

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.

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

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

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

### Learning Plan Assignments – Completed by the Field Instructor and Student

1. All assignments that are listed on this plan are required assignments. Students and field instructors are encouraged to add additional assignments and projects that reflect students' interests and the learning opportunities available through the College and other resources.
2. Once assignments have been reviewed, both the Field Instructor and student sign under "Learning Plan Signatures" at the end of the form.
3. **SAVE YOUR WORK!** You must click on the "SAVE" button before closing, or any information entered or unsaved will be lost.

### Evidence of Assignment Completion- Completed by the Student

**The student is to document activities weekly related to assignment completion and enter this information into the *Evidence of Assignment Completion* column. Some assignments on learning plan will be submitted on Canvas. **SAVE YOUR WORK!****

- Midterm: Students must enter evidence of **progress** toward the completion of assignments by midterm in order for Field Instructors to assign midterm ratings.
- End of Semester: Students must enter evidence for **completion** of all assignments by the end of the semester in order for Field Instructors to assign final ratings.

### Evaluation Directions

The Field Instructor is responsible for completing evaluations of student performance. The Field Instructor is

to discuss the evaluation with the student to provide feedback targeted at student growth and development.

### **Midterm Ratings - Completed by Field Instructor**

The Field Instructor is to assess the student's demonstrated competency for each practice behavior, reviewing the evidence provided by the student and using the evaluation rating scale below. The midterm ratings are not used to calculate the student's grade. Midterm ratings are intended to provide feedback and identify areas for growth.

### **Final (End of Semester) Ratings-Completed by Field Instructor**

The Field Instructor is to assess the student's demonstrated competency for each professional behavior, reviewing the evidence provided by the student and using the evaluation rating scale. **Please note:** The rating of NI is not available for the end of semester evaluation.

- The student should review the evaluation, enter comments and sign the learning plan first.
- The Field Instructor should not sign 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 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.

**Competency 1 Demonstrate Ethical and Professional Behavior.**

**Junior 380N**

**Senior 480N, 481N & 483N**

<u>Practice Behaviors</u>	<u>Learning Plan Assignments</u>	<u>Evidence of Assignment Completion</u>	<u>Midterm</u>	<u>Final Rating</u>
<p>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.</p>	<p>Garthwait Chapter 12 &amp; NASW Code of Ethics</p> <p>Read this article “Eye on Ethics” that takes a dilemma through the ethical decision making process and document your reactions and questions.  <a href="https://www.socialworktoday.com/news/ee_101402.shtml">https://www.socialworktoday.com/news/ee_101402.shtml</a></p> <p>Pick one dilemma from the article <i>A List of Ethical Dilemmas Facing Social Work</i> and take it through the ethical decision making process from the article above.  <a href="https://work.chron.com/list-ethical-dilemmas-facing-social-work-21946.html">https://work.chron.com/list-ethical-dilemmas-facing-social-work-21946.html</a></p> <p>Watch this video on Ethics for Social Workers - Changes to the Code of Ethics (2019) 56:08 mins. Summarize significant changes and analyze the impact of the changes on social work practice.  <a href="https://www.youtube.com/watch?v=zh3Lhp3oD7c&amp;pp=qAMBugMGCgJhchAB">https://www.youtube.com/watch?v=zh3Lhp3oD7c&amp;pp=qAMBugMGCgJhchAB</a></p>			

<p>2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</p>	<p>Identify two personal values and reflect on how these values may influence social work practice. Think about how you came to have these values (family, education, community, etc.) and how clients may or may not share your values.</p> <p>Develop strategies to manage the influence of personal values and emotions on professional practice</p> <p>In what ways can reflection and self-regulation be used to maintain a healthy balance between your personal and professional lives? How will this help both you and your clients?</p> <p>Watch this video about the rewards of social work when making a difference in people's lives. Is this part of your motivation for your choice of profession, and how will you know you are making a difference?</p> <p><a href="https://www.youtube.com/watch?v=84bE1M6Usz0">https://www.youtube.com/watch?v=84bE1M6Usz0</a></p>			
<p>3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.</p>	<p>Watch this video training on Ethical Standards in Social Work Documentation and reflect on three take-aways.</p> <p><a href="https://www.youtube.com/watch?v=J6h77zcltws">https://www.youtube.com/watch?v=J6h77zcltws</a></p> <p>Read this article and complete a one page reflection.</p> <p><i>One Simple Mistake - Ethics Catastrophes</i></p> <p><a href="https://www.socialworktoday.com/news/eoe_0416.shtml">https://www.socialworktoday.com/news/eoe_0416.shtml</a></p>			
<p>4. Use technology ethically and appropriately to facilitate practice outcomes.</p>	<p>Using the Toolbox in the Social Media Toolkit for Social Workers by Laurel Hitchcock &amp; Allison Curington <a href="#">Social Media Toolkit for Social Work Field Educators</a>.</p> <p>For a free copy go to <a href="https://www.laureliversonhitchcock.org/2018/11/05/revised-social-media-toolkit/">https://www.laureliversonhitchcock.org/2018/11/05/revised-social-media-toolkit/</a></p> <p>Read the Case studies beginning on page 17 and answer student questions for each case study.</p> <p><b>Case Study #1 - It's My Prerogative</b>  <b>Case Study #2A - Picture Perfect</b>  <b>Case Study #2B - Check Me In</b>  <b>Case Study #3 - First Impressions</b>  <b>Case Study #4 - Be My Friend</b>  <b>Case Study #5 - Freedom of Speech</b></p>		<p>Rev 2021</p>	

