

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

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 at least 2 assignments for each practice behavior in order to demonstrate competency. One required assignment for each practice behavior is listed on the form. Students and Field Instructors should discuss how to adapt these required assignments to the field agency context. Students and field instructors are to develop at least one additional assignment for each practice behavior. These assignments should reflect students' interests and the learning opportunities available in the agency setting. Agency-specific assignments should be developed jointly by the Field Instructor and the student.
2. The student is responsible for entering the agency-specific assignments in the Learning Plan Assignments column in IPT. When that column is complete, both the Field Instructor and student sign under "Learning Plan" at the end of the form. The student and Field Instructor signatures indicate that both understand and have committed to the planned assignments.
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 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 assign letters to other assignments.

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 additional codes of ethics as appropriate to context.</p>	<p>1. 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.</p>			
<p>2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</p>	<p>1. Identify a practice situation that is challenging because of the student’s identified personal values. Develop and implement strategies to maintain professionalism in the identified situation and ways to manage the influence of these personal values and emotions on the student’s professional</p>			

	<p>practice. Discuss the effectiveness of the strategies in supervision (V,CAP)</p> <p>2.</p>			
<p>3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.</p>	<p>1. Demonstrate consistent time management skills, including attendance, field and agency documentation, tasks and projects. (S)</p> <p>2.</p>			
<p>4. Use technology ethically and appropriately to facilitate practice outcomes.</p>	<p>1. 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)</p> <p>2.</p>			
<p>5. Use supervision and consultation to guide professional judgment and behavior.</p>	<p>1. 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</p>			

	<p>the field instructor. Implement supervisory feedback in practice and discuss in supervision. (S, K, CAP)</p> <p>2.</p>			
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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>
<p>Practice Behaviors</p> <p>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.</p>	<p>1. Apply an anti-racist and anti-oppressive theory (e.g., critical race theory) to an analysis of a field organization policy, procedure, or practices, e.g., hiring, services, and clients served. Write a brief reflective summary and share with the field instructor. (K, CAP, V)</p> <p>2.</p>			
<p>2. Present themselves as learners of others' experiences and engage clients and constituencies as experts of their own experiences.</p>	<p>1. Complete client interviews enabling clients to share life experiences. (S)</p> <p>2.</p>			

<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>1. Keep a journal of weekly reflections on awareness of personal biases that are identified through planning for and engagement with diverse clients and colleagues. Share some insights gained in supervision. (Note: Students are not expected or required to share their journals with Field Instructors, but should discuss what they have learned to increase self-awareness.) (V, CAP)</p> <p>2.</p>			
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<i>Competency 4 – Engage in Practice-informed Research and Research-informed Practice</i>				
	<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. Use practice experience and theory to inform scientific inquiry and research.</p>	<p>1. Develop a research question that emerges from interactions with client systems and your knowledge of social work theories. (K, S, CAP)</p> <p>2.</p>			

<p>2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</p>	<ol style="list-style-type: none"> 1. Read at least one peer-reviewed 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 present to the Field Instructor or agency staff. (CAP, K) 2. 			
<p>3. Use, integrate, and translate research evidence from appropriate professions to inform and improve practice, policy, and service delivery.</p>	<ol style="list-style-type: none"> 1. Use findings identified in practice behavior 2 to develop a proposal to enhance agency policy or practice. (K, S, CAP) 2. 			

Competency 5 – Engage in Policy Practice.

