

## MSW Generalist Year Learning Plan Agreement and Student Progress Evaluation

**Note: You may have noticed the form is shaky upon first loading. This is normal; it will finish loading in a few seconds and you'll be able to scroll down then.**

SAMPLE ONLY - COMPLETE IN SONIA

**Directions: Please read carefully.**

1. This form serves 3 purposes: the [Learning Plan Agreement \(purple\)](#), the [1st semester Student Progress Evaluation \(blue\)](#), and the [2nd semester Student Progress Evaluation \(green\)](#).
2. There are separate sections in this form for students, for Field Instructors/Site Supervisors, and for MSW Consultants.
3. Everyone should **SAVE often** as they work by periodically scrolling to the **SAVE DRAFT** button for your role at the end of the form. The system **WILL TIME YOU OUT, so please be sure to SAVE DRAFT!**

**Learning Plan Agreement Instructions:**

1. The learning plan agreement is the mutually accepted agreement between the student and the agency. It documents the activities the student will focus on during the placement.
2. The learning plan agreement is a "living" document. It is to be reviewed regularly in supervision and revised as needed throughout the placement.
3. "Learning plan activities" are the learning opportunities (e.g., tasks) by which student progress towards successful completion of the competencies, and cumulative progress in the placement, is evaluated.
4. Each student's learning plan activities will be unique to the agency's tasks, and student learning needs, focus, and interests.
5. **Students** should:
  - A) **write one learning plan activity per behavior**; and
  - B) **select which measurement method will be used** to determine completion of each activity: Student **observed in practice** by staff/supervisor, **discussed in supervision**, Student **self-evaluation** provided to supervisor, completion of a **tangible product** (like client documentation, meeting notes, resource guide, etc.); and
  - C) **select which dimension(s) the learning activity addresses**: Knowledge, Values, Skills, Cognitive & Affective Processes. Not all dimensions need be addressed by every competency, however each dimension should be addressed at least once.
6. Students should ask for Field Instructor/Site Supervisor input when writing activities. Activities selected should span the entirety of the placement period.
7. **Students should review the Learning Plan agreement with their Field Instructor or Site Supervisor for final approval before signing the plan electronically** [by

clicking **Student Submit** at the bottom of the form].

8. **Students should save and submit a copy of the Learning Plan agreement to their faculty liaison for approval** on the date and manner assigned by that faculty member. See syllabus for details.

**Student Progress Evaluation Instructions:**

1. The **Field Instructor or Site Supervisor completes evaluation scoring per activity** using the rating scale in the appropriate semester. Please **review the rating scale instructions**.
2. Everyone, Field Instructor or Site Supervisor & MSW consultant (if applicable), makes narrative comments in the appropriate semester.
3. **Students should make an appointment to review the student progress evaluation** with the Field Instructor or Site Supervisor & MSW Consultant (if applicable).
4. **Students may make comments** on the student progress evaluation as desired. Comments can be seen by Field Instructor or Site Supervisor & MSW Consultant (if applicable) and the faculty liaison.
5. **Students document the number of practicum hours completed per semester and date completed.**
6. **Everyone should sign the plan electronically by clicking the Student, Field Instructor, or MSW Consultant Submit button** (as appropriate to your role) at the bottom of the form.
7. If there is no MSW consultant, Field Instructors, please click MSW Consultant Submit also.
8. Aggregate data from this evaluation form (with no names included) will be used as a component of the School of Social Work's program outcome measures.

**Placement Information** (This section is to be filled out by the student only. Most fields are pre-populated - if there is an error, please let the Field Department know.)

<b>Student Name:</b>	<b>Field Instructor or Site Supervisor Name:</b>	<b>MSW Consultant (if applicable) Name:</b>	<b>Faculty Liaison Name:</b>
<b>Agency Name:</b>	<b>Agency Phone Number:</b>	<b>Field Instructor or Site Supervisor and MSW Consultant Emails:</b>	
<b>Agency Street Address:</b>	<b>Agency City Address:</b>	<b>Agency State Address:</b>	<b>Agency Zip Address:</b>
<b>Start Date of Student Placement:</b>	<b>End Date of Student Placement:</b>	<b>Minimum Number of Hours to be Completed:</b>	<b>Student Weekly Schedule:</b>
		400 hours	