<p>5. Use supervision and consultation to guide professional judgment and behavior.</p>	<p><b>Watch the below Recorded Webinar (PowerPoints provided on link) and provide a one page reflection paper.</b></p> <p>Safety, Ethics, and The Elephant in the Room <b>Presented by Wanda L. Anderson, MSW, LCSW</b></p> <p><a href="https://www.socialworktoday.com/webinars.shtml">https://www.socialworktoday.com/webinars.shtml</a></p>			
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<b>Competency 2 - Engage Diversity and Difference in Practice.</b> Junior 380N Senior 480N, 481N & 483N				
<u>Practice Behaviors</u>	<u>Learning Plan Assignments</u>	<u>Evidence of Assignment Completion</u>	<u>Midterm</u>	<u>Final Rating</u>
<p>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.</p>	<p>Garthwait Chapters 2, 10, 17</p> <p>Read NYT articles and/or NASW Social Justice Brief (posted on resource list on Canvas) and choose a racial or ethnic group that has been disproportionately impacted by COVID-19.</p> <p>Discuss how the group has been discriminated against or negatively affected by COVID-19.</p>			
<p>2. Present themselves as learners and engage clients and constituencies as experts of their own experiences.</p>	<p>Read Article: <i>Practicing cultural humility</i> in Counseling Today  <a href="https://ct.counseling.org/2016/12/practicing-cultural-humility/">https://ct.counseling.org/2016/12/practicing-cultural-humility/</a>            and provide a short synopsis.</p> <p>Read the article: Finch, S. (July 27, 2015). "Ever Been Told to 'Check Your Privilege?' Here's What That Really Means." Available at:  <a href="https://everydayfeminism.com/2015/07/what-checking-privilege-means/">https://everydayfeminism.com/2015/07/what-checking-privilege-means/</a></p>			

<p>3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>	<p><i>How Racial Bias works-and how to disrupt it.</i>  <a href="https://www.ted.com/talks/jennifer_l_eberhardt_how_racial_bias_works_and_how_to_disrupt_it#t-98036">https://www.ted.com/talks/jennifer_l_eberhardt_how_racial_bias_works_and_how_to_disrupt_it#t-98036</a></p> <p>Write a two page reflection essay from TED talk regarding racial bias and a plan to increase your own awareness of your own unconscious bias.</p> <p>Watch <b><i>Doing Race Through the Culture Cycle</i></b> (Race Works Series, Video 11).  <a href="https://www.youtube.com/watch?v=TQV7lo4zYUs#action=share">https://www.youtube.com/watch?v=TQV7lo4zYUs#action=share</a></p> <p>Complete the Self-awareness activity:          Complete the Culture Cycle Worksheet based upon the race of the client population you will work with:  <a href="http://www.sparqtools.org/wp-content/uploads/2020/02/Culture-Cycle-Worksheet.pdf">http://www.sparqtools.org/wp-content/uploads/2020/02/Culture-Cycle-Worksheet.pdf</a></p> <p>Map Your Identities:  <a href="http://sparqtools.org/map-your-identities/">http://sparqtools.org/map-your-identities/</a></p>			
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**Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice.****Senior- 481N & 483N**

<b><u>Practice Behaviors</u></b>	<b><u>Learning Plan Assignments</u></b>	<b><u>Evidence of Assignment Completion</u></b>	<b><u>Midterm</u></b>	<b><u>Final Rating</u></b>
1. Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	Garthwait Chapters 2, 10, 11, 12  Write an op-ed that highlights a plan towards resolving a selected social problem, how the current social policy legislation helps/hinders in solving the selected social problem and what should be done to set things right using Social Work Code of Ethics. You can use the following guide in writing an op-ed: <a href="https://styleguide.duke.edu/toolkits/writing-media/how-to-write-an-op-ed-article/">https://styleguide.duke.edu/toolkits/writing-media/how-to-write-an-op-ed-article/</a> Your op-ed should be no longer than 500 words. Upload on Canvas.			
2. Engage in practices that advance social, economic, and environmental justice.	Create a short term and long term plan that addresses both individual and systematic support for the group identified in Competency 2, pb1. Present your findings.			

