

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.

<u>Competency 1 - Ethics and Professional Behavior</u>				
Demonstrate Ethical and Professional Behavior at an Advanced Level with Individuals, Families, and Groups				
<u>Practice Behaviors</u>	<u>Learning Plan Assignments</u>	<u>Evidence of Assignment Completion</u>	<u>Midterm</u>	<u>Final Rating</u>
	Please list at least one assignment for each practice behavior.			
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 collaborating professionals' codes of ethics as appropriate to context.				
2. Use self-reflection and self-regulation to manage personal values and maintain professionalism in practice situations.				
3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.				

4. Use technology ethically and appropriately to facilitate practice outcomes.				
5. Use supervision and consultation to guide professional judgment, behavior and biases especially as it relates to historically oppressed groups.				

Competency 2 – Diversity

Engage in cultural humility and anti-racist and anti-oppressive practice at an Advanced Level with Individuals, Families, and Groups

<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. Critically examine, elevate, and apply anti-racist and anti-oppressive practice at the micro, mezzo, and macro levels, including on interprofessional teams.				
2. Present themselves as learners of others' experiences and engage clients and constituencies as experts of their own experiences				
3. Demonstrate self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.				

Competency 3 – Advocacy

Advance Human Rights and Social, Economic, and Environmental Justice at an Advanced Level with Individuals, Families, and Groups

<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 their understanding of social, economic, racial and environmental justice to advocate for human rights at the individual and system levels.				
2. Engage in interprofessional practices that advance social, economic, racial and environmental justice.				

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Competency 4 – Research

Engage In Practice-informed Research and Research-informed Practice at an Advanced Level with Individuals, Families, and Groups

<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 practice experience and theory to inform scientific inquiry and research.				
2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings with an emphasis on historically oppressed groups.				
3. Use, integrate, and translate research evidence from appropriate professions to inform and improve practice, policy, and service delivery.				

Competency 5 – Policy

Engage in Policy Practice at an Advanced Level with Individuals, Families, and Groups

<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 social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services among historically oppressed communities.				
2. Assess how social welfare and economic policies impact the delivery of and access to health, behavioral health, and social services.				
3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, racial and environmental justice.				

Competency 6 – Engagement

Engage with Individuals, Families, Groups, Organizations, and Communities at an Advanced Level

<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 behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks through an anti-oppressive and anti-racist lens to engage with individuals, families, groups and other constituencies.				
2. Use empathy, reflection, and interpersonal skills to effectively engage diverse individuals, families, groups and other constituencies.				

Competency 7 – Assessment

Assess Individuals, Families, Groups, Organizations, and Communities at an Advanced Level

<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. Collect and organize data, and apply critical thinking to interpret information from individuals, families, groups and other constituencies.				

2. Employing an anti-oppressive and anti-racist lens, apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks.				
3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within individuals, families, groups and other constituencies.				
4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of individuals, families, groups and other constituencies.				

Competency 8 – Intervention

Intervene with Individuals, Families, Groups, Organizations, and Communities at an Advanced Level

<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. Critically choose and implement interventions to achieve practice goals and enhance capacities of individuals, families, groups and other constituencies.				

<p>2. Employing an anti-oppressive and anti-racist lens, apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with individuals, families, groups and other constituencies.</p>				
<p>3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</p>				
<p>4. Negotiate, mediate, and advocate with and on behalf of diverse individuals, families, groups and other constituencies.</p>				
<p>5. Facilitate effective transitions and endings that advance mutually agreed-on goals.</p>				

Competency 9 – Practice Evaluation

Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities at an Advanced Level

<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. Select and use appropriate methods for evaluation of outcomes.				
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.				
3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.				
4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.				

Competency 10 – Trauma-Responsive Practice

Engage in trauma-responsive practice at an Advanced Level with Individuals, Families, and Groups

<u>Practice Behaviors</u>	<u>Learning Plan Assignments</u>	<u>Evidence of Assignment Completion</u>	<u>Midterm</u>	<u>Final Rating</u>
1. Demonstrate understanding of principles of trauma-responsive practice and collaborate with other professionals to apply those practices with individuals, families, and communities.	Please list at least one assignment for each practice behavior.			
2. Recognize, empower, and foster resiliency factors at the micro, mezzo and macro levels.				
3. Demonstrate understanding of historical and racial trauma, including the role of trauma-informed systems, and its impact on populations who have been oppressed.				

Field Instructor Summary Feedback for Midterm Evaluation:

Student Comments on Midterm Evaluation:

Field Instructor Summary Feedback for Final Evaluation:

Student Comments on Final Evaluation:

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Midterm Signatures

Student: _____

Date: _____

Field Instructor: _____

Date: _____

Field Liaison: _____

Date: _____

Final Signatures

Student: _____

Date: _____

Field Instructor: _____

Date: _____

Field Liaison: _____

Date: _____

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