



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 style="text-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 style="text-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. ♦	<ol style="list-style-type: none"> <li>1. Student will identify two ethical dilemmas that have occurred within the agency and discuss standards with supervisor.</li> <li>2. Student will take into account ethical issues within the dilemma and discuss a probable situation with supervisor.</li> </ol>	
1b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	<ol style="list-style-type: none"> <li>1. Student will complete process recordings and identify what could be done in response to feelings/challenges.</li> <li>2. Student will discuss encounters with supervisor and measure efficiency of interaction with client(s).</li> </ol>	
1c. Demonstrate professional demeanor in behavior: appearance; and oral, written and electronic communication	<ol style="list-style-type: none"> <li>1. Student will maintain professional demeanor by displaying appropriate professional dress, according to agency policy.</li> <li>2. Student will shadow designated agency staff to observe interactions with clients and discuss with worker/supervisor.</li> <li>3. Student will refrain from making negative comments about clients and agency staff.</li> <li>4. Student will maintain professionalism by agreeing to complete assignments and adhering to agency policy/handbook.</li> </ol>	
1d. Use technology ethically and appropriately to facilitate practice outcomes	<ol style="list-style-type: none"> <li>1. Student will not make any references to interactions at the agency on personal social media.</li> <li>2. Student will not communicate via text regarding consumers, coworkers or supervisor.</li> </ol>	
1e. Use supervision and consultation to guide professional judgment and behavior.	<ol style="list-style-type: none"> <li>1. Student will maintain consistency with frequent supervision.</li> </ol>	
1f. Engage in career-long learning (i.e., professional development).	<ol style="list-style-type: none"> <li>1. Student will attend a minimum of one CEU and discuss beneficial outcomes with supervisor.</li> <li>2. Student will research unfamiliar terminology.</li> </ol>	

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1g. Demonstrate personal self-care strategies and actions.	1. Student will discuss self-care strategies that have been both effective and ineffective with supervisor.	
<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.	1. Student will communicate and work with diverse groups of clients (not limited to race but includes gender, age, etc.)	
2b. Present self as a learner and engage clients and constituencies as experts of their own experiences.	1. Student will demonstrate a willingness and understanding of how to effectively work with diverse populations not previously worked with.	
2c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	1. Student will acknowledge personal biases and identify the impact of said biases on population served.	
2d. Demonstrate ways in which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.	1. Student will identify privilege and the impact on population served.	
2e. Demonstrate knowledge of personal diversity and apply it to practice.	1. Student will discuss their own personal diversity with supervisor and will determine how to utilize their diversity effectively.	
2f. Apply and communicate understanding of current global pressures, issues and population groups.	1. Student will conduct research and discuss findings with supervisor.	
<b>Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice</b>		
3a. Understand the forms and mechanisms of oppression and discrimination.	1. Student will research the type(s) of oppression that impacts population served by agency.	
3b. Advocate for human rights and social, economic and environmental justice.	1. Student will identify any instances where a client experiences oppression/discrimination and discuss with supervisor.	
3c. Engage in practices that advance social, economic and environmental justice.	1. Student will research laws in relation to identified oppression/discrimination and present a corrective plan of action for the agency to consider implementing.	

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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.	1. Student will identify areas where advocacy is needed within the agency.	
3e. Engage in practices that advance social, economic and environmental justice in either national or international practice.	1. Student will discuss ways to advocate with supervisor.	
<b>Competency #4: Engage in Practice-informed Research and Research-informed Practice</b>		
4a. Use practice experience and theory to inform scientific inquiry and research.	1. Student will identify a specific need within the agency and formulate a research question. 2. Student will conduct survey (verbal or written) to gather additional information related to research question.	
4b. Apply critical thinking to analyze quantitative and qualitative research methods and research findings.	1. Student will discuss their findings with the supervisor and will present an assessment of findings.	
4c. Use and translate research evidence to inform and improve practice and policy.	1. Student will make proposal for how findings can influence change within the agency.	
<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.	1. Student will research policy pertaining to population served and determine how it positively and negatively affects consumers.	
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.	1. Student will demonstrate an understanding of the term “social welfare” and assess the effectiveness of social welfare by identifying the needs of the consumers which have been met.	
5c. Apply critical thinking to analyze, formulate, advocate and implement policies that advance human rights and social, economic, and environmental justice.	1. Student will research how policy may be changed if necessary to better benefit consumers.	
<b>Competency # 6: Engage with Individuals, Families, Groups, Organizations and Communities</b>		
6a. Apply knowledge of human behavior and the social environment, person-in-environment, strengths perspective, and other multidisciplinary	1. Student will demonstrate how to effectively engage within the context of the various theoretical frameworks and will identify challenges to engagement.	

