

FIELD PLACEMENT LEARNING PLAN
Xavier University Social Work Department

Student _____

Site _____

Field Instructor _____

Other Supervisor _____

Date _____ Placement from _____ to _____

The Field Placement Learning Plan serves two main purposes. Primarily, it provides the plan by which the student and field instructor expect to meet both the student's individual learning objectives and Xavier's expected educational outcomes of the field placement learning experience. Secondly, it provides the link of communication between the field placement's field instructor and the school's field placement coordinator.

The Learning Plan should be developed by the student and the field instructor during the first two weeks of each semester. It is signed by both the student and field instructor and then submitted to the field coordinator by the end of the fourth week.

When the contract is assessed as being consistent with the educational objectives and outcomes of the Xavier program, then the field coordinator's signature is added to the plan and final approval has been achieved. The field coordinator, the field instructor, and the student should then keep a copy of the approved plan.

It is usual for the first semester's plan to include more learning and orientation activities. The second semester's plan is then expected to reflect increased independence, task complexity and direct social work responsibilities.

This Learning Plan has two parts. Part 1 reflects the student's individual learning objectives specific to the field placement setting, including the actual tasks and activities that will be performed during the placement. Part 2 applies the information from Part 1 to the educational outcomes that Xavier's students are expected to meet to achieve a beginning level of competency for generalist social work practice. The students' final evaluations at the end of each semester flow directly from the learning contracts.

Part 1: Individualized Learning Objectives

These learning objectives should reflect the specific nature of the field placement, what is the population, what kinds of helping processes are involved, and with which systems. Include student tasks and activities. Please write on the back if you need more space.

1. Objective: _____

Projected Tasks & Activities: _____

2. Objective: _____

Projected Tasks & Activities: _____

3. Objective: _____

Projected Tasks & Activities: _____

4. Objective: _____

Projected Tasks & Activities: _____

5. Objective: _____

Projected Tasks & Activities: _____

6. Objective: _____

Projected Tasks & Activities: _____

7. Objective: _____

Projected Tasks & Activities: _____

8. Objective: _____

Projected Tasks & Activities: _____

9. Objective: _____

Projected Tasks & Activities: _____

10. Objective: _____

Projected Tasks & Activities: _____

This space is provided for further explanation of any of the above, description of special projects or arrangements in which the student may be involved, or any other information pertinent to this Learning Plan or Field Evaluation.

Part 2: Xavier's Educational Outcomes

The educational outcomes listed below delineate the knowledge, skills, and values which students are expected to demonstrate and strengthen during the field experience in Xavier's program. Below each outcome is space **to list by number which objectives from Part 1 address each outcome in Part 2.** Please identify any outcome that might not be applicable to your placement site with a NA. Completing Part 2 of the Learning Contract prepares the student and field instructor for completing the final evaluation as the 4 categories of outcomes in Part 2 are the same listing of outcomes used in the final evaluation. This is intended to help students and field instructors in planning a well-balanced experience in which as many educational outcomes as possible can be met.

1. Demonstrate an understanding and acceptance of the values, ethics, and principles of the profession including respect for diversity. (This may include an understanding of and commitment to Social Work Code of Ethics; respect for client confidentiality and self-determination, and appreciation of cultural diversity in values, beliefs, and behavior.)

A. Ability to recognize the primacy of the interests of the client system and foster maximum self-determination.

Objective #(s): _____ _____ _____ _____ _____

B. Ability to respect the confidentiality of client system, colleagues, and placement setting.

Objective #(s): _____ _____ _____ _____ _____

- C. Ability to practice in an ethical manner, as defined by the NASW Code of Ethics and the policies of the placement agency.

Objective #(s): _____ _____ _____ _____ _____ _____

- D. Ability to address special issues resulting from client race, ethnicity, class, age, disability, gender and sexual orientation.

Objective #(s): _____ _____ _____ _____ _____ _____

2. Use communication skills differentially with a variety of client systems. (This may include ability to establish genuine, non-judgmental helping relationships: use of appropriate interviewing techniques, group leadership skills administrative skills, clarity in oral/written communication, awareness of non-verbal communication.)

- A. Ability to plan and conduct goal directed interviews, taking into account the purpose of the service, and the needs and capacities of the client system.

