

Student _____

Semester/Year _____

Field Instructor _____

Agency _____

Certificate Program _____

Learning Plan Directions

The learning plan serves as a guide to direct and monitor the student's learning and the Field Instructor's teaching. The learning plan is a contract between the student and the Field Instructor, so both parties must commit to the plan.

Learning Plan Assignments – Completed by the Field Instructor and Student

1. A learning plan is developed at the beginning of each semester. **All assignments listed on the plan are to be completed by the end of that semester.** If a particular assignment cannot be completed, a new one should be added in its place so there is a basis for evaluating the student on that practice behavior. Assignments may be repeated on subsequent plans for continued development of mastery.
2. Assignments should be developed jointly by the Field Instructor and the student. The Field Instructor will be primarily responsible for the identification of learning assignments during the first semester.
3. The student is responsible for entering the assignments in the Learning Plan Assignments column in IPT. When that column is complete, both the Field Instructor and student sign under "Learning Plan Signatures" at the end of the form.
4. **SAVE YOUR WORK!** You must click on the "SAVE" button to save any information entered or changed before closing, or your information will be lost.

Evidence of Assignment Completion- Completed by the Student

The student is to document activities related to assignment completion and enter this information into the Evidence of Assignment Completion column.

- Midterm: Students must enter evidence of progress toward the completion of assignments by midterm in order for Field Instructors to assign midterm ratings.
- End of Semester: Students must enter evidence for completion of all assignments by the end of the semester in order for Field Instructors to assign final ratings.

Evaluation Directions

The Field Instructor is responsible for completing evaluations of student performance. The Field Instructor is to discuss the evaluation with the student to provide feedback targeted at student growth and development.

Midterm Ratings - Completed by Field Instructor

The Field Instructor is to assess the student's demonstrated competency for each practice behavior, reviewing the evidence provided by the student, and using the evaluation rating scale below. The midterm ratings are not used to calculate the student's grade. Midterm ratings are intended to provide feedback and identify areas for growth.

Final (End of Semester) Ratings-Completed by Field Instructor

The Field Instructor is to assess the student's demonstrated competency for each practice behavior, reviewing the evidence provided by the student and using the evaluation rating scale.

Please note: The rating of NI is not available for the end of semester evaluation.

The student should review the evaluation, enter comments and sign the learning plan first.

The Field Instructor should not sign until the student has had the opportunity to review the evaluation, enter comments, and sign the evaluation.

The Field Instructor should enter the final signature when all evidence, ratings, and comments have been entered. A final signature locks the form.

Evaluation Rating Scale

4 = Advanced Competence - Student consistently demonstrates effective integration of knowledge, values, and skills at a more advanced level than would be expected for a student at this point in the MSSW program. Student consistently exceeds performance expectations. Student goes "above and beyond" on assignments and consistently seeks and integrates feedback to enhance competency.

3 = Competence – Student demonstrates consistent integration of knowledge, values, and skills at the expected level of performance for a student at this point in the MSSW program. Student is meeting expectations on all assignments and integrates feedback to enhance competency.

2 = Emerging Competence – Student demonstrates beginning capacity to integrate knowledge, values, and skills. Student is using feedback to build competency, but performance is not yet at the expected level for where the student is in the MSSW program. In the first semester of placement, a student often receives a rating of 2 on one or more practice behaviors due to insufficient opportunity to practice the skill.

Please note: Emerging competence is an acceptable rating at midterm and at the end of the semester **UNLESS** the 2 is assigned on the end of semester evaluation for the student's final semester in the placement. Students are expected to demonstrate appropriate competence and receive a rating of at least 3 on all practice behaviors by the end of the placement. A rating of 2 should not be assigned to a student on the end of semester evaluation for the final semester of placement unless there are concerns about the student's readiness for graduation and performance as a new professional social worker.

If a student earns multiple ratings of 2 on an evaluation, the student and Field Instructor should discuss and document what is needed for the student to achieve competence and forward the documentation to the field coordinator.

1 = Insufficient Competence – Student does not demonstrate essential knowledge, values, and/or skills. Student is not completing assignments adequately and is not responding appropriately to feedback. This student may receive a grade of No Credit for field.

NI= Not Initiated – (Mid-term Evaluation only) – This rating signifies that student has not yet had the opportunity to complete specific assignments and to demonstrate the relevant knowledge, values and skills.

Competency 1 - Ethics and Professional Behavior

Demonstrate ethical and professional behavior in the organizational practice setting.

<u>Practice Behaviors</u>	<u>Learning Plan Assignments</u> Please list at least one assignment for each practice behavior.	<u>Evidence of Assignment Completion</u>	<u>Midterm</u>	<u>Final Rating</u>
1. Demonstrate professionalism in conduct, practice, and communication appropriate to the agency setting, client populations, and constituencies.				
2. Consistently use consultation and supervision related to ethical, cultural, and practice issues, and integrate feedback into practice.				
3. Using the NASW Code of Ethics, models of ethical decision-making, and relevant policies, identify and analyze ethical decisions in the organizational practice setting, including decisions regarding the ethical use of technology.				

4. Identify, implement, and evaluate specific strategies for self-care.				
5. Assess one's own professional knowledge, skills, and judgment as demonstrated in the field setting and identify areas for professional development.				

Competency 2 - Diversity

Engage in organizational practices that are responsive to diversity and difference.

