

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. The learning plan should be revisited and discussed regularly in supervision.

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.

The Learning Plan consists of three parts that will be due at different times in the semester: 1) Learning Plan Assignments, 2) Mid-Semester Evaluation, and 3) End-of-Semester Evaluation. The due dates for these parts of the learning plan can be found on the IPT home page, and instructions are listed below. As students and Field Instructors work on these parts of the learning plan, be sure to **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.

Part 1. Learning Plan Assignments – Completed by Student and Field Instructor

The first step of the learning plan is to ensure that students and Field Instructors are in agreement on the scope and type of assignments that will be completed during the semester. Students must complete assignments for each practice behavior in order to demonstrate competency. For the first due date on the learning plan, students and Field Instructors must commit to a learning plan by completing the following steps:

1. Assignments should be developed jointly by the Field Instructor and the student. The Field Instructor will be primarily responsible for the identification of learning plan assignments during the first semester. Assignments should reflect learning opportunities available at the agency and, when possible, students' interests. **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.
2. The student is responsible for entering the assignments in the *Learning Plan Assignments* column in IPT.
3. After reviewing and discussing the assignments, the Field Instructor and student should sign the first set of signatures under "Learning Plan" at the end of the form. These signatures indicate that the student and Field Instructor understand and commit to the plan. Don't forget to click the **SAVE** button.

FYI: Each assignment listed on the learning plan is designated by the letters: K(Knowledge), V (Values), S (Skills), and/or CAP (Cognitive and Affective Processing). This designation is for our program accreditation process. to identify the specific dimension(s) of the competency that are demonstrated and measured by the assignment. Students and Field Instructors are not expected to add these letters to the assignments that they create.

Part 2: Mid Semester Evaluation

The Mid-Semester Evaluation is a check-in halfway through the semester to provide the student with quantitative and qualitative feedback on how they are progressing in the placement. After completing the mid-semester evaluation, the Field Instructor and student should discuss tasks that need to be prioritized for the remainder of the semester for the student to successfully complete assignments for each practice behavior by the end of the semester.

Mid-Semester Evaluation: Evidence of Assignment Completion- Completed by the Student

Students should prepare for the mid-semester evaluation by completing the following steps.

1. Input evidence for all accomplishments and progress on assignments completed to date in the Evidence of Assignment Completion column. Even if the assignment has not been completed, you should enter evidence of steps taken toward completion. If you do not enter any evidence of progress on a practice behavior assignment by midterm, you will receive a rating of NI/Not Initiated for that assignment. It is ok to have a few ratings of *Not Initiated* (NI) at the midterm, but the expectation is that you would have some evidence entered for most assignments.
2. Once you have entered all evidence of work to date, notify your agency Field Instructor that your learning plan evidence is ready for their review.
3. Engage in discussion with your Field Instructor about your evaluation ratings. Discuss assignments that need to be a focus for the remainder of the semester.
4. Once your Field Instructor has entered ratings, you may enter comments on the mid-semester evaluation.
5. Once all these steps are completed, sign under the “Midterm Signatures” section on the learning plan.

Mid-Semester Evaluation: Ratings – Completed by Field Instructor

The Field Instructor is responsible for evaluating student performance by completing the following steps:

1. Review your student’s evidence of assignment completion. Assess the student’s demonstrated competency for each practice behavior by reviewing the evidence provided by the student.
2. Using the evaluation rating scale listed below, determine, and enter a rating for each practice behavior that reflects your student’s current competency based on your expectations for a student at this stage in the MSSW Program. Review the evaluation to ensure that every practice behavior has a rating. If the student has not initiated a task and therefore not entered Evidence of Assignment Completion, you must assign a rating of NI for the mid-semester evaluation.
3. Provide summary feedback on student performance and competency in the comment section for the evaluation period.
4. Discuss the mid-semester evaluation with your student to provide feedback targeted at student growth and development. Feedback provided to the student on the mid-semester evaluation and feedback provided in supervision should be consistent. Once all these steps are completed and your student has signed the mid-semester evaluation, sign under the “Midterm Signatures” section on the learning plan.

Part 3: Final (End of Semester) Evaluation

The Field Instructor is to assess and provide qualitative and quantitative feedback on the student's performance, growth over the course of the semester, and demonstrated competency for each practice behavior by reviewing the evidence provided by the student and using the evaluation rating scale.

Final-Semester Evaluation Evidence – Completed by the Student

The student is responsible for completing the following steps:

1. Student must enter evidence for completion of all assignments by the end of the semester in order for field instructors to assign final ratings.
2. Once you have entered all evidence of your accomplishments to date, notify your Field Instructor that your learning plan evidence is ready for their review.
3. After ratings are entered by the Field Instructor, the student should review the evaluation, enter any comments, and sign the learning plan under "final signature."
4. Meet with the Field Instructor to discuss the ratings, accomplishments and plans for growth.

