

Student Name: \_\_\_\_\_

Field Instructor Name: \_\_\_\_\_

Agency Name: \_\_\_\_\_

Semester/Year: \_\_\_\_\_

### 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.

**Junior students in SW 380N will only complete competencies 1, 2, 6.**

**Senior students in SW 480N will only complete competencies 1, 2, 4, 6, 7, 8.**

**Senior students in SW 481N and 483N will complete ALL 9 competencies.**

#### **Learning Plan Assignments – Completed by the Field Instructor and Student**

1. Students and field instructors are encouraged to add additional assignments that reflect students' interests and the learning opportunities available in agency setting. The Field Instructor and the student should develop agency-specific assignments jointly.
2. Once assignments have been reviewed, both the Field Instructor and student sign under "Learning Plan Signatures" at the end of the form.
3. **SAVE YOUR WORK!** You must click on the "SAVE" button before closing, or any information entered or unsaved 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 professional 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 BSSW 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 BSSW 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 BSSW program.

**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 failing grade 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.

<b>Competency 1 - Demonstrate Ethical and Professional Behavior.</b>				
<b>Junior</b>				
<b>Senior- Fall and Spring</b>				
<b><u>Practice Behaviors</u></b>	<b><u>Learning Plan Assignments</u></b>	<b><u>Evidence of Assignment Completion</u></b>	<b><u>Midterm</u></b>	<b><u>Final Rating</u></b>
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>Discuss ethical dilemmas or issues with field instructor and link the identified issue to specific standard(s) of the NASW Code of Ethics.</p> <p>Select a specific model for ethical decision-making and apply that model to the identified ethical dilemmas or issues.</p>			
2. Use reflection and self- regulation to manage personal values and maintain professionalism in practice situations.	<p>Identify two personal values and reflect on how these values may influence practice in the field agency setting. Think about how you came to have these values (family, education, community, etc.) and how clients may or may not share your values.</p> <p>Develop and implement strategies to manage the influence of personal values and emotions on professional practice, and discuss the effectiveness of the strategies in supervision.</p> <p>Develop and implement appropriate methods of self-care and evaluate the effectiveness of the methods and revise as needed.</p>			

<p>3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.</p>	<p>Demonstrate consistent time management skills, including attendance, field and agency documentation, tasks and projects.</p> <p>Student will identify and practice appropriate boundaries as outlined in agency policies and NASW Code of Ethics.</p> <p>Complete client progress note, utilizing the SOAP format, or format used at agency. Discuss in supervision for feedback</p>			
<p>4. Use technology ethically and appropriately to facilitate practice outcomes.</p>	<p>Discuss in supervision agency policy, and/or practices, any questions and challenges related to the use of technology and/or social media in practice. Analyze congruence with standards of the NASW Code of Ethics. Develop and implement strategies to manage challenges.</p> <p>Explore and identify how to use social media and technology ethically for client engagement.</p>			
<p>5. Use supervision and consultation to guide professional judgment and behavior.</p>	<p>Develop a written agenda for weekly supervision and share the agenda with the field instructor.</p> <p>Use supervision to request feedback and to discuss questions, concerns, ethical issues, cases, and assignments. Implement supervisory feedback in practice and discuss in supervision.</p>			

**Competency 2 - Engage Diversity and Difference in Practice.**

**Junior**

**Senior- Fall and Spring**

<b><u>Practice Behaviors</u></b>	<b><u>Learning Plan Assignments</u></b>	<b><u>Evidence of Assignment Completion</u></b>	<b><u>Midterm</u></b>	<b><u>Final Rating</u></b>
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.	Engage with population(s) served by the field organization that have been affected by discrimination or oppression.  Discuss in supervision any questions or ideas regarding the impact of discrimination and oppression.			
2. Present themselves as learners and engage clients and constituencies as experts of their own experiences.	Observe and complete a client interview enabling a client to share life experiences.  Student Choice (Student will identify and discuss with field instructor a learning activity to complete during the semester.			
3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	Implement strategies for identifying (e.g., implicit bias test) and managing personal biases in practice with diverse clients.			

**Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice.**

**Senior- Spring Only**

<b><u>Practice Behaviors</u></b>	<b><u>Learning Plan Assignments</u></b>	<b><u>Evidence of Assignment Completion</u></b>	<b><u>Midterm</u></b>	<b><u>Final Rating</u></b>
1. Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	Choose one of the <i>NASW Social Justice Priorities</i> , discuss how your field placement’s clients or community are impacted by it, and actions that the agency is taking to address it. Provide specific suggestions as to how the agency can take or improve action towards one of the NASW Social Justice Priorities. ( <i>NASW Priorities available on Canvas</i> )			
2. Engage in practices that advance social, economic, and environmental justice.	Participate in agency or community level policy practice or advocacy to address one issue of human rights and/or social economic, environmental justice.  Identify and follow a bill (state or federal) promoting civil rights for a marginalized group. Educate others and encourage advocacy related to this bill.			

