

**SAU SCHOOL OF SOCIAL WORK  
MSW LEARNING PLAN-FALL**

**Student:** Mike Hoback **Agency Name:** Chattanooga Brain Injury **Field instructor:** Chris Atkins **Task Supervisor:** Chris Atkins

<b>Field Instructor EVALUATION KEY:</b>	<b>(E) Exceeds</b> -demonstrates behavior consistently <b>(M) Meets</b> -demonstrates solid skills	<b>(I) In Progress</b> -demonstrates skills expected at current level <b>(D) Does Not Meet</b> -unable to demonstrate practice behavior
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<b>Core Field Competency: 1.) Identify as a professional social worker and conduct oneself accordingly.</b>		
<b>EVALUATION:</b> Field Instructors, for each subtopic, fill in your evaluation for your student-see <i>Evaluation key above.</i>	<b>Field Practice Behaviors</b>	<b>Learning Activities (Action Steps)</b>
a.	a. Observe and offer feedback on client access to services.	a) Each week, observe social worker referring clients to services and talk about it with my supervisor.
b.	b. Practice personal reflection and self-correction to assure continual professional development.	b) Each week talk with social worker about progress and any problems I may be having and document this in my log.
c.	c. Become aware of and demonstrate professional roles and boundaries in accordance with the NASW Code of Ethics.	c) Maintain HIPPA/Confidentiality and review new code of ethics. Discuss monthly with supervisor.
d.	d. Demonstrate professional demeanor in behavior, appearance, and communication in accordance with agency policy.	d) Review agency policies and abide by them. Be punctual, abide by agency dress code and expectations
e.	e. Demonstrate commitment to career-long learning.	e) Read current publications once a month that are relevant to agency missions and treatment program.
f.	f. Use supervision and consultation for personal and professional development.	f) Meet with field instructor once a month to discuss issues with my experiences.

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**Feedback:**

- **Strengths:**
- **On-going development:**
- **Concerns:**

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<b>Core Field Competency: 2.) Apply social work ethical principles to guide professional practice (NASW, IFSW, IAASW)</b>		
<b>EVALUATION:</b> Field Instructors, for each subtopic, fill in your evaluation for your student-see <i>Evaluation key above.</i>	<b>Field Practice Behaviors</b>	<b>Learning Activities (Action Steps)</b>
<b>a.</b>	a. Recognize and discuss personal values in a way that allows professional values and relevant law to guide practice.	a) Keep my personal values and beliefs out of the work place.
<b>b.</b>	b. Apply standards of the NASW Code of Ethics to decisions.	b) Read NASW code of Ethics before starting work and apply them to all clients situation.
<b>c.</b>	c. Conduct ethical practice.	c) Review case file with field instructor one a month and ensure ethics are being followed.
<b>d.</b>	d. Engage in ethical decision making processes and strategies	d) At least once, consult a social worker about an ethical dilemma they have faced in their career.
<b>Feedback:</b> <ul style="list-style-type: none"> <li>• <b>Strengths:</b></li> <li>• <b>On-going development:</b></li> <li>• <b>Concerns:</b></li> </ul>		
<b>Core Field Competency: 3.) Apply critical thinking to inform and communicate professional judgments.</b>		
<b>EVALUATION:</b> Field Instructors, for each subtopic, fill in your evaluation for your student-see <i>Evaluation key above.</i>	<b>Field Practice Behaviors</b>	<b>Learning Activities (Action Steps)</b>
<b>a.</b>	a. Identify multiple sources of knowledge relevant to client services, including research-based knowledge, and practice wisdom.	a) Keep current on any new research in the social work field. Talk with other social workers about their experiences over their careers.
<b>b.</b>	b. Review models of assessment, prevention, intervention, and evaluation.	b) Review agencies assessment process and paperwork. Talk with field instructor about possible interventions to be used at least once a month.
<b>c.</b>	c. Observe and initiate oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.	c) Call or write to clients to ensure good communication between both parties. Ensure they are aware of any new progress in their services and any new group meeting being planned.

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<b>Core Field Competency: 4.) Engage diversity and difference in practice.</b>		
<b>EVALUATION:</b> Field Instructors, for each subtopic, fill in your evaluation for your student-see <i>Evaluation key above.</i>	<b>Field Practice Behaviors</b>	<b>Learning Activities (Action Steps)</b>
a.	a. Recognize cultural values that may oppress or enhance privilege and power.	a) Talk with social workers about cultural values that affect the clients I am working with. b) Research the population that is being served by the agency and talk with social worker about problems they have faced in the past. c) Speak with social worker or field instructor about the background of certain clients and how this will impact who they will become. d) Read an article about a client group in which I am not familiar with.
b.	b. Become aware of and reflect on personal biases and values in working with diverse groups.	
c.	c. Recognize the importance of difference in shaping life experience.	
d.	d. View self as learner of various client/cultural groups.	
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<b>Core Field Competency: 5.) Advance human rights and social and economic justice.</b>		
<b>EVALUATION:</b> Field Instructors, for each subtopic, fill in your evaluation for your student-see <i>Evaluation key above.</i>	<b>Field Practice Behaviors</b>	<b>Learning Activities (Action Steps)</b>
a.	a. Recognize the various forms of oppression and discrimination.	a) Talk with clients about how they see society treating them and what has been done to help them.

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<b>b.</b>	b. Recognize issues of human rights and social and economic justice.	b) Speak with other social workers about human rights issues that our client population faces and their resources or barriers to socioeconomic justice.
<b>c.</b>	c. Engage in practices that advance social and economic justice.	c) Help clients connect with resources such as food, rent and utility help. Look for ways to advocate for change in the local community.

