

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.

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.

IPT is not accessible to Task Instructors. Students who are assigned a Task Instructor at their field placement are responsible for sharing a copy of their learning plan and progress with them.

Learning Plan Assignments – Completed by the Field Instructor and Student

1. Students must complete assignments for each practice behavior in order to demonstrate competency. 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.
2. After reviewing the assignments, the Field Instructor and student sign under "Learning Plan" at the end of the form. These signatures indicate that the Student and Field Instructor understand and commit to the plan.
3. **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.
4. **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 are demonstrated and measured by the assignment. The letters are abbreviations for: Knowledge (K), Values (V), Skills (S), Cognitive and Affective Processing (CAP). Students and Field Instructors are not expected to add these letters to the assignments that are added to the form.

Evidence of Assignment Completion- Completed by the Student

The student is to document activities related to assignment completion and enter this information into the Evidence of Assignment Completion column.

- 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: Student 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. Field Instructors are expected to provide summary feedback on student performance and competency in the Comments sections for each evaluation period. Students may enter comments about the evaluation and/or their field experience in the comments sections.

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 practice 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 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.

Competency 1 - Demonstrate Ethical and Professional Behavior.

	<u>Learning Plan Assignments</u>	<u>Evidence of Assignment Completion</u>	<u>Midterm</u>	<u>Final Rating</u>
<p><u>Practice Behaviors</u></p> <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 collaborating professionals' codes of ethics as appropriate to context.</p>	<p>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. (V,CAP)</p>			
<p>2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</p>	<p>Identify at least two personal values and reflect on how they may impact professional practice in the field setting. Identify and implement at least one strategy for managing the impact of personal values and share with the field instructor. (V, CAP)</p>			

<p>3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.</p>	<p>Demonstrate consistent time management skills, including attendance, field and agency documentation, tasks and projects. (S)</p>			
<p>4. Use technology ethically and appropriately to facilitate practice outcomes.</p>	<p>Identify how technology is used in the organization to facilitate practice outcomes. Identify and analyze at least one ethical challenge related to the use of technology in the field setting. (K, V, CAP)</p>			
<p>5. 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. (K,CAP)</p>			

Competency 2 - Engage in cultural humility and anti-racist and anti-oppressive practice

	<u>Learning Plan Assignments</u>	<u>Evidence of Assignment Completion</u>	<u>Midterm</u>	<u>Final Rating</u>
<u>Practice Behaviors</u> 1. Critically examine, elevate, and apply anti-racist and anti-oppressive theory and practice at the micro, mezzo, and macro levels, including on inter-professional teams.	Identify a specific anti-racist and anti-oppressive theory (e.g., critical race theory) and discuss with your field instructor how this theory applies to social work practice with field agency clients. (S, CAP, K)			
2. Present themselves as learners of others' experiences and engage clients and constituencies as experts of their own experiences.	Complete client interviews enabling clients to share life experiences. (S)			

<p>3. Demonstrate self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>	<p>Identify and implement at least one specific strategy for uncovering one's own personal biases. Analyze the potential impact of the identified biases on professional practice with diverse clients and colleagues in the field setting. Identify and implement at least one specific strategy to manage the influence of a personal bias on professional practice. (V, CAP)</p>			
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<u>Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice.</u>				
	<u>Learning Plan Assignments</u>	<u>Evidence of Assignment Completion</u>	<u>Midterm</u>	<u>Final Rating</u>
<p><u>Practice Behaviors</u></p> <p>1. Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.</p>	<p>Review the United Nations Universal Declaration on Human Rights to identify specific human rights that may not be guaranteed for field agency client populations, and discuss with Field Instructor. Identify and discuss with Field Instructor a specific social, economic, or environmental justice issue related to the agency client population. (K, V, CAP)</p>			

<p>2. Engage in practices on inter-professional teams that advance social, economic, and environmental justice.</p>	<p>Identify and participate in an advocacy activity related to an issue of social, economic, or environmental justice. (V, S, K)</p>			
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<u>Competency 6 - Engage with Individuals, Families, Groups, Organizations, and Communities</u>				
	<u>Learning Plan Assignments</u>	<u>Evidence of Assignment Completion</u>	<u>Midterm</u>	<u>Final Rating</u>
<p><u>Practice Behaviors</u></p> <p>1. Apply knowledge of human behavior and the social and built environment, person-in-environment, and other multidisciplinary theoretical 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 client interviews and engaging with diverse clients. (K, S, CAP)</p>			
<p>2. Use empathy, reflection, technology, and interpersonal skills to effectively engage diverse clients and constituencies.</p>	<p>Implement empathic listening and client engagement skills. Seek feedback from the field instructor and other colleagues and reflect on one's strengths and areas for growth in using these skills in-person and through technology. (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: _____