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

Senior- 480N, 481N &amp; 483N

<b><u>Practice Behaviors</u></b>	<b><u>Learning Plan Assignments</u></b>	<b><u>Evidence of Assignment Completion</u></b>	<b><u>Midterm</u></b>	<b><u>Final Rating</u></b>
1. Use practice experience and theory to inform scientific inquiry and research.	Garthwait Chapters 2, 14, 15, 16  Select one scenario from Canvas, and develop a research question of interest related to social work practice and your knowledge of social work theories.			
2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	Read and cite a journal article that relates to your research question (Competency 4, practice behavior 1). Review the quantitative and/or qualitative evidence for the research findings, and provide a short synopsis.			
3. Use and translate research evidence to inform and improve practice, policy, and service delivery.	Use findings identified in practice behavior 2 to develop a proposed intervention or policy that addresses your research question that is relevant to social work practice.			



**Competency 5 – Engage in Policy Practice.**

Senior- 481N & 483N

<u>Practice Behaviors</u>	<u>Learning Plan Assignments</u>	<u>Evidence of Assignment Completion</u>	<u>Midterm</u>	<u>Final Rating</u>
<p>1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</p>	<p>Garthwait Chapters 6, 7, 8, 9</p> <p><b>Research Tennessee voting rules:</b>  <a href="https://www.vote411.org/search-by-topic?tid%5B%5D=65">https://www.vote411.org/search-by-topic?tid%5B%5D=65</a></p> <p>Using the Social work voting toolkit  <a href="https://votingissocialwork.org/#">https://votingissocialwork.org/#</a></p> <p>Identify 2 action plans that can make a difference in voter turnout on campus and in your community.</p>			
<p>2. Assess how social welfare and economic policies impact the delivery of and access to social services.</p>	<p>Using the <b>Institute for Research on Poverty Center</b>  <a href="https://www.irp.wisc.edu/resource_type/focus-focus-plus/">https://www.irp.wisc.edu/resource_type/focus-focus-plus/</a></p> <p>Explore local, state and federal policies that impact a population of interest, write a one page summary. Upload summary on Canvas.</p>			
<p>3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p>	<p>Complete an analysis of a political candidate’s plans for policy change.</p> <p>Watch this video about the necessity of combining an inward and outward perspective to create social change. How can these ideas be integrated into the social work concepts of self-awareness and commitment to social justice?  <a href="http://www.youtube.com/watch?v=U0YbXHMAnCI">www.youtube.com/watch?v=U0YbXHMAnCI</a></p>			

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

Junior 380N

Senior 480N, 481N & 483N

<u>Practice Behaviors</u>	<u>Learning Plan Assignments</u>	<u>Evidence of Assignment Completion</u>	<u>Midterm</u>	<u>Final Rating</u>
<p>1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</p>	<p>Garthwait Chapters 14 Ward &amp; Mama Chapter 8</p> <p>Watch the two videos listed below and identify specific engagement skills utilized and how using the person-in-environment perspective will help understand Andrea’s behaviors.</p> <p>Ineffective school interview <a href="https://www.youtube.com/watch?v=Ocp_1PtZupg">https://www.youtube.com/watch?v=Ocp_1PtZupg</a></p> <p>Effective school interview <a href="https://www.youtube.com/watch?v=TwVa4utpII">https://www.youtube.com/watch?v=TwVa4utpII</a></p>			
<p>2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>	<p>Read article below and document challenges and strategies. <i>How to Build the Therapeutic Relationship in the Teletherapy Modality.</i> <a href="https://www.theraplatform.com/blog/266/how-to-build-the-therapeutic-relationship-in-the-teletherapy-modality">https://www.theraplatform.com/blog/266/how-to-build-the-therapeutic-relationship-in-the-teletherapy-modality</a></p> <p>Read two articles on the use of self-disclosure in developing rapport with clients and develop 3 strategies to adhere to in social work practice.</p>			