Objective #(s): _____ _____ _____ _____ _____ _____

- B. Ability to actively listen taking into account verbal and nonverbal communication of the client system.

Objective #(s): _____ _____ _____ _____ _____ _____

- C. Ability to be genuinely empathic and non-judgmental of client system.

Objective #(s): _____ _____ _____ _____ _____ _____

- D. Ability to explore situations, gather information, and present information so it can be understood – utilizing effective oral and written information.

Objective #(s): _____ _____ _____ _____ _____ _____

3. Demonstrate an understanding of the helping process and differentially apply assessment, planning, and intervention skills to a variety of client systems. (This may include ability to apply knowledge of bio-psycho-social variables; use theoretical frameworks to understand the interactions between and among client systems; identify presenting and underlying problems as well as potential for change; understand environmental forces impacting client system and establishment of short-term and long-term goals/objectives.)

A. Ability to define and articulate a client system problem from the point of view of those involved, as well as present own opinion.

Objective #(s): _____

B. Ability to conduct a bio-psych-social assessment of client system.

Objective #(s): _____

C. Ability to develop a plan with client systems including specific interventions.

Objective #(s): _____

D. Ability to distinguish between immediate and long-term goals related to assessment of client systems.

Objective #(s): _____

E. Ability to analyze the impact of social policies on client system.

Objective #(s): _____

F. Ability to apply appropriate theories and research in the helping profession.

Objective #(s): _____

G. Ability to appropriately plan for termination with client system and agency.

Objective #(s): _____

H. Ability to make appropriate referrals.

Objective #(s): _____

I. Ability to use the role of advocacy as an intervention.

Objectives #(s): _____

4. Demonstrate professional use of self. (This may include knowledge, skill and attitudes reflective of the development of a professional self. Instructor will evaluate student's demonstration of self-awareness/autonomy, use of supervision, representation of agency, and professional behavior as outlined in the competencies listed below.)

A. Ability to organize, plan and carry through work effectively, efficiently, with appropriate level of autonomy.

Objective #(s): _____

B. Ability to recognize personal strengths and areas for improvement.

Objective #(s): _____

C. Ability to use and actively seek supervision, including being prepared for conferences.

Objective #(s): _____

D. Ability to communicate effectively with colleagues showing an understanding of both formal and informal systems.

Objective #(s): _____

E. Ability to work within the purpose, structure, and constraints of the agency, including making suggestions for change in a responsible manner.

Objective #(s): _____

F. Ability to demonstrate awareness of personal issues and understands how these issues affect their practice of social work.

Objective #(s): _____

G. Ability to evaluate own practice.

Objective #(s): _____

Student Name

Date

Agency Name & Address

Field Instructor & Title

Date

Field Placement Coordinator, XU

Date

[The student shall make two copies of the signed agreement (one for self and one for field instructor) and Xavier University shall retain the original.]

Part 1: Individualized Learning Objectives

Please re-enter the Learning Objectives from Part 1 of the Learning Plan, including student tasks and activities. Then comment as the degree to which the objective has been met.

1. Objective: _____

Evaluation of Tasks & Activities: _____

2. Objective: _____

Evaluation of Tasks & Activities: _____

3. Objective: _____

Evaluation of Tasks & Activities: _____

4. Objective: _____

Evaluation of Tasks & Activities: _____

5. Objective: _____

Evaluation of Tasks & Activities: _____

6. Objective: _____

Evaluation of Tasks & Activities: _____

7. Objective: _____

Evaluation of Tasks & Activities: _____

8. Objective: _____

Evaluation of Tasks & Activities: _____

9. Objective: _____

Evaluation of Tasks & Activities: _____

10. Objective: _____

Evaluation of Tasks & Activities: _____

Other Comments:

Part 2: Xavier's Educational Outcomes

Please indicate the student's achievement level of checking the applicable box following each outcome. Check "0" for "not applicable" after any objective or outcome which you are unable to evaluate. Space is provided for explanations of any rating after each of the four sections.

There is also space to comment on the student's potential for graduate study in social work and space for the student to include her/his own comments.