	<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. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</p>	<p>1. Identify one social policy at each level (local, state, federal) that has an impact on clients served by the agency. (K, CAP)</p> <p>2.</p>			
<p>2. Assess how social welfare and economic policies impact the delivery of and access to health, behavioral health, and social services.</p>	<p>1. Analyze how the policies identified in practice behavior 1 impact client access to health, behavioral health, or social services. (CAP, V)</p> <p>2.</p>			
<p>3. Apply critical thinking and technological literacy to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p>	<p>1. Propose a new policy or policy change that addresses a specific human rights or justice issue. (V, K,CAP, S)</p> <p>2.</p>			

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

	<u>Learning Plan Assignments</u>	<u>Evidence of Assignment Completion</u>	<u>Midterm</u>	<u>Final Rating</u>
<u>Practice Behaviors</u> 1. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.	1. Use agency assessment tools and procedures to complete client assessments and to explore and discuss the client’s strengths, needs, challenges, and desired service outcomes. (K, S, CAP) 2.			
2. Apply knowledge of human behavior and the social and built environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	1. Apply person-in-environment or other theoretical frameworks to client assessment (e.g., genogram, ecomap, etc.). (K, S, CAP) 2.			
3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	1. Collaborate with client system to identify intervention goals and objectives using the SMART model. (S, CAP, K) 2.			

<p>4. Select appropriate intervention strategies based on the assessment, research outcomes, and values and preferences of clients and constituencies.</p>	<p>1. Use research to identify evidence-informed interventions appropriate to agency services and client populations and develop intervention plans using available agency forms and tools. (K, CAP, S)</p> <p>2.</p>			
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Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities.

	<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. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</p>	<p>1. Select and implement a generalist practice intervention that is intended to enhance client/constituency capacities. Examples of generalist practice interventions include case management, client education, psychosocial groups, case advocacy, and referral. (K, V, CAP, S)</p> <p>2.</p>			
<p>2. Apply knowledge of human behavior and the social and built environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</p>	<p>1. Select a specific theory for social work practice and describe how to apply it to client interventions. (K, CAP)</p> <p>2.</p>			

<p>3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</p>	<p>1. Collaborate with other professionals (non-social workers) to meet client/constituent needs. (S)</p> <p>2.</p>			
<p>4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</p>	<p>1. Identify specific barriers to service or resource gaps for a client or constituency. Engage with client(s) and agency colleagues in negotiation, mediation, and/or advocacy to develop plans to access needed resources. (S, CAP, V)</p> <p>2.</p>			
<p>5. Facilitate effective transitions and endings that advance mutually agreed-on goals.</p>	<p>1. Develop and implement with the field instructor a transition plan for the student's projects or client services. (CAP, S)</p> <p>2.</p>			

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

	<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. Select and use appropriate methods for evaluation of outcomes.</p>	<p>1. Select and use a method to evaluate outcomes for a specific intervention and discuss findings with Field Instructor. (K, CAP, S)</p> <p>2.</p>			
<p>2. Apply knowledge of human behavior and the social and built environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</p>	<p>1. Discuss the evaluation method(s) used in the agency and how any theoretical frameworks inform the evaluation process with the field instructor. (CAP, K)</p> <p>2.</p>			
<p>3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.</p>	<p>1. Critically analyze an assessment tool, intervention, or evaluation method utilized by the agency and discuss analysis with Field Instructor. (CAP)</p> <p>2.</p>			

<p>4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>	<p>1. Identify with Field Instructor how agency evaluation method(s) are used to improve practice effectiveness at the micro, mezzo, and/or macro levels. (K, CAP, S)</p> <p>2.</p>			
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Competency 10- Engage in trauma-informed and responsive practice.

	<p><u>Learning Plan Assignments</u></p>	<p><u>Evidence of Assignment Completion</u></p>	<p><u>Midterm</u></p>	<p><u>Final Rating</u></p>
<p><u>Practice Behaviors</u></p> <p>1. Demonstrate understanding and collaborative application of trauma-informed theory, principles, and practices.</p>	<p>1. Identify how trauma-informed theory and practices are or may be used in the field agency. (K)</p> <p>2.</p>			
<p>2. Recognize and foster skills that promote resiliency within micro, mezzo, and macro practice settings.</p>	<p>1. Identify situations in the agency setting that are particularly stressful to you as a student. Select a practice that could help to increase your resilience as a social work practitioner (e.g., mindfulness, movement, breath work, gratitude). Implement this practice and discuss its impact on your social work practice with your field instructor. (K,CAP)</p> <p>2.</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: _____