

The University of Tennessee
College of Social Work
Learning Plan and Evaluations for the BSSW Field Practicum

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.

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 should be revisited and discussed regularly in supervision.

Junior students in SW 380N will only complete competencies 1, 2, 3, 6.

Senior students in SW 480N will only complete competencies 1, 2, 3, 4, 6, 7, 8.

Senior students in SW 481N and 483N will complete ALL 9 competencies.

The Learning Plan consists of three parts that will be due at different times in the semester:

Part 1. Learning Plan Assignments

Part 2. Mid-Semester Evaluation

Part 3. End-of-Semester Evaluation

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 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 pre-populated assignments on the learning plan. All the assignments that are listed for each practice behavior are required. Students and Field Instructors should discuss how to adapt these required assignments to the field agency context. Students and Field Instructors can jointly add additional assignments that reflect students' interests and the learning opportunities available in the agency setting, this is not required.
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 that is already listed on the learning plan is designated by the letters: K, V, S, and/or CAP. This designation is for our program accreditation process. The letters identify the specific dimension(s) of the competency that is demonstrated and measured by the assignment. The letters are abbreviations for Knowledge (K), Values (V), Skills (S), and Cognitive and Affective Processing (CAP). Students and Field Instructors are not expected to assign letters to other assignments.

Part 2: Mid Semester Evaluation

The Mid-Semester Evaluation is a check-in halfway 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 the 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 toward 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 ratings 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 BSSW Program. Review the evaluation to ensure that every practice behavior has a rating. 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. Provide summary feedback on student performance and competency in the comment section for the evaluation period.
4. 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. 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 BSSW 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.

Please note: The end-of-semester/final ratings will equate to a letter grade for the BSSW student. Students have the right to appeal any rating/s assigned by the agency field instructor on the Final-Semester Evaluation. Please refer to the Field Placement Grading Policy in the BSSW Field Manual for procedures.

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 BSSW 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 BSSW 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 BSSW program.

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 failing grade 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.

<u>Competency 1 - Demonstrate Ethical and Professional Behavior.</u>				
Junior				
Senior- Fall and Spring				
<u>Practice Behaviors</u>	<u>Learning Plan Assignments</u>	<u>Evidence of Assignment Completion</u>	<u>Midterm</u>	<u>Final Rating</u>
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 as appropriate to context.	Identify an ethical dilemma or issue in the field agency setting, link the identified issue to specific standard(s) of the NASW Code of Ethics. Select a specific model for ethical decision-making and apply that model to the identified ethical dilemma or issue and discuss with Field Instructor. (K, V, CAP)			
2. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.	Demonstrate professionalism through complete, accurate, and timely completion of assigned tasks, projects, attendance-tracking, documentation, and compliance with agency policy. (S)			

3. Use technology ethically and appropriately to facilitate practice outcomes.	Identify specific questions and challenges related to the use of technology and/or social media in practice. Discuss in supervision. Develop and implement strategies to manage challenges. (V, CAP)			
4. Use supervision and consultation to guide professional judgment and behavior.	Implement strategies for regular and effective supervision. Develop a written agenda for weekly supervision that addresses self-evaluation, requests supervisor feedback, and assures discussion of concerns, ethical issues, cases, and assignments. Share the agenda with the field instructor. Implement supervisory feedback in practice and discuss in supervision. (S, K, CAP)			

Competency 2 - Advance Human Rights and Social, Racial, Economic & Environmental Justice				
Junior				
Senior- Fall and Spring				
<u>Practice Behaviors</u>	<u>Learning Plan Assignments</u>	<u>Evidence of Assignment Completion</u>	<u>Midterm</u>	<u>Final Rating</u>
1. Advocate for human rights at the individual, family, group, organizational, and community system levels.	Identify a specific social, economic, racial, and environmental justice issue related to the agency client population. Reflect on the impact this issue is having on the client population and discuss in supervision. (K, V, CAP)			

2. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	Observe and engage in advocacy efforts to address oppressive structural barriers that impact the client population. (K, V, S)			
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Competency 3 – Engage Anti-Racism, Diversity, Equity & Inclusion (ADEI) in Practice

Junior

Senior- Fall and Spring

<u>Practice Behaviors</u>	<u>Learning Plan Assignments</u>	<u>Evidence of Assignment Completion</u>	<u>Midterm</u>	<u>Final Rating</u>
1. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.	Apply an anti-racist and anti-oppressive theory (e.g., critical race theory, feminist theory, empowerment theory) to an analysis of agency policy, procedure or practices and share with the field instructor. (K, V, CAP)			
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.	Identify personal biases that are identified through planning for and engagement with diverse clients and colleagues. Share some insights gained in supervision. Reflect on how bias can impact a social worker's engagement, assessment, and interaction with clients. (V, CAP) Observe and complete client interviews enabling clients to share life experiences. (S)			

Competency 4 – Engage in Practice-informed Research and Research-informed Practice.**Senior- Fall and Spring**