The rating scale is as follows:

- 0 = Not applicable; no opportunity to observe
- 1 = Far below acceptable; far below average performance; needs significant improvement to meet acceptable standards
- 2 = Below acceptable; below average performance; needs some improvement to meet acceptable standards
- 3 = Acceptable; average performance
- 4 = Better than acceptable; above average performance
- 5 = Far above acceptable; well above average; excellent performance

1. Demonstrate an understanding and acceptance of the values, ethics, and principles of the profession including respect for diversity. (This may include an understanding of and commitment to Social Work Code of Ethics; respect for client confidentiality and self-determination, and appreciation of cultural diversity in values, beliefs, and behavior.)

Ability to recognize the primacy of the interests of the client system & foster maximum self-determination.

0	1	2	3	4	5

Ability to respect the confidentiality of client system, colleagues, and placement setting.

0	1	2	3	4	5

Ability to practice in an ethical manner, as defined by the NASW Code of Ethics and the policies of the placement agency.

0	1	2	3	4	5

Ability to address special issues resulting from client race, ethnicity, class, age, disability, gender and sexual orientation.

0	1	2	3	4	5

COMMENTS:

Strengths: _____

Areas for Growth: _____

- 2. Use communication skills differentially with a variety of client systems.** (This may include ability to establish genuine, non-judgmental helping relationships: use of appropriate interviewing techniques, group leadership skills, administrative skills, clarity in oral/written communication, awareness of non-verbal communication.)

Ability to plan and conduct goal directed interviews, taking into account the purpose of the service, and the needs and capacities of the client system.

0	1	2	3	4	5

Ability to actively listen, taking into account verbal and nonverbal communication of the client system.

0	1	2	3	4	5

Ability to be genuinely empathic and non-judgmental of client system.

0	1	2	3	4	5

Ability to explore situations, gather information and present information so it can be understood utilizing effective oral and written information.

0	1	2	3	4	5

COMMENTS:

Strengths: _____

Areas for Growth: _____

- 3. Demonstrate an understanding of the helping process and differentially apply assessment, planning, and intervention skills to a variety of client systems.** (This may include ability to apply knowledge of bio-psycho-social variables; use theoretical frameworks to understand the interactions between and among client systems; identify presenting and underlying problems as well as potential for change; understand environmental forces impacting client system and establishment of short-term and long-term goals/objectives.)

Ability to define and articulate a client system problem from the point of view of those involved, as well as present own opinion.

0	1	2	3	4	5

Ability to conduct a bio-psycho-social assessment of client system.

0	1	2	3	4	5

Ability to develop a plan with client systems including specific interventions.

0	1	2	3	4	5

Ability to distinguish between immediate and long-term goals related to assessment of client systems.

0	1	2	3	4	5

Ability to analyze the impact of social policies on client system.

0	1	2	3	4	5

Ability to apply appropriate theories and research in the helping process.

0	1	2	3	4	5

Ability to appropriately plan for termination with client system and agency.

0	1	2	3	4	5

Ability to make appropriate referrals.

0	1	2	3	4	5

Ability to use the role of advocacy as an intervention.

0	1	2	3	4	5

COMMENTS:

Strengths: _____

Areas for Growth: _____

- 4. Demonstrate professional use of self.** (This may include knowledge, skill and attitudes reflective of the development of a professional self. Instructor will evaluate student's demonstration of self-awareness/autonomy, use of supervision, representation of agency, and professional behavior as outlined in the competencies listed below.)

Ability to organize, plan and carry through work effectively, efficiently, with appropriate level of autonomy.

0	1	2	3	4	5

Ability to recognize personal strengths and areas of improvement.

0	1	2	3	4	5

Ability to use and actively seek supervision, including being prepared for conferences.

0	1	2	3	4	5

Ability to communicate effectively with colleagues, showing an understanding of both formal and informal systems.

0	1	2	3	4	5

Ability to work within the purpose, structure, and constraints of the agency, including making suggestions for change in a responsible manner.

0	1	2	3	4	5

Ability to demonstrate awareness of personal issues and understands how these issues affect their practice of social work.

0	1	2	3	4	5

Ability to evaluate own practice.

0	1	2	3	4	5

COMMENTS:

Strengths: _____

Areas for Growth: _____

Please comment on the student's potential for graduate study in social work.