**Competency 7- Assess Individuals, Families, Groups, Organizations, and Communities.**

**Senior 480N, 481N & 483N**

<u>Practice Behaviors</u>	<u>Learning Plan Assignments</u>	<u>Evidence of Assignment Completion</u>	<u>Midterm</u>	<u>Final Rating</u>
<p>1. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.</p>	<p>Garthwait Chapters 5, 10, 14 Ward &amp; Mama Chapter 8</p> <p>Complete Psychological First Aid Training (PFA) through NCTSN <a href="https://learn.nctsn.org/course/index.php?categoryid=11">https://learn.nctsn.org/course/index.php?categoryid=11</a> PFA online is a 6-hour interactive course that puts the participant in the role of a provider in a post-disaster scene.</p>			
<p>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.</p>	<p>Using information from client intake (from process recording seminar assignment) complete an ecomap</p>			
<p>3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</p>	<p>Watch: Treatment planning in counseling- video <a href="https://www.youtube.com/watch?v=XUuVWoQtlww">https://www.youtube.com/watch?v=XUuVWoQtlww</a> After reviewing the video complete a treatment plan for Renee with SMART goals and evidenced based interventions.</p>			

<p>4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</p>	<p>Complete the CDC's Preventing Adverse Childhood Experiences training, 1 hour.  <a href="https://vetoviolence.cdc.gov/apps/aces-training/#/#top">https://vetoviolence.cdc.gov/apps/aces-training/#/#top</a></p> <p>Complete Screening, Brief Intervention, and Referral to Treatment (SBIRT) online training (Wayne State University): <b>2 Hours</b>  <a href="https://sbirt.wayne.edu/courses">https://sbirt.wayne.edu/courses</a></p>			
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**Competency 8 Intervene with Individuals, Families, Groups, Organizations, and Communities.**  
**Senior 480N, 481N & 483N**

<u>Practice Behaviors</u>	<u>Learning Plan Assignments</u>	<u>Evidence of Assignment Completion</u>	<u>Midterm</u>	<u>Final Rating</u>
<p>1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</p>	<p>Garthwait Chapters 5, 10, 14  Ward &amp; Mama Chapter 8</p> <p>Explore and identify how to choose an intervention method with a clear rationale, based on theory, research and assessment.</p> <p><b>Complete Case Management Training – (Optional, if hours are needed)</b> (20 hours) Complete a short synopsis and upload training certificate on Canvas.  <a href="https://socialwork.utexas.edu/wp/wp-content/uploads/2020/03/20-hour-credit-case-management-training.pdf">https://socialwork.utexas.edu/wp/wp-content/uploads/2020/03/20-hour-credit-case-management-training.pdf</a></p>			
<p>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.</p>	<p>Watch this video and consider how understanding the ways in which trauma impacts young children is an example of an orienting theory. How does knowledge about trauma help social workers design interventions based on trauma-informed practice?  <a href="http://www.youtube.com/watch?v=Xg2RWFgBj8U&amp;index=5&amp;list=PL71574161D61A7B53">www.youtube.com/watch?v=Xg2RWFgBj8U&amp;index=5&amp;list=PL71574161D61A7B53</a></p> <p>Facilitate a client intake (Seminar Instructor will connect you with a client for the process recording assignment in seminar) and identify two appropriate referrals for services based on client needs.</p>			

3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	Identify opportunities to collaborate with other professionals (non-social workers) to meet needs of client interview from practice behavior 2. (S) When collaborating with other professionals, especially those from other disciplines, what professional perspectives might they be using that you would need to understand?			
4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	Identify specific barriers to services identified in client intake from practice behavior 2 and develop an action plan to address and advocate on behalf of client.  Watch this video and reflect on responsibilities of social work agencies to ensure access to all individuals, and consider what organizations must do to make this possible. <a href="http://www.youtube.com/watch?v=QtWcWkT2HUJ">www.youtube.com/watch?v=QtWcWkT2HUJ</a>			
5. Facilitate effective transitions and endings that advance mutually agreed-on goals.	Using the treatment plan for Renee from Competency 7, pb 3, how would you develop a plan to effectively transition them to aftercare?  Complete this training- "Addressing transition issues for young foster children" and identify take-aways. <a href="https://learn.nctsn.org/course/view.php?id=164">https://learn.nctsn.org/course/view.php?id=164</a>			

**Competency 9- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.**  
Senior 481N & 483N

<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 appropriate methods for evaluation of outcomes.	Garthwait Chapters 10, 14, 15 Ward & Mama Chapter 8  After watching this video that describes the importance of culturally resonant evaluation, how can this learning be applied to evaluation of outcomes? <a href="http://www.youtube.com/watch?v=GEubejt8oUg">www.youtube.com/watch?v=GEubejt8oUg</a>		Rev 2021	

<p>2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</p>	<p>Explore the literature (textbook, articles, etc.) concerning a practice evaluation method and document findings.</p> <p>Using the Person-in-Environment perspective identify how the above evaluation method addresses the client's relationship with their environment.</p>			
<p>3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.</p>	<p>Critically analyze an assessment tool, intervention, or evaluation method that can be used to measure outcomes.</p>			
<p>4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>	<p>Identify how the measure outcome identified in pb 3 can be used to improve practice effectiveness.</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:** \_\_\_\_\_