

Student _____

Semester/Year _____

Field Instructor _____

Agency _____

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.

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. Assignments may be repeated on subsequent plans for continued development of mastery.

Learning Plan Assignments – Completed by the Field Instructor and Student

1. Students must complete at least 2 assignments for each practice behavior in order to demonstrate competency. The assignments that are listed on the form are required. Students and field instructors are encouraged to add assignments that reflect students' interests and the learning opportunities available in the agency setting. Agency-specific assignments should be developed jointly by the Field Instructor and the student.
2. The student is responsible for entering the agency-specific assignments in the Learning Plan Assignments column in IPT. When that column is complete, both the Field Instructor and student sign under "Learning Plan" at the end of the form.
3. **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.
4. **FYI:** Each assignment that is listed on the learning plan is designated by the letters: K, V, S, and/or CAP. This designation is for our program accreditation process. The letters identify the specific dimension(s) of the competency that are demonstrated and measured by the assignment. The letters are abbreviations for: Knowledge (K), Values (V), Skills (S), and Cognitive and Affective Processing (CAP).

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.

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. Field Instructors are expected to provide summary feedback on student performance and competency in the Evaluation Comments section. Students may enter comments about the evaluation and/or their field experience in the comments sections.

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: 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.

Competency 1 - Demonstrate Ethical and Professional Behavior.

<u>Practice Behaviors</u>	<u>Learning Plan Assignments</u>	<u>Evidence of Assignment Completion</u>	<u>Final Rating</u>
<p>1. Make 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>1. Identify with the Field Instructor an ethical dilemma or issue in the field agency setting and link the identified issue to specific standard(s) of the NASW Code of Ethics. (V)</p> <p>2. Select a specific model for ethical decision-making and apply that model to the identified ethical dilemma or issue. (V)</p>		
<p>2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</p>	<p>1. Identify at least two of my personal values and reflect on how these values may influence practice in the field agency setting. (V, CAP)</p> <p>2. Develop a written self-care plan and discuss with Field Instructor. (S)</p>		
<p>3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.</p>	<p>1. Read and compare the <i>UTCSW Standards of Professional Conduct</i> with field agency policies on professional conduct. Discuss the agency's expectations for professional demeanor and conduct with the Field Instructor. (CAP)</p> <p>2. Enter documentation on time sheet and learning plan according to due dates. (S)</p>		

	<p>3. Complete and submit all field agency documentation and assignments by due dates using professional writing skills according to agency standards. (S)</p> <p>4. Demonstrate consistent attendance and time management skills. (S)</p>		
<p>4. Use technology ethically and appropriately to facilitate practice outcomes.</p>	<p>1. Review agency policy and/or identify agency practices on use of technology, including social media. Analyze congruence with standards of the NASW Code of Ethics. (V,CAP)</p> <p>2.</p>		
<p>5. Use supervision and consultation to guide professional judgment and behavior.</p>	<p>1. Develop a written agenda for weekly supervision. (S)</p> <p>2. Use supervision to request feedback and to discuss questions, concerns, ethical issues, cases, and assignments. (CAP, K, V)</p>		

Competency 2 - Engage Diversity and Difference in Practice.

<u>Practice Behaviors</u>	<u>Learning Plan Assignments</u>	<u>Evidence of Assignment Completion</u>	<u>Final Rating</u>
1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.	1. Identify population (s) served by the field organization that have been affected by discrimination or oppression. (K) 2.		
2. Present themselves as learners and engage clients and constituencies as experts of their own experiences.	1. Observe and/or complete a client interview enabling a client to share life experiences. (S) 2.		
3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	1. Identify personal biases related to working with diverse populations served by the field organization and process in supervision. (CAP) 2.		

Competency 3- Engage with Individuals, Families, Groups, Organizations, and Communities.

<u>Practice Behaviors</u>	<u>Learning Plan Assignments</u>	<u>Evidence of Assignment Completion</u>	<u>Final Rating</u>
1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	1. Identify a specific theory of human behavior and the social environment and describe how it can be applied to client engagement. (K) 2. Identify specific evidence-based engagement strategies that may be appropriate for population(s) served by the agency. (K)		
2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	1. Use reflective listening skills and empathic statements to engage with clients. (S) 2. Observe and identify specific engagement strategies used by agency staff and process in supervision. (CAP, K)		

Field Instructor Summary Feedback for Final Evaluation:

Student Comments on Final Evaluation:

Learning Plan Signatures

Student: _____ **Date:** _____

Field Instructor: _____ **Date:** _____

Field Liaison: _____ **Date:** _____

Final Signatures

Student: _____ **Date:** _____

Field Instructor: _____ **Date:** _____

Field Liaison: _____ **Date:** _____