



Department of  
Social Work

"Preparing individuals for excellence during a lifetime of professional service and Christian compassion in action"

**Field Education Learning Plan**  
BSW / MSW 1<sup>st</sup> Year  
Practice Behaviors and Activities  
(400 hours)

**Student Name**

LP 1  LP 2

A Learning Plan (LP) must be submitted for **each 200 hours** of field experience (for a **total of 2** Learning Plans).

**Field Experience activities must include:** professional practice with individuals, families, groups, communities, research, and policy.

**Failure to submit a Learning Plan WILL result in student not earning a passing grade for that section of field (SOWK 435/SOWK 535).**

To receive a "Satisfactory" grade, student must accumulate points within the range stated in the table below:

<b>"Grading Criteria" for LPs:</b>	<b>Generalist Field Experience = total of 2 LPs</b>  LP #1 @ 200 hrs = 60-80 points  LP # 2 @ 400 hrs = 100-130 points
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Field Instructor /Task Supervisor	Name of Agency	Faculty Liaison	Date Learning Plan was submitted
◆ Describe student's primary activities during internship:			

(5) Fully Competent	(4) Mostly Competent	(3) Moderately Competent	(2) Minimally Competent	(1) Not Competent
Student demonstrates each activity with confidence and displays a firm grasp of pertinent concepts and how to appropriately apply learning.	Student demonstrates each activity and is able to communicate how classroom learning is effectively applied.	Student demonstrates each skill and may be unsure of how subtle gradations learned in class are applied in field.	Student understands the skill and is inconsistent in completing the activity.	Student displays a lack of understanding of skills.

	<p align="center"><b>Using the following evaluation scale, please identify specific assignments / activities that encompass the practice behaviors (PBs) listed on the left.</b></p> <p align="center">(5) Fully Competent; (4) Mostly Competent; (3) Moderately Competent; (2) Minimally Competent; (1) Not Competent</p>	<b>Evaluation</b>
<b>Competency #1: Demonstrate Ethical and Professional Behavior</b>		
1a. 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. ◆		
1b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. ◆		
1c. Demonstrate professional demeanor in behavior: appearance; and oral, written and electronic communication. ◆		
1d. Use technology ethically and appropriately to facilitate practice outcomes. ◆		
1e. Use supervision and consultation to guide professional judgment and behavior. ◆		
1f. Engage in career-long learning (i.e.. professional development).		

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1g. Demonstrate personal self-care strategies and actions.		
<b>Competency #2: Engage Diversity and Difference in Practice</b>		
2a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo and macro levels. ◆		
2b. Present self as a learner and engage clients and constituencies as experts of their own experiences. ◆		
2c. Apply self-awareness and self- regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. ◆		
2d. Demonstrate ways in which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.		
2e. Demonstrate knowledge of personal diversity and apply it to practice. ◆		

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2f. Apply and communicate understanding of current global pressures, issues and population groups.		
<b>Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice</b>		
3a. Understand the forms and mechanisms of oppression and discrimination.		
3b. Advocate for human rights and social, economic and environmental justice.		
3c. Engage in practices that advance social, economic and environmental justice. ♦		
3d. Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels in either national or international practice.		
3e. Engage in practices that advance social, economic and environmental justice in either national or international practice. ♦		
<b>Competency #4: Engage in Practice-informed Research and Research-informed Practice</b>		

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4a. Use practice experience and theory to inform scientific inquiry and research.		
4b. Apply critical thinking to analyze quantitative and qualitative research methods and research findings.		
4c. Use and translate research evidence to inform and improve practice and policy. ♦		
<b>Competency #5: Engage in Policy Practice</b>		
5a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. ♦		
5b. Assess how social welfare and economic policies impact the delivery of and access to social services and recognize when advocacy for services is needed. ♦		
5c. Apply critical thinking to analyze, formulate, advocate and implement policies that advance human rights and social, economic, and environmental justice. ♦		
<b>Competency # 6: Engage with Individuals, Families, Groups, Organizations and Communities</b>		

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6a. Apply knowledge of human behavior and the social environment, person-in-environment, strengths perspective, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. ◆		
6b. Use empathy, self-reflection, and interpersonal skills to effectively engage diverse clients and constituencies. ◆		
<b>Competency #7: Assess and Plan with Individuals, Families, Groups, Organizations, and Communities</b>		
7a. Collect and organize data, and apply thinking to interpret information from clients and constituencies. ◆		
7b. Apply knowledge of human behavior and the social environment, person-in-environment, strengths perspective, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies. ◆		
7c. Document client assessment information. ◆		
<b>Competency #8: Intervene with Individuals, Families, Groups, Organizations and Communities</b>		
8a. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. ◆		

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8b. Select appropriate intervention strategies based on the assessment, research, knowledge, and values and preferences of clients and constituencies. ◆		
8c. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies. ◆		
8d. Apply knowledge of human behavior and the social environment, person-in-environment, strengths perspective, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. ◆		
8e. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes. ◆		
8f. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.		
8g. Facilitate effective transitions and endings that advance mutually agreed-on goals.		
<b>Competency #9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</b>		

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9a. Select and use appropriate methods for evaluation of outcomes. ◆		
9b. Apply knowledge of human behavior and the social environment, person-in-environment, strengths perspective, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.		
<b>Competency #10: Demonstrate a Christian Social Work Perspective</b>		
10a. Demonstrate respect for clients' spiritual paths. ◆		
10b. Conduct holistic assessments and interventions that incorporate spiritual dimensions.		

**TOTAL POINTS:** \_\_\_\_\_



### Students Self Evaluation Summary

<b>Semester:</b> Fall <input type="checkbox"/> Spr <input type="checkbox"/> Su <input type="checkbox"/> <b>Academic Year:</b>	<b>Performance:</b> Satisfactory <input type="checkbox"/> Unsatisfactory <input type="checkbox"/>	<b>Total Hours Completed:</b>
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<b>Strengths:</b>
<b>Use as much space as necessary</b>
<b>Areas for Improvement:</b>
<b>Use as much space as necessary</b>
<b>Changes in the Agency or Other Pertinent Information that may have affected the educational experiences:</b>
<b>Use as much space as necessary</b>

### Field Instructor's Evaluation Summary

<b>Semester:</b> Fall <input type="checkbox"/> Spr <input type="checkbox"/> Su <input type="checkbox"/> <b>Academic Year:</b>	<b>Performance:</b> Satisfactory <input type="checkbox"/> Unsatisfactory <input type="checkbox"/>	<b>Total Hours Completed:</b>
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<b>Student's Strengths:</b>
<b>Use as much space as necessary</b>
<b>Areas for Student Improvement:</b>
<b>Use as much space as necessary</b>
<b>Changes in the Agency or Other Pertinent Information that may have affected the student's educational experiences:</b>
<b>Use as much space as necessary</b>

<b>Field Instructor's Signature:</b>  	<b>Student's Signature:</b>  
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