



**Department of Social Work
MSW Learning Plan and Evaluation
Specialized Year**

Student Name: _____ School Term: _____

Field Agency: _____ Field Instructor: _____

Instructions for Evaluation: This chart indicates the standard for scoring the nine competencies. Under each competency, there are behavioral indicators to consider, in determining the overall scoring of each competency. The behaviors will have a “minus” if the student has not demonstrated the behavior, and a “check” if the student has demonstrated the behavior. This evaluation process will be done at the end of semester one and two of the field year. You will notice that the highest score possible for semester one is “3”, which indicates students are not expected perform at a high level of mastery. A rating of N/A for overall competency or individual behaviors is allowed in semester one only and means the student has not had a chance to demonstrate the behavior/competency yet. The highest score possible for semester two is “5”, to allow opportunity to show growth in student performance from the first to the second semester. All behaviors must be demonstrated by the end of the second semester for the student to pass field.

| Semester One | Semester Two | |
|-------------------|-------------------|--|
| N/A | | Student has not had a chance to practice the behaviors of the competency. A rating of Not Applicable (N/A) is allowed in semester one only. |
| 1 Fail | 1 Fail | Student is not able to demonstrate the behaviors of the competency at this time. Student may or may not have a clear understanding of the competency. |
| 2 Pass | 2 Fail | Semester 1- Student is at a beginner’s level in ability to demonstrate the behaviors of this competency. Student may be able to demonstrate some but not all of the behaviors. Student may understand the competency and recognize it when he/she sees it. The student is expected to improve in this area with additional experience. Semester 2 – I have concerns about the student’s performance related to this competency. Student has not consistently demonstrated the behaviors expected under this competency. |
| 3 Pass | 3 Pass | Student exhibits solid skills in this area and is able to demonstrate the behaviors of this competency at the expected level for a student at this point in the internship. The student is expected to improve in this area with additional experience. |
| | 4 Pass | Student demonstrates the behaviors of this competency more consistently and seamlessly than most students at this point in the internship. The student could use additional experience to improve and refine skills in this area. |
| | 5 Pass | Student consistently demonstrates competency above the expected level in this area- has work experience and/or natural gifts that enable her or him to perform at a higher level than expected at this point in the internship. |

Competency #1: Intern demonstrates ethical and professional behavior.

| <u>Semester 1 Final Score</u> | | | | <u>Semester 2 Final Score</u> | | | | |
|-------------------------------|---|---|---|-------------------------------|---|---|---|---|
| <i>(Please circle one)</i> | | | | <i>(Please circle one)</i> | | | | |
| N/A | 1 | 2 | 3 | 1 | 2 | 3 | 4 | 5 |

Place a "checkmark" beside the behaviors demonstrated.
Place a "minus" beside the behaviors not yet demonstrated.

Semester
1 2

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|-----|--|--|--|
| 1.1 | Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models of ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to a rural context | | |
| 1.2 | Use reflection and self-regulation to manage personal values and maintain professionalism in rural practice situations | | |
| 1.3 | Demonstrate professional demeanor in behavior; appearance; and oral, written and electronic communication both in rural communities and in practice settings | | |
| 1.4 | Use technology ethically and appropriately to facilitate advanced practice outcomes in rural settings | | |
| 1.5 | Use supervision and consultation to guide professional judgment and behavior | | |
| 1.6 | Actively participate in professional social work associations/organizations | | |
| 1.7 | Design and manage effective self-care strategies to reduce the likelihood of compassion fatigue and burnout | | |

Tasks:

- Review and comply with all "Agency" and "Field" policies, representing agency and self in a professional manner.
- Discuss self-care strategies with supervisor and develop a self-care plan for oneself.
- In each supervision session, look at NASW Code of Ethics and discuss areas that are relevant to the week's field work.
- **ADD ADDITIONAL TASK HERE:**

Semester 1 Comments:

Semester 2 Comments:

Competency #2: Intern advances human rights and social, racial, economic, and environmental justice.

| <u>Semester 1 Final Score</u> | | | | <u>Semester 2 Final Score</u> | | | | |
|-------------------------------|---|---|---|-------------------------------|---|---|---|---|
| <i>(Please circle one)</i> | | | | <i>(Please circle one)</i> | | | | |
| N/A | 1 | 2 | 3 | 1 | 2 | 3 | 4 | 5 |

Place a "checkmark" beside the behaviors demonstrated.
 Place a "minus" beside the behaviors not yet demonstrated.