Recommended Grade _____ Date _____

Signed _____
Agency Field Instructor

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

- _____ I agree with the recommended grade.
- _____ I do not agree with the recommended grade.

Signed _____ Date _____

Space is provided below for the student to explain in writing why he/she disagrees with the recommended grade.

Final Grade _____ **Date** _____

Assigned by _____
Field Placement Coordinator, Xavier University

**XAVIER UNIVERSITY
SOCIAL WORK FIELD PLACEMENT
SUPERVISOR EVALUATION FORM**

This form is designed to give interns the opportunity to provide feedback about the supervisor and supervision they received during their internship. This information may be useful in discussions with supervisors and will help your Field Coordinator evaluate the learning opportunities at various internship sites.

Each item that follows asks you to provide both a quantitative evaluation, by indicating the frequency with which activities of supervision occurred, and a qualitative evaluation, by indicating your satisfaction with those activities. Please rate the frequency based on a rating scale from 0 to 10 with 0 meaning that something never happened, and 10 indicating that the activity happened each time there was an opportunity. Please rate satisfaction on a rating scale from 0 to 10 with 0 indicating that you were completely dissatisfied and 10 signifying that you were completely satisfied with the quality of the activity described in the item. Frequency and satisfaction ratings need not be the same. For example, if you met for fewer than the agreed upon times for supervision, you might rate the frequency at 7. Your satisfaction might be anywhere from 0 to 10 depending on how satisfied you were with the supervision meetings you had. Please try to evaluate each item separately from other items. Separate columns are provided for Field Instructor (FT) and Task Supervisor (TS) or others.

Placement Agency _____

Field Instructor _____ Semester/Year _____

Task Supervisor _____

Supervision Plan

Schedule & Availability

FI

TS

- | | | | | |
|--------------------------|--------------------------|--------------|----|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Frequency | 1. | Overall during the internship, approximately how closely did the actual supervision contacts match the agreed upon plan? |
| <input type="checkbox"/> | <input type="checkbox"/> | Satisfaction | | |
| <input type="checkbox"/> | <input type="checkbox"/> | Frequency | 2. | Apart from scheduled meetings, how available was your supervisor when you requested additional contact? |
| <input type="checkbox"/> | <input type="checkbox"/> | Satisfaction | | |

Introduction to Setting (skip for Spring Semester)

- | | | | | |
|--------------------------|--------------------------|--------------|----|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Yes/No | 3. | Did your supervisor give you a tour or arrange for a tour of the internship site? |
| <input type="checkbox"/> | <input type="checkbox"/> | Satisfaction | | |
| <input type="checkbox"/> | <input type="checkbox"/> | Yes/No | 4. | Did your supervisor introduce you to other staff when you began the internship? |
| <input type="checkbox"/> | <input type="checkbox"/> | Satisfaction | | |
| <input type="checkbox"/> | <input type="checkbox"/> | Yes/No | 5. | Did your supervisor discuss procedural matters, agency policy, etc., when you began the internship? |
| <input type="checkbox"/> | <input type="checkbox"/> | Satisfaction | | |
| <input type="checkbox"/> | <input type="checkbox"/> | Yes/No | 6. | Did your supervisor discuss ethical and legal issues when you began the internship? |
| <input type="checkbox"/> | <input type="checkbox"/> | Satisfaction | | |

Activities at the Internship

Approximately how much of your time at the internship was spent in each of the following activities. Indicate by circling one whether you are describing a typical day, a typical week, or the entire semester at your placement.

- | | | | |
|--------------------------|--------------|----|--|
| <input type="checkbox"/> | Frequency | 7. | Observing the milieu of your setting or interacting informally with clients, but not directly observing or participating in treatment or other services. |
| <input type="checkbox"/> | Satisfaction | | |
| <input type="checkbox"/> | Frequency | 8. | Interacting informally w/staff members. |
| <input type="checkbox"/> | Satisfaction | | |

___ Frequency
___ Satisfaction

9. Observing treatment, assessment, or other direct service with clients.

___ Frequency
___ Satisfaction

10. Participating in or providing treatment, assessment, or other direct service w/clients.

___ Frequency
___ Satisfaction

11. Attending meetings other than supervision or informal conversation.

___ Frequency
___ Satisfaction

12. Reading records, reports, etc.

___ Frequency
___ Satisfaction

13. Writing case notes, assessments, reports, correspondence, etc.

In the space below, describe and evaluate any other activities you participated in during your internship.