Final-Semester Evaluation Ratings – Completed by Field Instructor

The Field Instructor is responsible for evaluating student performance by completing the following steps:

1. Review your student's evidence of assignment completion. Assess the student's demonstrated competency for each practice behavior by reviewing the evidence provided by the student.
2. Using the evaluation rating scale listed below, determine, and enter a final rating for each practice behavior that reflects your student's current competency based on your expectations for a student at this stage in the MSSW Program.
3. Review the evaluation to ensure that every practice behavior has a rating. **Please note:** The rating of NI is not available for the end of semester evaluation.
4. Provide summary feedback on student performance and competency in the comment section.
5. Discuss the final evaluation with your student to provide feedback targeted at student growth and development. Feedback provided to the student on the final evaluation and feedback provided in supervision should be consistent.
6. The Field Instructor should not sign the final evaluation 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

<u>Practice Behaviors</u>	<u>Learning Plan Assignments</u>	<u>Evidence of Assignment</u>	<u>Midterm</u>	<u>Final</u>
	Please list at least one assignment for each practice behavior.	<u>Completion</u>		<u>Rating</u>
1. Make ethical decisions in organizational leadership practice using NASW Code of Ethics, other professional social work codes, relevant laws and regulations, and models for ethical decision-making in consultation with others.				
2. Communicate clearly and professionally in a timely manner in written, electronic, and in-person communications with sensitivity to the needs of differing audiences.				
3. Demonstrate self-reflection, professionalism, and self-regulation to manage personal and professional values with constituencies, supervisors, and colleagues in leadership practice.				

Competency 2 - Advocacy

Advance Human Rights and Social, Racial, Economic, and Environmental Justice

<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. Analyze the effects of social, racial, economic, and environmental oppression, discrimination and historical trauma on individuals, organizations, and communities in developing project plans.				
2. Engage with and advocate for the empowerment of community members to advance human rights and social justice, creating access to community resources, opportunities, and decision-making.				

Competency 3 – ADEI

Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

<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 the origins and continued mechanisms of racism, oppression, injustice, and inequity among constituencies.				
2. Explore the role of social justice in organizational leadership with individual and systems levels using an intersectionality lens.				
3. Utilize an anti-racist lens and social work ethical standards in organizational leadership practice with clients, constituencies, supervisors, and colleagues.				

Competency 4- Research

Engage in Practice-Informed Research and Research-Informed Practice

<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. Utilize anti-racist and anti-oppressive lenses to evaluate evidence-based theories to inform decisions related to practice, policy, and programs.				
2. Use research methodology, practice experience, and multi-disciplinary sources to evaluate the effectiveness of planning and implementing change strategies in organizations and develop new research for the broader good.				

Competency 5- Policy

Engage in Policy Practice

<u>Practice Behaviors</u>	<u>Learning Plan Assignments</u>	<u>Evidence of Assignment</u>	<u>Midterm</u>	<u>Final</u>
	Please list at least one assignment for each practice behavior.	<u>Completion</u>		<u>Rating</u>
1. Critically analyze policies that advance human rights and social, racial, economic, and environmental justice that impact constituent outcomes.				
2. Advocate for socially just services and programs for constituencies through legislative advocacy, regulatory change, and within organizational policies.				

Competency 6- Engagement

Engage with Individuals, Families, Groups, Organizations, 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. Engage with colleagues and constituents as equal partners using empathy, self-reflection, and other interpersonal skills.				
2. Develop partnerships with and among constituents, organizations and communities that are based on participation, empowerment, collaboration, and indigenous leadership.				

Competency 7- Assessment

Assess Individuals, Families, Groups, Organizations, 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 assets, resources, and needs of the constituents, community and/or organization using person-in-environment and anti-oppressive lenses.				
2. Collaborate with affected members of the community and organization in the assessment process and in developing agreed-upon goals.				

Competency 8- Intervention

Intervene with Individuals, Families, Groups, Organizations, 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. Collaborate with individuals, communities, and organizations to identify desired process and outcome objectives and project management.				
2. Intervene with communities & organizations to apply culturally responsive and trauma-informed change strategies through a variety of models appropriate to local contexts.				

Competency 9- Program Evaluation

Evaluate Practice with Individuals, Families, Groups, Organizations, 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. Utilize a variety of trauma-informed, anti-racist, and anti-oppressive methods/tools to evaluate and document change strategies' outcomes and effectiveness.				
2. Use evaluation results to inform culturally relevant program improvement and future change strategies.				

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: _____