

Ferris State University Social Work Program

Masters of Social Work Foundation Year Learning Plan/Evaluation

Date: _____ Semester: _____

Intern Name: _____

Field Agency: _____ Field Instructor _____

Instructions for Completing the Learning Plan Portion of this document

A learning plan is required from all students currently placed at a field agency. The purpose of the learning plan is to map out a plan of action, developed by both the student and the field instructor, in order to accomplish the goals and objectives of the curriculum's Nine Practice Competencies. This plan outlines learning opportunities and challenges that the agency will provide the student while he/she is placed with the agency. It also outlines activities that the student hopes to participate in while in the direct learning environment. Students are required by their seminar instructors to revise their plan for the second semester of placement and reflect on the learning plan at the end of each semester. The learning plan should be completed, signed by student, field instructor, and FSU faculty by the end of the student's first month of placement.

Instructions for Completing the Evaluation Portion of this document

Please use the 10-point scale below to rate the skill level) and the degree of consistency, as applicable) for each learning activity item. Use the anchors in the scale to guide your rating of the student's skill level for each item on a continuum from "0" (skill is not developed) to "10" (skill is mastered). Ratings on items for each semester can range from 0 to 10 depending on the student's skill level. Please use the full scale from 0 to 10, as appropriate, to rate the skill level of the student regardless of the semester. For example, a student in the first semester can be rated an "8" on any item if that skill is fully developed and consistently demonstrated in field at that time. Conversely, a student in the second semester can be rated a "2" on any item if that skill is only beginning to develop at that time. It may be that a specific skill was not observed, and therefore cannot be rated, during the first semester and a rating of "N/O" may be appropriate. Please note that **ALL SKILLS NEED TO BE RATED BY THE END OF THE SECOND SEMESTER**, showing that the student has achieved competency, therefore a score of "N/O" is not acceptable in the second semester evaluation. At the end of each competency section, we have also included a "Field Instructor Reflection" area and ask that you provide a brief justification for the scoring you assigned to the student.

Rating Scale:

0 = Skill is not developed

2 = Skill is beginning to develop

4 = Skill is still developing and is not consistent

6 = Skill is developed and is mostly consistent

8 = Skill is fully developed and consistent

10 = Skill is mastered; exceeds all standards

Skill is not developed (0)

Skill is mastered (10)

N/O	0	1	2	3	4	5	6	7	8	9	10
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N/O = There was no opportunity for the student to demonstrate skills in this area.

Competency #1: Student Intern Demonstrates Ethical and Professional Behavior

Practice Behavior	Task / Activity	Evaluation
<p>1.1 Makes 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>Example: Student will discuss ethical issues with field supervisor and fellow co-workers as they arise, referring to the NASW Code of Ethics whenever appropriate, on a weekly basis.</p>		
1.2 Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.		
1.3. Demonstrates professional demeanor in behavior, appearance and oral, written and electronic communication.		
1.4. Uses technology ethically and appropriately to facilitate practice outcomes.		
1.5 Uses supervision and consultation to guide professional judgement and behavior.		

Competency 1: Scores in **red** are not passing; scores in **green** are passing and within the expected range; scores in **blue** are passing and exceed the expected range.

First Semester	0	1	2	3	4	5	6	7	8	9	10
Second Semester	0	1	2	3	4	5	6	7	8	9	10

Field Instructor Reflection (Please comment on how the student demonstrated this competency during this semester):

Student Reflection (In what ways have you demonstrated this competency this semester? What grade do you feel you achieved on this competency and why?):

Competency #2: Student Intern Engages in Diversity and Difference in Practice

Practice Behavior	Task / Activity	Evaluation
2.1 Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo and macro level.		
2.2 Presents themselves as learners and engages clients and constituencies as experts of their own experiences. Example: Student intern will participate in Family Team Meetings whenever appropriate, initiating conversations with clients as the experts of their own experiences.		
2.3 Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.		

Competency 2: Scores in red are not passing; scores in green are passing and within the expected range; scores in blue are passing and exceed the expected range.

