

University of Iowa School of Social Work Practicum Learning Plan

PART 1: Drafting the Learning Plan

Students: Begin drafting at the start of your practicum so you have a first draft ready by the end of the second week of the term for your practicum liaison to review.

1. Discuss with your practicum instructor and site supervisor possible activities and projects you can complete during your practicum. List the projects and activities in the table below. It can be helpful to break large projects into smaller steps or tasks. Supervision meetings are a good time to do this.
2. Using the Social Work Competencies for Generalist or Specialist Practicum handout, identify the competencies you will demonstrate through each activity you have listed and check the box under the applicable competency indicators. Most activities will demonstrate two or more competencies. You may need to give more detail, so the learning activity clearly connects to the competency and competency indicators. Your practicum instructor can help you connect activities with competencies and competency indicators.
3. Find the competency indicators you have not checked. Discuss with your practicum instructor and site supervisor additional activities you can engage in that will meet those competencies. Add those activities to the list.
4. This is a “living document.” Update this list throughout the practicum as opportunities change. Revisit this plan monthly and consider: What has changed? What have I completed? What supports, resources, trainings, etc. do I need to ask for to keep moving toward competence?
5. Your practicum liaison will review your learning plan prior to the first site visit. They will make suggestions for strengthening your learning plan even further – so you don’t need to worry that the document isn’t perfect.

Tips for writing learning activities:

1. Write them as SMART goals: specific, measurable, attainable, relevant, and time bound. Refer to the SMART goal handout provided by the practicum administrator.
2. Give enough detail that someone with little knowledge of the agency can understand how that activity relates to the competency indicators. Sometimes this involves breaking a larger project into smaller tasks.
3. Use general terms most social workers will understand, rather than agency jargon and specific names.
 - a. Example: “Attend training on 4/5 on CBT practices,” instead of “Attend Dr. Schaffer’s training on 4/5.”
 - b. Example: “Appropriately manage confidential client information when entering case notes into client management system,” instead of “Appropriately manage confidential client information when entering case notes in Nexus Point 4.2.”

N	<i>Ex: Review agency outcome and output data for 1 major grant/funder. Discuss with supervisor how this communicates the agency's impact and what goals the agency should have based on the data.</i>	x																					x	x	

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PART 2: Competency Evaluation

Students: Complete this section at the end of the practicum before your final scheduled site visit.

1. Update your learning activity table from Part 1 to reflect what you accomplished. You can add and remove, but every competency indicator must be demonstrated by at least one completed learning activity.
2. Provide a brief narrative description of how you demonstrated each of the social work competencies. Reflect on where you started and how you developed in competence through practicum. Use the Social Work Competencies handout to ensure you are reflecting on the appropriate knowledge, values, and skills.
3. Your practicum instructor will use the table and narrative in evaluating your competencies, in collaboration with the site supervisor (if applicable).

Practicum Instructors and Site Supervisors: Complete the scoring section for each competency after the student has written their competency narratives.

1. Review the table of learning activities and the competency narratives and consider the student's performance over the practicum. Consider the totality of your observations of their performance, as well as their growth trajectory throughout the semester.
2. Score the student on each competency based on the following scale:
 - 5. Superior Competence** - Student adapts the skill to the setting and demonstrates mastery of the skill in novel, diverse, and difficult contexts.
 - 4. Competence** - Student consistently understands the skill and its applicability and effectively and routinely demonstrates the skills in practice. The student shows an ability to function independently with appropriate supervision and support.
 - 3. Emerging Competence** - Student understands the skill and demonstrates a beginning or growing ability to apply knowledge to practice. The student predominantly functions semi independently with appropriate supervision and support.
 - 2. Limited Competence** - Student demonstrates limited and/or inconsistent understanding of essential knowledge and/or the application of knowledge to practice. More than the usual amount of supervision may be required. There is significant concern about the student's knowledge and/or practice level. A remediation plan is required.
 - 1. Not Competent** - Student does not demonstrate command of essential knowledge and/or does not demonstrate application of knowledge to practice. The student is practicing well below a satisfactory level. A "1" at end of term receives an "unsatisfactory" grade.

Rating scale adapted from *Appalachian State University – Department of Social Work BSW Learning Contract and Evaluation (Midterm and Final) 2020-2021*.

Competency	Supervisor Score
1. Demonstrate Ethical and Professional Behavior Student Narrative:	
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice Student Narrative:	
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice Student Narrative:	

4. Engage in Practice-informed Research and Research-informed Practice	
Student Narrative:	
5. Engage in Policy Practice	
Student Narrative:	
6. Engage with Individuals, Families, Groups, Organizations, and Communities	
Student Narrative:	
7. Assess Individuals, Families, Groups, Organizations, and Communities	
Student Narrative:	
8. Intervene with Individuals, Families, Groups, Organizations, and Communities	
Student Narrative:	
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	
Student Narrative:	

Practicum Instructor: If any competency was scored a "2," please provide the rationale below.

PART 3: End of semester reflection

This section is completed by the student, practicum instructor, and site supervisor.

Please answer the following questions in the space provided to reflect upon the student's performance in practicum:

1. What are the student's particular strengths and abilities?
2. In what areas should the student focus for future growth and development?

Student:

Practicum Instructor:

Site Supervisor:

Completed by STUDENT

_____ Practicum course credit hours

_____ Practicum hours completed by the date when signed (below)

Completed by PRACTICUM INSTRUCTOR

(Satisfactory/Unsatisfactory) Recommended Grade

Signatures

Student _____

Practicum Instructor _____

Site Supervisor _____

Practicum Liaison _____

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