<u>Practice Behaviors</u>	<u>Learning Plan Assignments</u>	<u>Evidence of Assignment Completion</u>	<u>Midterm</u>	<u>Final Rating</u>
1. Apply research findings to inform and improve practice, policy, and programs.	Develop a research question that emerges from interactions with client systems, discussions with Field Instructor, and your knowledge of social work theories. Review culturally informed quantitative and/or qualitative evidence and present research findings to Field Instructor or agency staff. Use this research to inform and improve your own practice by identifying evidence-informed interventions appropriate to agency services and clients and to suggest policy and program enhancements. (K, CAP, S)			
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.	Read at least one peer-reviewed journal article that relates to your research question from Competency 4, practice behavior 1. Assess the article from an anti-oppressive and anti-racist lens to identify any issues related to bias and/or strategies that were used to address the impact of bias in the research. Reflect on the potential impact of bias in research on future clients and discuss with Field Instructor in supervision. (K, V, CAP)			

Competency 5 – Engage in Policy Practice.**Senior- Spring Only**

<u>Practice Behaviors</u>	<u>Learning Plan Assignments</u>	<u>Evidence of Assignment Completion</u>	<u>Midterm</u>	<u>Final Rating</u>
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.	Identify one social policy at each level (local, state, federal) that has an impact on clients served by the agency. Assess this policy from a social justice, anti-racist, and anti-oppressive lens and identify how these policies impact client access to health, behavioral health and/or social services. (K, CAP)			
2. Apply critical thinking to analyze, formulate and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	Propose a new policy or a policy change that would increase client access to and/or efficacy of services. Utilize research findings to support your proposal. (V, K, CAP, S)			

Competency 6- Engage with Individuals, Families, Groups, Organizations, and Communities.**Junior****Senior- Fall and Spring**

<u>Practice Behaviors</u>	<u>Learning Plan Assignments</u>	<u>Evidence of Assignment Completion</u>	<u>Midterm</u>	<u>Final Rating</u>
1. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.	Discuss with Field Instructor a specific theory of human behavior and the social environment and how you applied this theory while conducting client interviews and engaging with diverse clients. (K, S, CAP)			

2. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	Implement empathic listening and culturally responsive client engagement skills. Seek feedback from Field Instructor and other colleagues and reflect on strengths and areas for growth in using these skills both in-person and through technology. (S, CAP)			
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Competency 7- Assess Individuals, Families, Groups, Organizations, and Communities.				
Senior- Fall and Spring				
<u>Practice Behaviors</u>	<u>Learning Plan Assignments</u>	<u>Evidence of Assignment Completion</u>	<u>Midterm</u>	<u>Final Rating</u>
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.	Apply person-in-environment and other theoretical frameworks while using assessment tools (e.g., genogram, ecomap, agency assessments and procedures, etc.) to complete client assessments and to explore and discuss client strengths, needs, challenges, and desired outcomes. (K, S, CAP)			
2. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	Collaborate with clients and constituencies to develop goals and objectives using the SMART model. (S, CAP, K)			

Competency 8 –Intervene with Individuals, Families, Groups, Organizations, and Communities.**Senior- Fall and Spring**

<u>Practice Behaviors</u>	<u>Learning Plan Assignments</u>	<u>Evidence of Assignment Completion</u>	<u>Midterm</u>	<u>Final Rating</u>
1. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.	Select and implement a generalist practice intervention that is intended to enhance client/constituency outcomes. Examples of generalist practice interventions include case management, client education, psychosocial groups, case advocacy & referral. (K, V, CAP, S) Develop and implement a transition plan at the end of the semester for the student's projects or client services. (CAP, S)			
2. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	Review the NASW's Standards and Indicators for Cultural Competence in Social Work Practice. Utilizing interprofessional collaboration, employ culturally responsive methods of intervention while engaging with clients and negotiating, mediating, and advocating on their behalf as issues arise. (S, CAP)			

Competency 9- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.
Senior- Spring Only

<u>Practice Behaviors</u>	<u>Learning Plan Assignments</u>	<u>Evidence of Assignment Completion</u>	<u>Midterm</u>	<u>Final Rating</u>
1. Select and use culturally responsive methods for evaluation of outcomes.	<p>Select and use a method to evaluate outcomes for a specific intervention and discuss findings with Field Instructor. (K, CAP, S)</p> <p>Critically analyze an assessment tool, intervention, or evaluation method utilized by the agency and discuss analysis with Field Instructor. (CAP)</p>			
2. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	<p>Identify how agency evaluation method(s) are used to improve both agency and practitioner effectiveness. Review agency data to analyze outcomes at an individual, family, group, organization, and/or community level and share proposals for improving practice effectiveness with Field Instructor. (CAP, K)</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: _____

Date: _____

Field Instructor: _____

Date: _____

Field Liaison: _____

Date: _____

Midterm Signatures:

Student: _____

Date: _____

Field Instructor: _____

Date: _____

Field Liaison: _____

Date: _____

Final Signatures:

Student: _____

Date: _____

Field Instructor: _____

Date: _____

Field Liaison: _____

Date: _____