<u>Practice Behaviors</u>	<u>Learning Plan Assignments</u> Please list at least one assignment for each practice behavior.	<u>Evidence of Assignment Completion</u>	<u>Midterm</u>	<u>Final Rating</u>
1. Articulate the specific effects of cultural identities, discrimination and oppression on client systems and constituencies of the organization.				
2. Employ cultural humility, self awareness, and the development of cultural knowledge in organizational practice.				

Competency 3 – Advocacy

Advocate for human rights, and social, economic and environmental justice in the organizational practice context.

<u>Practice Behaviors</u>	<u>Learning Plan Assignments</u> Please list at least one assignment for each practice behavior.	<u>Evidence of Assignment Completion</u>	<u>Midterm</u>	<u>Final Rating</u>
1. Apply knowledge of human rights and social, economic, and environmental justice to the development of programs and services in the field setting.				
2. Advocate for organizations, communities and constituencies to increase access to resources and services and to advance human rights.				
3. Engage with and support the empowerment of community members to access resources and to participate in decision-making processes.				

Competency 4- Research

Analyze and apply research evidence for organizational practice and apply practice experience to research.

<u>Practice Behaviors</u>	<u>Learning Plan Assignments</u> Please list at least one assignment for each practice behavior.	<u>Evidence of Assignment Completion</u>	<u>Midterm</u>	<u>Final Rating</u>
1. Use organizational practice experience in the field setting to develop your own questions for research.				
2. Analyze research evidence for leadership theories and practices applicable to the field agency setting.				
3. Use research evidence to inform program and policy development in the organizational setting.				

Competency 5- Policy

Analyze organizational and public policies that impact client wellbeing, service access and delivery and articulate strategies for policy change.

<u>Practice Behaviors</u>	<u>Learning Plan Assignments</u> Please list at least one assignment for each practice behavior.	<u>Evidence of Assignment Completion</u>	<u>Midterm</u>	<u>Final Rating</u>
1. Identify policies at multiple system levels (organization, local, state, national) that have an impact on agency clients and service delivery.				
2. Analyze the impact of specific policies on the field organization, clients, and constituencies.				
3. Develop a strategy to formulate or change a policy that impacts agency clients or services.				

Competency 6- Engagement

Demonstrate evidence-informed strategies for engagement with organizations, constituencies, and communities.

<u>Practice Behaviors</u>	<u>Learning Plan Assignments</u> Please list at least one assignment for each practice behavior.	<u>Evidence of Assignment Completion</u>	<u>Midterm</u>	<u>Final Rating</u>
1. Identify specific, evidence-informed, culturally relevant strategies of engagement with organizations, communities, and/or populations served by the field agency.				
2. Demonstrate engagement methods and skills targeted to diverse organizations, communities, and constituencies.				
3. Evaluate the effectiveness of engagement strategies used in the organizational setting.				

Competency 7- Assessment

Demonstrate use of an advanced knowledge base to develop comprehensive assessments of organizations, programs, and communities.

<u>Practice Behaviors</u>	<u>Learning Plan Assignments</u> Please list at least one assignment for each practice behavior.	<u>Evidence of Assignment Completion</u>	<u>Midterm</u>	<u>Final Rating</u>
1. Complete culturally relevant assessments of organizations, communities, and/or client populations, using relevant multidisciplinary theoretical frameworks and research-based knowledge.				
2. Collaborate with agency staff to develop goals and objectives based on critical assessment of organizational and/or community strengths, needs, and challenges.				

Competency 8- Intervention

Use advanced knowledge and research evidence to identify and apply culturally relevant interventions in the organizational setting.

<u>Practice Behaviors</u>	<u>Learning Plan Assignments</u> Please list at least one assignment for each practice behavior.	<u>Evidence of Assignment Completion</u>	<u>Midterm</u>	<u>Final Rating</u>
1. Use knowledge of theoretical frameworks to analyze and select interventions for population(s) served by the field agency.				
2. Use program management and leadership skills to organize and implement tasks and projects in collaboration with agency staff and inter-professional teams, as needed.				
3. Use negotiation, mediation & advocacy skills, with and/or on behalf of clients and the organization to improve client services.				

Competency 9- Program Evaluation

Use multiple methods and relevant theories to evaluate and improve program outcomes with client systems.

<u>Practice Behaviors</u>	<u>Learning Plan Assignments</u> Please list at least one assignment for each practice behavior.	<u>Evidence of Assignment Completion</u>	<u>Midterm</u>	<u>Final Rating</u>
1. Identify and critically analyze the strengths and limitations of specific theoretical frameworks and change strategies applicable to the field agency setting.				
2. Design and implement at least one method to monitor and evaluate program outcomes within the organizational context.				
3. Apply evaluation findings to develop strategies to improve cultural relevancy and practice effectiveness in the field agency setting.				

Field Instructor Summary Feedback for Midterm Evaluation:

Student Comments on Midterm Evaluation:

Field Instructor Summary Feedback for Final Evaluation:

Student Comments on Final Evaluation:

Learning Plan Signatures:

Student: _____

Date: _____

Field Instructor: _____

Date: _____

Field Liaison: _____

Date: _____

Midterm Signatures:

Student: _____

Date: _____

Field Instructor: _____

Date: _____

Field Liaison: _____

Date: _____

Final Signatures:

Student: _____

Date: _____

Field Instructor: _____

Date: _____

Field Liaison: _____

Date: _____