**Rating Scale**

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<b>Rating Scale:</b>	<p>The standard by which a student is to be evaluated is that of a new entry-level social worker. The 9 competencies that are specified in this evaluation form are those established by the Council on Social Work Education (CSWE). Please rate each student on their ability to demonstrate the overall competency. Under each competency statement are several items that we ask you to rate according to the following criteria. This evaluation should assess the student's competencies for the current semester.</p> <p>Comments may be made under any competency statement, if desired. Specific examples related to each competency statement are also welcome. Please be sure to indicate those areas in which you think the student is particularly strong and those areas that need improvement. Please provide additional details for any competency behavior in which there is a rating of 1 or 2.</p> <p>This evaluation is intended to give the student feedback about their performance and to provide the Faculty Liaison (Seminar Instructor) with an overall assessment of our students' competencies in the field.</p>
Rating	Rating Description
5	<b>Mastered</b> - The student has <b>mastered the competency</b> in this area. The student is able to demonstrate advanced application of <u>all</u> of the dimensions of knowledge, values, skills, cognitive and affective processes for the competency behaviors.
4	<b>Advanced</b> - The student demonstrates <b>advanced competency</b> in this area. The student is able to demonstrate advanced application of <u>most</u> of the dimensions of knowledge, values, skills, cognitive and affective processes for the competency behaviors.
3	<b>Satisfactory</b> - The student demonstrates <b>satisfactory competency</b> in this area. The student is able to demonstrate adequate application of <u>all</u> the dimensions of knowledge, values, skills, cognitive and affective processes for the competency behaviors.
2	<b>Approaching</b> - The student is <b>approaching competency</b> in this area and it is anticipated that the student will meet the expectations in the near future. The student is able to demonstrate <u>some</u> of the dimensions of knowledge, skills, values, cognitive and affective processes for the competency behaviors.
1	<b>Has not met expectations</b> - The student <b>has not met the expectations</b> for demonstrating the competency at this time. The student is not able to demonstrate <u>any</u> of the dimensions of knowledge, values, skills, cognitive and affective processes for the competency behaviors.

### Students

Please provide a brief description of the placement:

### Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers

understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

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Behaviors	Learning Plan Activities	Method of Measurement	Dimensions Addressed by Activity	1st Semester Evaluation Rating	2nd Semester Evaluation Rating
1.a Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.			<input type="checkbox"/> Knowledge <input type="checkbox"/> Values <input type="checkbox"/> Skills <input type="checkbox"/> Cognitive and Affective Processes	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1
1.b Demonstrate professional behavior; appearance; and oral, written, and electronic communication.	SAMPLE ONLY - COMPLETE IN SONIA		<input type="checkbox"/> Knowledge <input type="checkbox"/> Values <input type="checkbox"/> Skills <input type="checkbox"/> Cognitive and Affective Processes	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1
1.c Use technology ethically and appropriately to facilitate practice outcomes.			<input type="checkbox"/> Knowledge <input type="checkbox"/> Values <input type="checkbox"/> Skills <input type="checkbox"/> Cognitive and Affective Processes	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1
1.d Use supervision and consultation to guide professional judgment and behavior.			<input type="checkbox"/> Knowledge <input type="checkbox"/> Values <input type="checkbox"/> Skills <input type="checkbox"/> Cognitive and Affective Processes	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1

				<b>Comp 1 1st Semester Average</b>	<b>Comp 1 2nd Semester Average</b>
<b>Competency 1: 1st Semester Comments</b>			<b>Competency 1: 2nd Semester Comments</b>		

**Competency #2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Behaviors	Learning Plan Activities	Method of Measurement	Dimensions Addressed by Activity	1st Semester Evaluation Rating	2nd Semester Evaluation Rating
	SAMPLE ONLY - COMPLETE IN SONIA				
2.a Advocate for human rights at the individual, family, group, organizational, and community system levels.			<input type="checkbox"/> Knowledge <input type="checkbox"/> Values <input type="checkbox"/> Skills <input type="checkbox"/> Cognitive and Affective Processes	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1
2.b Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.			<input type="checkbox"/> Knowledge <input type="checkbox"/> Values <input type="checkbox"/> Skills <input type="checkbox"/> Cognitive and Affective Processes	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1
				Comp 2 1st Semester Average	Comp 2 2nd Semester Average



Competency 2: 1st Semester Comments	Competency 2: 2nd Semester Comments

### Competency #3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

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Behaviors	Learning Plan Activities	Method of Measurement	Dimensions Addressed by Activity	1st Semester Evaluation Rating	2nd Semester Evaluation Rating
3.a Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organization, community, research, and policy levels.			<input type="checkbox"/> Knowledge <input type="checkbox"/> Values <input type="checkbox"/> Skills <input type="checkbox"/> Cognitive and Affective Processes	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1
3.b Demonstrate cultural humility by applying critical reflections, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts in their own lived experiences.			<input type="checkbox"/> Knowledge <input type="checkbox"/> Values <input type="checkbox"/> Skills <input type="checkbox"/> Cognitive and Affective Processes	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1
				Comp 3 1st Semester Average	Comp 3 2nd Semester Average