First Semester	0	1	2	3	4	5	6	7	8	9	10
Second Semester	0	1	2	3	4	5	6	7	8	9	10

Field Instructor Reflection (Please comment on how the student demonstrated this competency during this semester):

Student Reflection (In what ways have you demonstrated this competency this semester? What grade do you feel you achieved on this competency and why?):

Competency #3: Student Intern Advances Human Rights and Social, Economic, and Environmental Justice		
Practice Behavior	Task / Activity	Evaluation
3.1 Applies their understanding of social, economic and environmental justice to advocate for human rights at the individual and systems levels. Example: Student will identify policies currently in place regarding human trafficking, to be completed by mid-semester evaluation.		
3.2 Engages in practices that advance social, economic and environmental justice.		

Competency 3: Scores in **red** are not passing; scores in **green** are passing and within the expected range; scores in **blue** are passing and exceed the expected range.

First Semester	0	1	2	3	4	5	6	7	8	9	10
Second Semester	0	1	2	3	4	5	6	7	8	9	10

Field Instructor Reflection (Please comment on how the student demonstrated this competency during this semester):

Student Reflection (In what ways have you demonstrated this competency this semester? What grade do you feel you achieved on this competency and why?):

Competency #4: Student Intern Engages in Practice- informed Research and Research- informed Practice		
Practice Behavior	Task / Activity	Evaluation
4.1 Uses practice experience and theory to inform scientific inquiry and research Example: Student will review agency feedback surveys and compile thoughts regarding agency-provided services. Will be completed by the end of second semester.		
4.2 Applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.		
4.3 Uses and translates research evidence to inform and improve practice, policy and service delivery.		

Competency 4: Scores in **red** are not passing; scores in **green** are passing and within the expected range; scores in **blue** are passing and exceed the expected range.

First Semester	0	1	2	3	4	5	6	7	8	9	10
Second Semester	0	1	2	3	4	5	6	7	8	9	10

Field Instructor Reflection (Please comment on how the student demonstrated this competency during this semester):

Student Reflection (In what ways have you demonstrated this competency this semester? What grade do you feel you achieved on this competency and why?):

Competency #5: Student Intern Engages in Policy Practice

Practice Behavior	Task / Activity	Evaluation
5.1 Identifies social policy at the local, state and federal level that impacts well-being, service delivery and access to social services.		
5.2 Assesses how social welfare and economic policies impact the delivery of and access to social services. Example: Student will research current legislation that impacts the Department of Health and Human Services and the clients served. To be completed by mid-semester evaluation.		
5.3 Applies critical thinking to analyze, formulate and advocate for policies that advance human rights and social, economic and environmental justice.		

Competency 5: Scores in **red** are not passing; scores in **green** are passing and within the expected range; scores in **blue** are passing and exceed the expected range.

First Semester	0	1	2	3	4	5	6	7	8	9	10
Second Semester	0	1	2	3	4	5	6	7	8	9	10

Field Instructor Reflection (Please comment on how the student demonstrated this competency during this semester):

Student Reflection (In what ways have you demonstrated this competency this semester? What grade do you feel you achieved on this competency and why?):

Competency #6: Student Intern Engages with Individuals, Families, Groups, Organizations, and Communities		
Practice Behavior	Task / Activity	Evaluation
6.1 Applies knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks to engage with clients and constituencies.		
6.2 Uses empathy, reflection and interpersonal skills to effectively engage diverse clients and constituencies. Example: Student will work to ensure every conversation held with a client is done in an empathetic fashion, reflecting student's		

understanding of client's point-of-view. To be observed throughout the semester by field supervisor.		
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Competency 6: Scores in **red** are not passing; scores in **green** are passing and within the expected range; scores in **blue** are passing and exceed the expected range.

First Semester	0	1	2	3	4	5	6	7	8	9	10
Second Semester	0	1	2	3	4	5	6	7	8	9	10

Field Instructor Reflection (Please comment on how the student demonstrated this competency during this semester):

Student Reflection (In what ways have you demonstrated this competency this semester? What grade do you feel you achieved on this competency and why?):

Competency #7: Student Intern Assesses Individuals, Families, Groups, Organizations, and Communities		
Practice Behavior	Task / Activity	Evaluation
7.1 Collects and organizes data and applies critical thinking to interpret information from clients and constituencies.		

