your Field Instructor about your evaluation ratings. Discuss assignments that need to be a focus for the remainder of the semester.
4. Once your Field Instructor has entered ratings, you may enter comments on the mid-semester evaluation.
5. Once all these steps are completed, sign under the “Midterm Signatures” section on the learning plan.

### **Mid-Semester Evaluation: Ratings – Completed by Field Instructor**

The Field Instructor is responsible for evaluating student performance by completing the following steps:

1. Review your student’s evidence of assignment completion. Assess the student’s demonstrated competency for each practice behavior by reviewing the evidence provided by the student.
2. Using the evaluation rating scale listed below, determine and enter a rating for each practice behavior that reflects your student’s current competency based on your expectations for a **student at this stage in the MSSW Program**. If the student has not initiated a task and therefore not entered Evidence of Assignment Completion, you must assign a rating of NI for the mid-semester evaluation.
3. Review the evaluation to ensure that every practice behavior has a rating.
4. Provide summary feedback on student performance and competency in the comment section for the evaluation period.
5. Discuss the mid-semester evaluation with your student to provide feedback targeted at student growth and development. Feedback provided to the student on the mid-semester evaluation and feedback provided in supervision should be consistent.
6. Once all these steps are completed and your student has signed the mid-semester evaluation, sign under the “Midterm Signatures” section on the learning plan.

### **Part 3: Final (End of Semester) Evaluation**

The Field Instructor is to assess and provide qualitative and quantitative feedback on the student's performance, growth over the course of the semester, and demonstrated competency for each practice behavior by reviewing the evidence provided by the student and using the evaluation rating scale.

#### **Final-Semester Evaluation Evidence – Completed by the Student**

The student is responsible for completing the following steps:

1. Student must enter evidence for completion of all assignments by the end of the semester in order for field instructors to assign final ratings.
2. Once you have entered all evidence of your accomplishments to date, notify your Field Instructor that your learning plan evidence is ready for their review.
3. After ratings are entered by the Field Instructor, the student should review the evaluation, enter any comments and sign the learning plan under "final signature."
4. Meet with the Field Instructor to discuss the ratings, accomplishments and plans for growth.

#### **Final-Semester Evaluation Ratings – Completed by Field Instructor**

The Field Instructor is responsible for evaluating student performance by completing the following steps:

1. Review your student's evidence of assignment completion. Assess the student's demonstrated competency for each practice behavior by reviewing the evidence provided by the student.
2. Using the evaluation rating scale listed below, determine and enter a final rating for each practice behavior that reflects your student's current competency based on your expectations for **a student at this stage in the MSSW Program**.
3. Review the evaluation to ensure that every practice behavior has a rating. **Please note:** The rating of NI is not available for the end of semester evaluation.
4. Provide summary feedback on student performance and competency in the comment section.
5. Discuss the final evaluation with your student to provide feedback targeted at student growth and development. Feedback provided to the student on the final evaluation and feedback provided in supervision should be consistent.
6. The Field Instructor should not sign the final evaluation until the student has had the opportunity to review the evaluation, enter comments, and sign the evaluation. The Field Instructor should enter the final signature when all evidence, ratings, and comments have been entered. A final signature locks the form.

#### **Evaluation Rating Scale**

**4 = Advanced Competence** - Student consistently demonstrates effective integration of knowledge, values, and skills at a more advanced level than would be expected for a student at this point in the MSSW program. Student consistently exceeds performance expectations. Student goes "above and beyond" on assignments and consistently seeks and integrates feedback to enhance competency.

**3 = Competence** – Student demonstrates consistent integration of knowledge, values, and skills at the expected level of performance for

a student at this point in the MSSW program. Student is meeting expectations on all assignments and integrates feedback to enhance competency.

**2 = Emerging Competence** – Student demonstrates beginning capacity to integrate knowledge, values, and skills. Student is using feedback to build competency, but performance is not yet at the expected level for where the student is in the MSSW program. In the first semester of placement, a student often receives a rating of 2 on one or more practice behaviors due to insufficient opportunity to practice the skill.

**Please note:** Emerging competence is an acceptable rating at midterm and at the end of the semester **UNLESS** the 2 is assigned on the end of semester evaluation for the student’s final semester in the placement. Students are expected to demonstrate appropriate competence and receive a rating of at least 3 on all practice behaviors by the end of the placement. A rating of 2 should not be assigned to a student on the end of semester evaluation for the final semester of placement, unless there are concerns about the student’s readiness to advance to concentration field. If a student earns multiple ratings of 2 on an evaluation, the student and Field Instructor should discuss and document what is needed for the student to achieve competence and forward the documentation to the field coordinator.

**1 = Insufficient Competence** – Student does not demonstrate essential knowledge, values, and/or skills. Student is not completing assignments adequately and is not responding appropriately to feedback. This student may receive a grade of No Credit for field.

**NI= Not Initiated – (Mid-term Evaluation only)** – This rating signifies that student has not yet had the opportunity to complete specific assignments and to demonstrate the relevant knowledge, values and skills.