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theoretical frameworks to engage with clients and constituencies.		
6b. Use empathy, self-reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	<ol style="list-style-type: none"> <li>1. Student will discuss how the use of these skills impacted efforts at engagement.</li> <li>2. Student will identify how they can improve on their efforts at engagement.</li> </ol>	
<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.	<ol style="list-style-type: none"> <li>1. Student will conduct an intake assessment.</li> <li>2. If it is not possible to conduct an intake, student will develop a list of at least 10 questions which would need to be asked of a client being served by the agency during an intake assessment.</li> </ol>	
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.	<ol style="list-style-type: none"> <li>1. Student will identify the impact of human behavior, person in environment etc. in the assessment and present ideas for how to address identified challenges.</li> </ol>	
7c. Document client assessment information.	<ol style="list-style-type: none"> <li>1. Student will submit their documentation to supervisor for review/approval within the time limits set by supervisor.</li> </ol>	
<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.	<ol style="list-style-type: none"> <li>1. Student will recommend goals and discuss with supervisor.</li> </ol>	
8b. Select appropriate intervention strategies based on the assessment, research, knowledge, and values and preferences of clients and constituencies.	<ol style="list-style-type: none"> <li>1. Student will present recommended goals to consumer and encourage consumer participation in identifying goals.</li> </ol>	
8c. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	<ol style="list-style-type: none"> <li>1. Student will implement goals with specific target dates for completion and steps for follow-up and maintenance.</li> </ol>	
8d. Apply knowledge of human behavior and the social environment, person-in-environment, strengths perspective, and other multidisciplinary	<ol style="list-style-type: none"> <li>1. Student will identify the impact of human behavior, person in environment etc. in the implementation phase and present ideas for how to address possible obstacles.</li> </ol>	

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theoretical frameworks in interventions with clients and constituencies.		
8e. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	1. Student will collaborate with members of multi-disciplinary team and get an understanding of the role each participant will play in meeting the goals.	
8f. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	1. Student will record all attempts to advocate for consumer.	
8g. Facilitate effective transitions and endings that advance mutually agreed-on goals.	1. Student will communicate with all key players regarding progress being made towards meeting the identified goal(s).	
<b>Competency #9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</b>		
9a. Select and use appropriate methods for evaluation of outcomes.	1. Student will discuss the stages of the GIM and assess the efficacy of efforts.	
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.	1. Student will discuss with supervisor what worked most/least effectively.	
<b>Competency #10: Demonstrate a Christian Social Work Perspective</b>		
10a. Demonstrate respect for clients' spiritual paths.	1. Student will demonstrate an understanding of meeting the client where they are. 2. Student will demonstrate Christ-like behavior while working with consumers and agency staff by demonstrating a loving and caring attitude.	
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>
<i>Use as much space as necessary</i>
<b>Areas for Improvement:</b>
<i>Use as much space as necessary</i>
<b>Changes in the Agency or Other Pertinent Information that may have affected the educational experiences:</b>
<i>Use as much space as necessary</i>

### 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>
<i>Use as much space as necessary</i>
<b>Areas for Student Improvement:</b>
<i>Use as much space as necessary</i>
<b>Changes in the Agency or Other Pertinent Information that may have affected the student's educational experiences:</b>
<i>Use as much space as necessary</i>

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