SAMPLE ONLY - COMPLETE IN SONIA

<b>Competency 3: 1st Semester Comments</b>	<b>Competency 3: 2nd Semester Comments</b>

**Competency #4: Engage In Practice-Informed Research and Research-informed Practice**

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they

interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Behaviors	Learning Plan Activities	Method of Measurement	Dimensions Addressed by Activity	1st Semester Evaluation Rating	2nd Semester Evaluation Rating
4.a Apply research findings to inform and improve practice, policy, and programs.			<input type="checkbox"/> Knowledge <input type="checkbox"/> Values <input type="checkbox"/> Skills <input type="checkbox"/> Cognitive and Affective Processes	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1
4.b Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.			<input type="checkbox"/> Knowledge <input type="checkbox"/> Values <input type="checkbox"/> Skills <input type="checkbox"/> Cognitive and Affective Processes	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1
				Comp 4 1st Semester Average	Comp 4 2nd Semester Average

SAMPLE ONLY - COMPLETE IN SONIA

<b>Competency 4: 1st Semester Comments</b>	<b>Competency 4: 2nd Semester Comments</b>

**Competency #5: Engage In Policy Practice**

Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Behaviors	Learning Plan Activities	Method of Measurement	Dimensions Addressed by Activity	1st Semester Evaluation Rating	2nd Semester Evaluation Rating
5.a Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.			<input type="checkbox"/> Knowledge <input type="checkbox"/> Values <input type="checkbox"/> Skills <input type="checkbox"/> Cognitive and Affective Processes	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1
5.b Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.			<input type="checkbox"/> Knowledge <input type="checkbox"/> Values <input type="checkbox"/> Skills <input type="checkbox"/> Cognitive and Affective Processes	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1
SAMPLE ONLY - COMPLETE IN SONIA				Comp 5 1st Semester Average	Comp 5 2nd Semester Average

<b>Competency 5: 1st Semester Comments</b>	<b>Competency 5: 2nd Semester Comments</b>

**Competency #6: Engage with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Behaviors	Learning Plan Activities	Method of Measurement	Dimensions Addressed by Activity	1st Semester Evaluation Rating	2nd Semester Evaluation Rating
6.a Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.			<input type="checkbox"/> Knowledge <input type="checkbox"/> Values <input type="checkbox"/> Skills <input type="checkbox"/> Cognitive and Affective Processes	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1
6.b Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.			<input type="checkbox"/> Knowledge <input type="checkbox"/> Values <input type="checkbox"/> Skills <input type="checkbox"/> Cognitive and Affective Processes	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1
SAMPLE ONLY - COMPLETE IN SONIA				Comp 6 1st Semester Average	Comp 6 2nd Semester Average

<b>Competency 6: 1st Semester Comments</b>	<b>Competency 6: 2nd Semester Comments</b>

**Competency #7: Assess Individuals, Families, Groups, Organizations and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Behaviors	Learning Plan Activities	Method of Measurement	Dimensions Addressed by Activity	1st Semester Evaluation Rating	2nd Semester Evaluation Rating
7.a Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.			<input type="checkbox"/> Knowledge <input type="checkbox"/> Values <input type="checkbox"/> Skills <input type="checkbox"/> Cognitive and Affective Processes	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1
7.b Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.			<input type="checkbox"/> Knowledge <input type="checkbox"/> Values <input type="checkbox"/> Skills <input type="checkbox"/> Cognitive and Affective Processes	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1
				Comp 7 1st Semester Average	Comp 7 2nd Semester Average

SAMPLE ONLY - COMPLETE IN SONIA

<b>Comp 7: 1st Semester Comments</b>	<b>Comp 7: 2nd Semester Comments</b>

**Competency #8: Intervene with Individuals, Families, Groups, Organizations and Communities**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Behaviors	Learning Plan Activities	Method of Measurement	Dimensions Addressed by Activity	1st Semester Evaluation Rating	2nd Semester Evaluation Rating
8.a Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.			<input type="checkbox"/> Knowledge <input type="checkbox"/> Values <input type="checkbox"/> Skills <input type="checkbox"/> Cognitive and Affective Processes	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1
8.b Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.			<input type="checkbox"/> Knowledge <input type="checkbox"/> Values <input type="checkbox"/> Skills <input type="checkbox"/> Cognitive and Affective Processes	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1
				Comp 8 1st Semester Average	Comp 8 2nd Semester Evaluation Average

SAMPLE ONLY - COMPLETE IN SONIA

<b>Competency 8: 1st Semester Comments</b>	<b>Competency 8: 2nd Semester Comments</b>