<b><u>Competency 1 - Demonstrate Ethical and Professional Behavior.</u></b>				
	<b><u>Learning Plan Assignments</u></b>	<b><u>Evidence of Assignment Completion</u></b> <i>(Entered by the student)</i>	<b><u>Midterm</u></b> <i>(Entered by FI)</i>	<b><u>Final Rating</u></b> <i>(Entered by FI)</i>
<b><u>Practice Behaviors</u></b>				
1. Make 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 within the profession as appropriate to context.	Review the NASW Code of Ethics and any agency policy and procedure materials. Apply what you have learned to a case example at your agency. Discuss how agency policy and the NASW Code of Ethics informs your decision making in this scenario with your Field Instructor. (V,CAP)			

<p>2. Demonstrate professional behavior; appearance; and oral, written, and electronic communication.</p>	<p>Discuss professional expectations in your agency setting with the Field Instructor and demonstrate consistent following of agency policy and time management skills, including attendance, field and agency documentation, tasks and projects. Identify strategies you implement to demonstrate professional behavior and development of your professional self. (S)</p>			
<p>3. Use technology ethically and appropriately to facilitate practice outcomes.</p>	<p>Identify how technology is used in the organization to facilitate practice outcomes. Identify, analyze and describe at least one ethical challenge related to the use of technology in the field setting. (K, V, CAP)</p>			
<p>4. Use supervision and consultation to guide professional judgment and behavior.</p>	<p>Develop a written agenda for weekly supervision and share the agenda with the field instructor. The agenda should include specific questions, concerns, ethical issues regarding cases, and assignments. Implement supervisory feedback in practice and discuss in supervision. Identify strategies that you and your Field Instructor use to engage in regular, effective supervision. (K,CAP)</p>			

**Competency 2: Advance Human Rights and Social, Racial, Economic and Environmental Justice**

	<u>Learning Plan Assignments</u>	<u>Evidence of Assignment Completion</u> <i>(Entered by Student)</i>	<u>Midterm Entered by FI</u>	<u>Final Rating Entered by FI</u>
<p>1. Advocate for human rights at the individual, family, group, organizational, and community system levels.</p>	<p>Identify and participate in an advocacy activity related to an issue of social, racial, economic, or environmental justice that impacts agency clients. (V, S, K)</p>			
<p>2. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice</p>	<p>Review the United Nations Universal Declaration on Human Rights, and identify specific human rights that may not be guaranteed for field agency client populations. Identify and discuss a specific social, racial, economic, or environmental justice issue related to the agency client population in supervision. (K, V, CAP)</p>			

**Competency 3: Engage Anti-Racism, Diversity, Equity & Inclusion (ADEI) in Practice**

	<u>Learning Plan Assignments</u>	<u>Evidence of Assignment Completion</u> <i>(Entered by the student)</i>	<u>Midterm</u> <i>(Entered by FI)</i>	<u>Final Rating</u> <i>(Entered by FI)</i>
<p><b><u>Practice Behaviors</u></b></p> <p>1. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.</p>	<p>Identify a specific anti-racist and anti-oppressive theory (e.g., feminist theory, critical race theory, empowerment theory), and engage in consultation about how this theory applies to social work practice with field agency clients. (S, CAP, K)</p>			
<p>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</p>	<p>Analyze the potential impact of bias, power, privilege, and values on professional practice with diverse clients and colleagues in the field setting. Identify and implement strategies to manage the influence of personal biases and to acknowledge clients as experts of their own lived experiences. (V, CAP).</p>			

**Competency 6: Engage with Individuals, Families, Groups, Organizations and Communities:**

	<u>Learning Plan Assignments</u>	<u>Evidence of Assignment Completion</u> <i>(Entered by the student)</i>	<u>Midterm</u> <i>(Entered by FI)</i>	<u>Final Rating</u> <i>(Entered by FI)</i>
<p><b><u>Practice Behaviors</u></b></p> <p>1. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies</p>	<p>Discuss how a specific theory of human behavior and the social environment can be applied to conducting interviews and engaging diverse clients. Conduct client interviews, being mindful of diversity and cultural differences. (K, S, CAP)</p>			
<p>2. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.</p>	<p>Implement empathic listening and client engagement skills. Seek feedback from the field instructor and other colleagues, and reflect on personal strengths and areas for growth in using these skills in-person and through technology. Identify which specific engagement skills you utilized. (S, CAP)</p>			



**Field Instructor Summary Feedback for Midterm Evaluation:**

**Student Comments on Midterm Evaluation:**

**Field Instructor Summary Feedback for Final Evaluation:**

**Student Comments on Final Evaluation:**

**Learning Plan Signatures:**

**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Field Instructor:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Field Liaison:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Midterm Signature:**

**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Field Instructor:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Field Liaison:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Final Signature:**

**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Field Instructor:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Field Liaison:** \_\_\_\_\_

**Date:** \_\_\_\_\_