Semester
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|-----|--|--|--|
| 2.1 | Engage in practices that advance human rights to promote social, racial, economic, and environmental justice and critically analyze the intersections in rural contexts. | | |
| 2.2 | Advocate for human rights at the individual, family, group, organizational, and community system levels. | | |

Tasks:

- Participate in at least one community activity to advocate for human rights and social, economic, and environmental justice (community outreach events, and public policy meetings, advocacy groups).
- Identify and then discuss with field instructor the impact of oppression and discrimination on the delivery of services within your agency.
- Throughout placement, familiarize self with current political events (local, state, and national levels) and their real or potential effects on clients in your agency. Discuss these events as they arise with field instructor.
- **ADD ADDITIONAL TASK HERE:**

Semester 1 Comments:

Semester 2 Comments:

Competency #3: Intern engages anti-racism, diversity, equity, and inclusion (ADEI) in practice.

| <u>Semester 1 Final Score</u> | | | | <u>Semester 2 Final Score</u> | | | | |
|-------------------------------|---|---|---|-------------------------------|---|---|---|---|
| <i>(Please circle one)</i> | | | | <i>(Please circle one)</i> | | | | |
| N/A | 1 | 2 | 3 | 1 | 2 | 3 | 4 | 5 |

Place a "checkmark" beside the behaviors demonstrated.
Place a "minus" beside the behaviors not yet demonstrated.

Semester
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|-----|---|--|--|
| 3.1 | Apply and communicate understanding of the importance of ADEI in shaping life experiences in practice at the micro, mezzo, and macro levels in rural settings; | | |
| 3.2 | Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; | | |
| 3.3 | 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; and | | |
| 3.4 | Analyze the holistic and systemic nature of problems in rural settings taking care to attend the special factors of rurality: such as diverse cultural backgrounds, dual relationships, inadequate transportation, extreme poverty, difficult access to health care, and disenfranchisement from political processes. | | |

Tasks:

- Identify possible micro-aggressions in various settings and evaluate environmental factors that might influence personal biases.
- Discuss strategies that enhance personal knowledge and recognize cultural humility with field instructor.
- Research specific issues that negatively impact target populations and discuss with field instructor.
- **ADD ADDITIONAL TASK HERE:**

Semester 1 Comments:

Semester 2 Comments:

Competency 4: Intern engages in practice-informed research and research-informed practice.

| <u>Semester 1 Final Score</u> | | | | <u>Semester 2 Final Score</u> | | | | |
|-------------------------------|---|---|---|-------------------------------|---|---|---|---|
| <i>(Please circle one)</i> | | | | <i>(Please circle one)</i> | | | | |
| N/A | 1 | 2 | 3 | 1 | 2 | 3 | 4 | 5 |

Place a "checkmark" beside the behaviors demonstrated.
Place a "minus" beside the behaviors not yet demonstrated.

Semester
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| 4.1 | Use practice experience and theoretical underpinning of anti-racist and anti-oppressive evidence-based practice models to inform scientific inquiry and research; | | |
| 4.2 | Integrate and adapt research evidence to inform and improve ADEI practice, policy, and service delivery in rural settings; | | |
| 4.3 | 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. | | |

Tasks:

- Critically analyze, and then discuss with field instructor, the current information gathered by the agency for purposes of assessment.
- Research best practices/evidence-based practice for one aspect of field practice and discuss strategies to implement with field instructor.
- **ADD ADDITIONAL TASK HERE:**

Semester 1 Comments:

Semester 2 Comments:

Competency #5: Intern engages in policy practice.

| <u>Semester 1 Final Score</u> | | | | <u>Semester 2 Final Score</u> | | | | |
|-------------------------------|---|---|---|-------------------------------|---|---|---|---|
| <i>(Please circle one)</i> | | | | <i>(Please circle one)</i> | | | | |
| N/A | 1 | 2 | 3 | 1 | 2 | 3 | 4 | 5 |

Place a "checkmark" beside the behaviors demonstrated.
Place a "minus" beside the behaviors not yet demonstrated.