**Competency #9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities**

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Behaviors	Learning Plan Activities	Method of Measurement	Dimensions Addressed by Activity	1st Semester Evaluation Rating	2nd Semester Evaluation Rating
9.a Select and use culturally responsive methods for evaluation of outcomes.			<input type="checkbox"/> Knowledge <input type="checkbox"/> Values <input type="checkbox"/> Skills <input type="checkbox"/> Cognitive and Affective Processes	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1
9.b Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.			<input type="checkbox"/> Knowledge <input type="checkbox"/> Values <input type="checkbox"/> Skills <input type="checkbox"/> Cognitive and Affective Processes	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1
				Comp 9 1st Semester Average	Comp 9 2nd Semester Average

SAMPLE ONLY - COMPLETE IN SONIA

<b>Competency 9: 1st Semester Comments</b>	<b>Competency 9: 2nd Semester Comments</b>

**Learning Plan Agreement Student Submit Section**

**Student**

I have reviewed this Learning Plan Agreement with my Field Instructor, or Site Supervisor and MSW Consultant.

Yes  No

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By clicking on the **"Student Submit"** button at the bottom of the page, the student is electronically signing the Learning Plan Agreement.



## 1st Semester Student Progress Evaluation Comments and Submit Section

Please note: Comments made in each of the comment boxes below can be seen by everyone who has access to the Student Progress Evaluation.

### Field Instructor or Site Supervisor

**Field Instructor or Site Supervisor:** Please identify this student's three most significant strengths.

**Field Instructor or Site Supervisor:** Please identify three recommended areas of growth for the student.

**Field Instructor or Site Supervisor:** Please discuss this student's progress towards successful completion of their learning goals.

By clicking on the "**Field Instructor/Site Supervisor Submit**" button at the bottom of the page, the Field Instructor or Site Supervisor is electronically signing the 1st Semester Student Progress Evaluation.

### MSW Consultant (if applicable)

**FIELD INSTRUCTOR:** If this placement does not have a separate MSW Consultant, please also click the "**MSW Consultant Submit**" button at the bottom of the page to complete this section of the form.

**MSW Consultant (if applicable):** Comments on 1st Semester Student Progress Evaluation

By clicking on the "**MSW Consultant Submit**" button at the bottom of the page, the MSW Consultant is electronically signing the 1st Semester Student Progress Evaluation.

### Student

**Student:** Comments on 1st Semester Student Progress Evaluation. Please note that student comments can be seen by everyone who has access to this form.

Please write in the number of hours completed (or to be completed) during the 1st semester:

Date these hours will be completed by:

By clicking on the "**Student Submit**" button at the bottom of the page, the Student is electronically signing the 1st Semester Student Progress Evaluation.

### 2nd Semester Student Progress Evaluation Comments and Submit Section

Please note: Comments made in each of the comment boxes below can be seen by everyone who has access to the Student Progress Evaluation.

#### Field Instructor or Site Supervisor

**Field Instructor or Site Supervisor:** Please identify the student's three most significant strengths.

**Field Instructor or Site Supervisor:** Please identify three recommended areas of growth for the student.

**Field Instructor or Site Supervisor:** Please discuss this student's progress towards successful completion of their learning goals.

By clicking on the "**Field Instructor/Site Supervisor Submit**" button at the bottom of the page, the Field Instructor or Site Supervisor is electronically signing the 2nd Semester Student Progress Evaluation.

#### MSW Consultant (if applicable)

**FIELD INSTRUCTOR:** If this placement does not have a separate MSW Consultant, please also click the "**MSW Consultant Submit**" button at the bottom of the page to complete this section of the form.

**MSW Consultant (if applicable):** Comments on 2nd Semester Student Progress Evaluation

By clicking on the "**MSW Consultant Submit**" button at the bottom of the page, the MSW Consultant is electronically signing the 2nd Semester Student Progress Evaluation.

**Student**

**Student:** Please provide your comments on your 2nd Semester Student Progress Evaluation. Include your perspective on your areas of growth over the entire placement and how you will apply your learning going forward in your professional career. Please note that student comments can be seen by everyone who has access to this form.

**Student:** Please write the total number of hours completed (or that will be completed) over the duration of the entire placement (1st and 2nd semesters):

Date these hours will be completed by:

By clicking on the "**Student Submit**" button at the bottom of the page, the Student is electronically signing the 2nd Semester Student Progress Evaluation.

**Save and Submit Buttons for this Form**

Has not been actioned

Has not been actioned

Has not been actioned

SAMPLE ONLY - COMPLETE IN SONIA