7.2 Applies 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.		
7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs and challenges with clients and constituencies. Example: Student will assist foster care staff in developing initial service plans, updated service plans and permanent ward service plans. To be completed throughout the semester.		
7.4 Selects appropriate intervention strategies based on the assessment, research, knowledge, values and preferences of the clients and constituencies.		

Competency 7: Scores in **red** are not passing; scores in **green** are passing and within the expected range; scores in **blue** are passing and exceed the expected range.

First Semester	0	1	2	3	4	5	6	7	8	9	10
Second Semester	0	1	2	3	4	5	6	7	8	9	10

Field Instructor Reflection (Please comment on how the student demonstrated this competency during this semester):

Student Reflection (In what ways have you demonstrated this competency this semester? What grade do you feel you achieved on this competency and why?):

Competency # 8: Student Intern Intervenes with Individuals, Families, Groups, Organizations and Communities		
Practice Behavior	Task / Activity	Evaluation
8.1 Critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies. Example: Student will participate weekly in Family Team Meetings, working with parents and children to develop goals and objectives.		
8.2 Applies knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.		
8.3 Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.		
8.4 Negotiates, mediates and advocates with and on behalf of diverse clients and constituencies.		

8.5 Facilitates effective transitions and endings that advance mutually agreed-upon goals.		
8.6 Promotes social and economic justices causes through political advocacy and community intervention.		

Competency 8: Scores in **red** are not passing; scores in **green** are passing and within the expected range; scores in **blue** are passing and exceed the expected range.

First Semester	0	1	2	3	4	5	6	7	8	9	10
Second Semester	0	1	2	3	4	5	6	7	8	9	10

Field Instructor Reflection (Please comment on how the student demonstrated this competency during this semester):

Student Reflection (In what ways have you demonstrated this competency this semester? What grade do you feel you achieved on this competency and why?):

Competency #9: Student Intern Evaluates Practice with Individuals, Families, Groups, Organizations and Communities

Practice Behavior	Task / Activity	Evaluation
<p>9.1 Selects and uses appropriate methods for evaluation of outcomes.</p> <p>Example: Student will evaluate client progress with client in face to face meetings on a weekly basis.</p>		
<p>9.2 Applies knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</p> <p>Example:</p>		
<p>9.3 Critically analyzes, monitors and evaluates intervention and program processes and outcomes</p> <p>Example:</p>		
<p>9.4 Applies evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels.</p>		

Competency 9: Scores in **red** are not passing; scores in **green** are passing and within the expected range; scores in **blue** are passing and exceed the expected range.

First Semester	0	1	2	3	4	5	6	7	8	9	10
Second Semester	0	1	2	3	4	5	6	7	8	9	10

Field Instructor Reflection (Please comment on how the student demonstrated this competency during this semester):

Student Reflection (In what ways have you demonstrated this competency this semester? What grade do you feel you achieved on this competency and why?):

This section to be completed at the end of the first semester:

Number of hours completed _____

I have reviewed this document with my intern and certify that the information contained in this document, including the number of hours worked, is accurate to the best of my knowledge.

Field Instructor's Signature _____

I have reviewed this document with my field supervisor and certify that the information contained in this document, including the number of hours worked, is accurate to the best of my knowledge.

Student Signature _____

Seminar/Field Liaison Instructor Signature _____

This section to be completed at the end of the second semester:

Number of hours completed_____

I have reviewed this document with my intern and certify that the information contained in this document, including the number of hours worked, is accurate to the best of my knowledge.

*Field Instructor's Signature*_____

I have reviewed this document with my field supervisor and certify that the information contained in this document, including the number of hours worked, is accurate to the best of my knowledge.

*Student Signature*_____

*Seminar/Field Liaison Instructor Signature*_____

COX

COPY

Signature of Agency Field Instructor: _____

Field Agency: _____ Date _____

The following section should be completed by the intern:

My field instructor has discussed this evaluation with me, and I have received a copy.

Intern's Signature _____ Date _____