Semester
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| 5.1 | Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies at the local, state, and federal levels the delivery of and access to support services in rural areas; and | | |
| 5.2 | Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice in rural settings. | | |

Tasks:

- Identify one policy relevant to agency services (within agency, state government, etc.) that needs changing or further development.
- Assume advocacy role in communicating policy needs to agency board/community leaders/administrators/legislators (pick one or more) and be available for follow-up as needed.
- **ADD ADDITIONAL TASK HERE:**

Semester 1 Comments:

Semester 2 Comments:

Competency #6: Intern engages with individuals, families, groups, organizations, and communities.

| <u>Semester 1 Final Score</u> | | | | <u>Semester 2 Final Score</u> | | | | |
|-------------------------------|---|---|---|-------------------------------|---|---|---|---|
| <i>(Please circle one)</i> | | | | <i>(Please circle one)</i> | | | | |
| N/A | 1 | 2 | 3 | 1 | 2 | 3 | 4 | 5 |

Place a “checkmark” beside the behaviors demonstrated.
Place a “minus” beside the behaviors not yet demonstrated.

Semester
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|-----|---|--|--|
| 6.1 | Apply knowledge of human behavior and the person-in-environment, and inter-professional conceptual frameworks to engage with rural clients and constituencies; | | |
| 6.2 | Ensure informed consent while using empathy, reflection, and interpersonal skills at an advanced level to effectively engage in culturally responsive practice in rural settings; and | | |
| 6.3 | Utilize the most appropriate anti-racist and anti-oppressive engagement strategy according to each practice context | | |

Tasks:

- Identify conceptual frameworks that explain development and impact on a client system.
- Arrange for supervisor to observe initial interviews/interactions with clients. After each observation, discuss with supervisor use of empathy and interviewing skills, asking for specific feedback on strengths and areas for development.
- In each supervision session, provide rationale for decisions made regarding engagement strategies.
- **ADD ADDITIONAL TASK HERE:**

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| Semester 1 Comments: |
| Semester 2 Comments: |

Competency #7: Intern assesses individuals, families, groups, organizations, and communities.

| <u>Semester 1 Final Score</u> | | | | <u>Semester 2 Final Score</u> | | | | |
|-------------------------------|---|---|---|-------------------------------|---|---|---|---|
| <i>(Please circle one)</i> | | | | <i>(Please circle one)</i> | | | | |
| N/A | 1 | 2 | 3 | 1 | 2 | 3 | 4 | 5 |

Place a "checkmark" beside the behaviors demonstrated.
Place a "minus" beside the behaviors not yet demonstrated.

Semester
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| 7.1 | Collect and organize client-driven data, and skillfully apply critical thinking to interpret information from rural clients and constituencies; | | |
| 7.2 | Apply theories of human behavior and the person-in-environment, and other culturally responsive and interprofessional conceptual frameworks when assessing rural clients and constituencies; | | |
| 7.3 | Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed upon plan based on the critical assessment of strengths, needs, and challenges in rural areas; | | |
| 7.4 | Modify appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of rural clients and constituencies; and | | |
| 7.5 | Consider aspects intrinsic in rural settings impacting assessment such as connections with church communities, neighbors, extended family, fictive kin, and other informal resources. | | |

Tasks:

- Arrange for supervisor to observe assessment interviews with clients. After each observation, discuss with supervisor use of assessment skills, asking for specific feedback on strengths and areas for development.
- Develop assessments of a client system in the context of person in environment.
- In each supervision session, provide theoretical rationale for assessment strategies used and discuss strengths/shortcomings of these with field instructor.
- **ADD ADDITIONAL TASK HERE:**

Semester 1 Comments:

Semester 2 Comments:

Competency #8: Intern intervenes with individuals, families, groups, organizations, and communities.

| <u>Semester 1 Final Score</u> | | | | <u>Semester 2 Final Score</u> | | | | |
|-------------------------------|---|---|---|-------------------------------|---|---|---|---|
| <i>(Please circle one)</i> | | | | <i>(Please circle one)</i> | | | | |
| N/A | 1 | 2 | 3 | 1 | 2 | 3 | 4 | 5 |

Place a "checkmark" beside the behaviors demonstrated.
Place a "minus" beside the behaviors not yet demonstrated.