**Competency 4 – Engage in Practice-informed Research and Research-informed Practice.****Senior- Fall and Spring**

<b><u>Practice Behaviors</u></b>	<b><u>Learning Plan Assignments</u></b>	<b><u>Evidence of Assignment Completion</u></b>	<b><u>Midterm</u></b>	<b><u>Final Rating</u></b>
1. Use practice experience and theory to inform scientific inquiry and research.	Develop a research question that emerges from interactions with client systems and your knowledge of social work theories.			
2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	Read and cite a journal article that relates to your research question (Competency 4, practice behavior 1). Review the quantitative and/or qualitative evidence for the research findings, and present to the Field Instructor or agency staff.			
3. Use and translate research evidence to inform and improve practice, policy, and service delivery.	Use findings identified in practice behavior 2 to develop a proposal to enhance agency policy or practice.			

**Competency 5 – Engage in Policy Practice.****Senior- Spring Only**

<b><u>Practice Behaviors</u></b>	<b><u>Learning Plan Assignments</u></b>	<b><u>Evidence of Assignment Completion</u></b>	<b><u>Midterm</u></b>	<b><u>Final Rating</u></b>
1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	Discuss one social policy at each level (local, state, federal) that has an impact on clients served by the agency.			
2. Assess how social welfare and economic policies impact the delivery of and access to social services.	Analyze how the policies identified in practice behavior 1 impact client access to social services.			
3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	Propose a new policy or policy change that addresses a specific human rights or justice issue.  Contact a public official or legislator (call or write letter) to advocate about a current client population need. (Allow field instructor to review letter and/or discuss content of phone call)			



**Competency 6- Engage with Individuals, Families, Groups, Organizations, and Communities.**

**Junior**

**Senior- Fall and Spring**

<b><u>Practice Behaviors</u></b>	<b><u>Learning Plan Assignments</u></b>	<b><u>Evidence of Assignment Completion</u></b>	<b><u>Midterm</u></b>	<b><u>Final Rating</u></b>
1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	Discuss how a specific theory of human behavior and the social environment applies to developing a helping relationship with agency clients.			
2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	Read two articles on the use of self-disclosure in developing rapport with client systems and discuss in supervision.  Identify skills needed and demonstrate ability to establish rapport with client systems.  Demonstrate growing effectiveness in relationship building and sustaining skills.  Discuss strengths and areas for growth from Process Recording during Field Liaison Visit. <i>(Process Recording is an assignment in seminar)</i>			

**Competency 7- Assess Individuals, Families, Groups, Organizations, and Communities.****Senior- Fall and Spring**

<b><u>Practice Behaviors</u></b>	<b><u>Learning Plan Assignments</u></b>	<b><u>Evidence of Assignment Completion</u></b>	<b><u>Midterm</u></b>	<b><u>Final Rating</u></b>
1. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.	Use agency assessment tools and procedures to complete client assessments and to explore and discuss the client's strengths, needs, challenges, and desired service outcomes.			
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	Apply person-in-environment or other theoretical frameworks to client assessment (e.g., genogram, ecomap, etc.).			
3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	Collaborate with client system to identify intervention goals and objectives using the SMART model.			
4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	Use research and cite to identify evidence-informed interventions and develop intervention plans using available agency forms and tools.			

**Competency 8 –Intervene with Individuals, Families, Groups, Organizations, and Communities.**

**Senior- Fall and Spring**

<b><u>Practice Behaviors</u></b>	<b><u>Learning Plan Assignments</u></b>	<b><u>Evidence of Assignment Completion</u></b>	<b><u>Midterm</u></b>	<b><u>Final Rating</u></b>
<p>1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</p>	<p>Select and implement an intervention that is intended to enhance client/constituency capacities.</p> <p>Plan, develop and carry out a process group. <i>(If this assignment is accomplished through seminar, report to field instructor the strategies utilized and outcomes).</i></p>			
<p>2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</p>	<p>Identify specific knowledge from social work courses and describe how it applies to interventions with clients.</p>			
<p>3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</p>	<p>Identify opportunities to collaborate with other professionals (non-social workers) to meet client/constituent needs.</p>			

4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	Identify specific barriers to service or resource gaps. Develop and implement an advocacy plan to address client/constituent needs.			
5. Facilitate effective transitions and endings that advance mutually agreed-on goals.	Develop and implement with the field instructor a transition plan for the student's projects or client services.			

<b><u>Competency 9- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.</u></b> <b>Senior- Spring Only</b>				
<b><u>Practice Behaviors</u></b>	<b><u>Learning Plan Assignments</u></b>	<b><u>Evidence of Assignment Completion</u></b>	<b><u>Midterm</u></b>	<b><u>Final Rating</u></b>
1. Select and use appropriate methods for evaluation of outcomes.	Select and use a method to evaluate outcomes for a specific intervention and discuss findings with Field Instructor.			
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	Discuss the evaluation method(s) used in the agency and how any theoretical frameworks inform the evaluation process with the field instructor.			

<p>3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.</p>	<p>Critically analyze an assessment tool, intervention, or evaluation method utilized by the agency and discuss analysis with Field Instructor.</p> <p>Develop a method for collecting client feedback on student's performance that is implemented by student and/or field instructor.</p>			
<p>4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>	<p>Identify with Field Instructor how agency evaluation method(s) are used to improve practice effectiveness at the micro, mezzo, and/or macro levels.</p>			

**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: \_\_\_\_\_