___ Frequency
___ Satisfaction

14.

___ Frequency
___ Satisfaction

15.

___ Frequency
___ Satisfaction

16.

___ Frequency
___ Satisfaction

17. Overall, were you able to participate in the activities you had hoped to in the internship?

18. What additional activities would have been useful to you during the internship?

Activities of Supervision

Approximately what portion of supervision time was spent in the following activities? Again, indicate by circling one whether you are describing a typical day, a typical week, or the entire semester at your placement.

<u>FI</u>	<u>TS</u>		
___	___	Frequency	19. Using case notes or material to review your interactions with clients.
___	___	Satisfaction	
___	___	Frequency	20. Observing the supervisor providing treatment, assessments, or other services to clients.
___	___	Satisfaction	
___	___	Frequency	21. Providing services yourself under the direct observation of your supervisor.
___	___	Satisfaction	
___	___	Frequency	22. Discussing institutional issues.
___	___	Satisfaction	
___	___	Frequency	23. Didactic instruction in specific topics or skills.
___	___	Satisfaction	
___	___	Frequency	24. Reviewing assessments or other reports you have written.
___	___	Satisfaction	
___	___	Frequency	25. Reviewing the case notes or other records you have written.
___	___	Satisfaction	
___	___	Frequency	26. Reviewing assessments or other reports written by your instructor or other professionals.
___	___	Satisfaction	
___	___	Frequency	27. Reviewing case notes or other records written by your instructor or other professionals.
___	___	Satisfaction	
___	___	Frequency	28. Discussing your personal impressions, reactions and adjustment to the internship.
___	___	Satisfaction	
___	___	Frequency	29. Discussing your relationship with your supervisor.
___	___	Satisfaction	

In the space below, please describe and evaluate any other activities of supervision in which you participated.

___ ___ Frequency 30.
 ___ ___ Satisfaction

___ ___ Frequency 31.
 ___ ___ Satisfaction

32. What additional activities would have been useful to you in supervision?

Interpersonal Issues and Feedback from your Supervisor

The items below refer to how you were given feedback by your supervisor and to the quality of your relationship to one another. Please commend on your supervisor’s performance in each of the following areas.

- | | | | |
|-----------|-----------|--------------|---|
| <u>FI</u> | <u>TS</u> | | 33. Recognizing areas in which your skills or knowledge are relatively strong. |
| ___ | ___ | Frequency | |
| ___ | ___ | Satisfaction | 34. Recognizing areas in which your skills or knowledge need improvement. |
| ___ | ___ | Frequency | |
| ___ | ___ | Satisfaction | 35. Recognizing and complimenting you for accomplishments or things you have done well at your internship |
| ___ | ___ | Frequency | |
| ___ | ___ | Satisfaction | 36. Letting you know when your performance has not been good in certain areas. |
| ___ | ___ | Frequency | |
| ___ | ___ | Satisfaction | 37. Providing emotional support |
| ___ | ___ | Frequency | |
| ___ | ___ | Satisfaction | 38. Dealing with differences between you. |
| ___ | ___ | Frequency | |
| ___ | ___ | Satisfaction | 39. |
| ___ | ___ | Frequency | |
| ___ | ___ | Satisfaction | |

40. Based on your experience, briefly describe the ways in which you feel supervision was most helpful to you during your internship.

41. If there was anything about supervision that was not helpful or least helpful, please explain.

FIELD INSTRUCTION MANUAL
ACKNOWLEDGMENT FORM

This manual contains current guidelines and policies of the University and the Department. The University and the Department reserve the right to revise these policies and guidelines with or without prior notice, and to depart from the policies and guidelines in individual circumstances where it is deemed advisable to do so. The provisions of this manual do not constitute a contract between the student and the University or the Department.

By signing this form, I hereby acknowledge receipt of the Field Instruction Manual of the Social Work Department at Xavier University. I also acknowledge that it is my responsibility to read this Manual and abide by its contents.

Student's Name

Date

Field Placement Coordinator

Date