Semester
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| 8.1 | Engage with clients and constituencies to critically choose and implement culturally responsive, evidence informed interventions to achieve rural clients and constituency goals; | | |
| 8.2 | Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of rural clients and constituencies; | | |
| 8.2 | Apply knowledge of human behavior and the social environment, person-in-environment, and culturally responsive and inter-professional conceptual frameworks in interventions with rural clients and constituencies; | | |
| 8.3 | Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes in rural settings; | | |
| 8.4 | Provide leadership in program development, administration, and evaluation; clinical and organizational supervision; research development and utilization; and policy creation, reform, and implementation; | | |
| 8.5 | Facilitate effective transitions and endings that advance mutually developed goals. | | |

Tasks:

- Develop mutually agreed upon long- and short-term goals with assigned clients/groups.
- Facilitate group meetings for clients, agencies, or communities.
- Identify case situations where inter-professional alliances are in play and discuss dynamics of these with field instructor.
- **ADD ADDITIONAL TASK HERE:**

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| Semester 1 Comments: |
| Semester 2 Comments: |

Competency #9: Intern evaluates practice with individuals, families, groups, organizations, and communities.

| <u>Semester 1 Final Score</u> | | | | <u>Semester 2 Final Score</u> | | | | |
|-------------------------------|---|---|---|-------------------------------|---|---|---|---|
| <i>(Please circle one)</i> | | | | <i>(Please circle one)</i> | | | | |
| N/A | 1 | 2 | 3 | 1 | 2 | 3 | 4 | 5 |

*Place a "checkmark" beside the behaviors demonstrated.
Place a "minus" beside the behaviors not yet demonstrated.*

Semester
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|-----|---|--|--|
| 9.1 | Select and use culturally responsive methods for evaluation of outcomes in rural settings; | | |
| 9.2 | Apply knowledge of human behavior and the social environment, person-in-environment, and other culturally responsive inter-professional conceptual frameworks in the evaluation of outcomes for rural clients and constituencies; and | | |
| 9.3 | Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities in rural contexts. | | |

Tasks:

- Develop methods to evaluate client progress towards goals for each service plan developed.
- Review, evaluate, and appraise current agency services. Process with field instructor in supervision and discuss ideas for improving services.
- **ADD ADDITIONAL TASK HERE**

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| Semester 1 Comments: |
| Semester 2 Comments: |

STUDENT NAME: _____

Learning Plan Tasks Required Signatures (to be developed and signed by all parties within the first four weeks of beginning field placement)

Signature of Student/Date: _____

Signature of Field Instructor/Date: _____

Signature of Field Liaison/Date: _____

SEMESTER 1 MIDTERM COMMENTS:

Student/Date: _____ **Field Instructor/Date:** _____

Task Supervisor/Date: _____ **Liaison/Date:** _____

SEMESTER 1 FINAL EVALUATION:

Field Instructor Section: EACH COMPETENCY MUST SCORE N/A, 2, OR HIGHER TO PASS FIELD.

Overall GRADE Student has earned: _____ PASS _____ FAIL

I attest this student has completed _____ field hours during this semester.

Comments:

Field Instructor/Date: _____

Student Section: I agree with the evaluation: YES or NO

(If the intern disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the field instructor and the faculty liaison. A meeting between the student, field instructor, and faculty liaison should then be held to discuss the disagreement.)

Comments:

Student Signature/Date: _____

Liaison Section: GRADES: _____ PASS _____ FAIL

Passed All Journal Assignments: YES or NO

Comments:

Liaison Signature/Date: _____

STUDENT NAME: _____

SEMESTER 2 MIDTERM COMMENTS:

Student/Date: _____ Field Instructor/Date: _____

Task Supervisor/Date: _____ Liaison/Date: _____

SEMESTER 2 FINAL EVALUATION:

Field Instructor Section: EACH COMPETENCY MUST SCORE 3 OR ABOVE TO PASS FIELD.

Overall GRADE Student has earned: _____PASS _____FAIL

I attest this student has completed _____ field hours during this semester.

Comments:

Field Instructor/Date: _____

Student Section: I agree with the evaluation: YES or NO

(If the intern disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the field instructor and the faculty liaison. A meeting between the student, field instructor, and faculty liaison should then be held to discuss the disagreement.)

Comments:

Student Signature/Date: _____

Liaison Section: GRADES: _____PASS _____FAIL

Passed All Journal Assignments: YES or NO

Comments:

Liaison Signature/Date: _____