**Feedback:**

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**Core Field Competency: 6.) Engage in research-informed practice and practice-informed research.**

<b>EVALUATION:</b> Field Instructors, for each subtopic, fill in your evaluation for your student- <i>see Evaluation key above.</i>	<b>Field Practice Behaviors</b>	<b>Learning Activities (Action Steps)</b>
<b>a.</b>	a. Use practice experience to inform scientific inquiry.	a) Take issues and experiences from the agency and use for completing needs assessment for clients.
<b>b.</b>	b. Use research evidence to inform practice.	b) Look at evidenced based interventions that could be used with the clients.

**Feedback:**

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**Core Field Competency: 7.) Apply knowledge of human behavior and the social environment.**

<b>EVALUATION:</b> Field Instructors, for each subtopic, fill in your evaluation for your student- <i>see Evaluation key above.</i>	<b>Field Practice Behaviors</b>	<b>Learning Activities (Action Steps)</b>
<b>a.</b>	a. Identify concepts and theories of human behavior that guide the processes of assessment, intervention, and evaluation.	a) Identify theories I learned in class and talk with field supervisor about how they apply to real life practice by the end of the internship.
<b>b.</b>	b. Identify biological, social, cultural, psychological, and spiritual issues that promote or deter people in maintaining or achieving health and well being.	b) Thru working with clients identify issues that the clients experience and discuss with agency social worker the best services when need arises.

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<b>Core Field Competency: 8.) Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</b>		
<b>EVALUATION:</b> Field Instructors, for each subtopic, fill in your evaluation for your student-see <i>Evaluation key above.</i>	<b>Field Practice Behaviors</b>	<b>Learning Activities (Action Steps)</b>
<b>a.</b>	a. Identify and understand agency-specific policies that advance social well-being.	a) Read and understand agency policies on the first day of work. Ask my field supervisor if I have any concerns.
<b>b.</b>	b. Discuss with colleagues and clients agency-specific policies.	b) Talk with colleagues about policies to ensure compliance at least once during my internship. Also talk with clients about policies that pertain to them.
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<b>Core Field Competency: 9.) Respond to contexts that shape practice.</b>		
<b>EVALUATION:</b> Field Instructors, for each subtopic, fill in your evaluation for your student-see <i>Evaluation key above.</i>	<b>Field Practice Behaviors</b>	<b>Learning Activities (Action Steps)</b>
<b>a.</b>	a. Be aware of environmental and societal trends to provide relevant service.	a) Talk at least once with field supervisor and other colleagues concerning trends they have noticed that affects the service provided.
<b>b.</b>	b. Provide leadership to improve the quality of social services.	b) Talk with field supervisor about possible interventions and discuss research on interventions that have worked with this specific client base.
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<b>Core Field Competency: 10.) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</b>		
<b>EVALUATION:</b> Field Instructors, for each subtopic, fill in your evaluation for your student-see <i>Evaluation key above.</i>	<b>Field Practice Behaviors</b>	<b>Learning Activities (Action Steps)</b>
<b>a.</b>	<p style="text-align: center;"><b>ENGAGEMENT</b></p> <p>a. Prepare for action with individuals, families, groups, organizations, and communities.</p> <p>b. Use empathy and other interpersonal skills</p> <p>c. Develop a mutually agreed-on focus of work and desired outcomes.</p>	a) Familiarize myself with assessment tools and the resources available. Look over background of client’s case before meeting with them and be well prepared.
<b>b.</b>		b) Use my attending skill that I have learned in class when dealing with clients. Be empathetic when dealing with clients.
<b>c.</b>		c) When working with clients set SMART goals and help them achieve them.
<b>d.</b>	<p style="text-align: center;"><b>ASSESSMENT</b></p> <p>d. Collect, organize, and interpret client data.</p> <p>e. Assess client strengths and limitations.</p> <p>f. Develop mutually agreed-on intervention goals and objectives</p> <p>g. Select appropriate intervention strategies.</p> <p style="text-align: center;"><b>INTERVENTION</b></p> <p>h. Initiate actions to achieve organizational goals.</p> <p>i. Identify prevention interventions that enhance client capacities.</p> <p>j. Help clients resolve problems.</p>	d) Keep good case notes and organize them so other caseworkers can review them later.
<b>e.</b>		e) At least once a month talk with clients about some possible strengths that could benefit from. What do they see as strengths and limitations?
<b>f.</b>		f) At least once observe social worker assist client in developing goals that client is interested in achieving and help formulate intervention as needed at least twice per month.
<b>g.</b>		g) Assist social worker in determining appropriate intervention methods at least twice a month.
<b>h.</b>		h) Attend further agency training and help with any outside events by the end of May.
<b>i.</b>		i) Assist clients with information such as resources available to them, job openings, and free GED classes at least once.
<b>j.</b>		

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<b>k.</b>	k. Identify issues for client advocacy and mediation.	j) Assist client in seeking out the appropriate resources need to resolve their current problem.
<b>l.</b>	l. Facilitate transitions and endings.	k) At least once talk with field supervisor about issues for client advocacy and discuss how this would help the clients.
<b>m.</b>	<p style="text-align: center;"><b>EVALUATION</b></p> m. Plan evaluation activities.	l) When it is time to close a client’s file or the end of my internship, help give notice to the clients I have been working with. This can be done by telephone, mail or personal communication. m) Plan/schedule client updates and document in case notes.

**Feedback:**

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- **On-going development:**
- **Concerns:**

**I concur with this learning agreement:**

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*Student Signature*

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*Date*

**Learning Agreement Reviewed with:**

**Field instructor:**

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*Field Instructor Signature*

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*Date*

**SAU Field Director:**

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*SAU Field Director Signature*

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*Date*

**Comments/Recommendations:**