

**THE UNIVERSITY OF TENNESSEE COLLEGE OF SOCIAL WORK
BSSW PROGRAM**

FIELD PRACTICUM LEARNING PLAN

Purpose:

The **purpose** of the learning plan is to: (1) enhance student learning and professional development, (2) clearly delineate learning tasks and assignments, (3) provide a means for accountability, and (4) provide a structured learning environment.

Directions for Completing the Plan:

Column One - Plan for Competency Development - Completed by the Field Instructor

1. Field instructors will have most learning activities identified and described before the student arrives for placement.
2. After the student arrives, learning tasks can be added or adjusted to meet the special needs, interests, and/or maturity level of the student.
3. When Column One is complete, both the field instructor and student sign and date the document. Then, the student hands in the plan to the consultant for review - **no later than the third week into the semester.**

Column Two - Evidence of Plan Completion - Completed by the Student

1. The student completes the last column at the end of the semester, with field instructor input.
2. No items should be left blank. If the student was not able to complete the assignment or circumstances changed, then a written explanation is provided.
3. When Column Two is complete, both the field instructor and the student sign and date the document. The student enters the number of hours completed for the semester and returns it to the field consultant.

Senior students complete a separate plan for each semester. Learning activities and tasks may be identical or similar to the first semester but there is an expectation of increased level of knowledge and skills.

Beginning of Semester Signatures

Field Instructor _____ Date _____

Student _____ Date _____

Consultant _____ Date _____

End of Semester Signatures

Field Instructor _____ Date _____

Student _____ Date _____

Consultant _____ Date _____

Number of Hours _____

Agency _____

The 11 competencies directly correlate with the four seminar objectives and evaluative categories.

COMPETENCY	PLAN FOR COMPETENCY DEVELOPMENT LIST AT LEAST 3 ITEMS	EVIDENCE OF PLAN COMPLETION <div style="background-color: yellow; padding: 2px;">Student to complete this column.</div>
<p>1. ASSESSMENT -Assess the relationship between people and social institutions based on gathered information, including existing research findings.</p>	<p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p>	<p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p>
<p>2. PLANNING - Develop a goal oriented plan that empowers people to address problems identified in the assessment.</p>	<p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p>	<p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p>
<p>3. HELPING INTERVENTIONS - Enhance the problem solving, coping, and developmental capacities of people in the context of their unique, diverse environments through appropriate interpersonal skills and professional use of self</p>	<p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p>	<p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p>

COMPETENCY	PLAN FOR COMPETENCY DEVELOPMENT LIST AT LEAST 3 ITEMS	EVIDENCE OF PLAN COMPLETION Student to complete this column.
4. REFERRALS - Accurately link people to available services that provide them with resources and opportunities.	1. 2. 3. 4.	1. 2. 3. 4.
5. VULNERABLE POPULATIONS - Recognizing the historical mission of social work and the importance of human diversity, use a multi-cultural perspective to respond on behalf of vulnerable populations that have experienced discrimination and limited opportunities.	1. 2. 3. 4.	1. 2. 3. 4.
6. ADVOCACY - Advocate for effective and humane resource systems and work with others to change those systems that are unjust, inequitable, and unresponsive to people.	1. 2. 3. 4.	1. 2. 3. 4.

COMPETENCY	PLAN FOR COMPETENCY DEVELOPMENT LIST AT LEAST 3 ITEMS	EVIDENCE OF PLAN COMPLETION Student to complete this column.
7. EVALUATION OF INTERVENTION - using research methods, evaluate the extent to which the goals of the change process have been met.	1. 2. 3. 4.	1. 2. 3. 4.
8. EVALUATION OF PROFESSIONAL GROWTH - Critically assess one's skill level, knowledge base, and use of self in the professional role and consult with and seek guidance and feedback in a non-defensive manner from one's supervisor.	1. 2. 3. 4.	1. 2. 3. 4.
9. INTEGRATION OF POLICY AND PRACTICE - Identify and analyze policies impacting service delivery systems that affect clients' well-being	1. 2. 3. 4.	1. 2. 3. 4.

COMPETENCY	PLAN FOR COMPETENCY DEVELOPMENT LIST AT LEAST 3 ITEMS	EVIDENCE OF PLAN COMPLETION Student to complete this column.
10. PRACTICE GUIDED BY KNOWLEDGE - Address both the person and the environment through an awareness of bio-psycho-social functioning of people, the theoretical understanding of the relationship between people and social systems, and an understanding of diversity and at-risk populations.	1. 2. 3. 4.	1. 2. 3. 4.
11 ETHICAL STANDARDS - Adhere to the NASW Code of Ethics in one's practice and extend professional knowledge through participating in professional development activities as well as by sharing one's expertise.	1. 2. 3. 4.	1. 2. 3. 4.