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| DepartmentSocial_V_Black (2)“Preparing individuals for excellence during a lifetime of professional serviceand Christian compassion in action” | **Field Education Learning Plan**BSW / MSW 1st YearPractice Behaviors and Activities(400 hours) | Click or tap here to enter text.**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:

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|  | **BSW Field Experience** TargetsLP #1 @ 200 hrs = 115 - 161 pointsLP # 2 @ 400 hrs = 161 - 230 points | **MSW 1st Year Field Experience** TargetsLP #1 @ 200 hrs = 138 - 182 pointsLP # 2 @ 400 hrs = 184 - 230 points |

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| **Field Instructor /Task Supervisor** | **Name of Agency** | **Faculty Liaison** | **Date Learning Plan****was submitted** |
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| ◆ Describe student’s primary activities during internship: |

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| **(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. |

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|  | **Using the following evaluation scale, please identify specific assignments / activities that encompass the practice behaviors (PBs) listed on the left.****(5)** Fully Competent; **(4)** Mostly Competent; **(3)** Moderately Competent; **(2)** Minimally Competent; **(1)** Not Competent | **Score** |
| **Competency #1: Demonstrate Ethical and Professional Behavior**  |
| 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).  |  |  |
| 1g. Demonstrate personal self-care strategies and actions. |  |  |
| **Competency #2: Engage Diversity and Difference in Practice** |
| 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. ◆ |  |  |
| 2f. Apply and communicate understanding of current global pressures, issues and population groups.  |  |  |
| **Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice** |
| 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. ◆ |  |  |
| **Competency #4: Engage in Practice-informed Research and Research-informed Practice** |
| 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. ◆ |  |  |
| **Competency #5: Engage in Policy Practice** |
| 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. ◆ |  |  |
| **Competency # 6: Engage with Individuals, Families, Groups, Organizations and Communities** |
| 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. ◆ |  |  |
| **Competency #7: Assess and Plan with Individuals, Families, Groups, Organizations, and Communities** |
| 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. ◆ |  |  |
| **Competency #8: Intervene with Individuals, Families, Groups, Organizations and Communities**  |
| 8a. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. ◆ |  |  |
| 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.  |  |  |
| **Competency #9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities** |
| 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.  |  |  |
| **Competency #10: Demonstrate a Christian Social Work Perspective** |
| 10a. Demonstrate respect for clients’ spiritual paths. ◆ |  |  |
| 10b. Conduct holistic assessments and interventions that incorporate spiritual dimensions.  |   |  |
| **Competency #11: Apply traumainformed perspective when assessing and intervening in practice with individuals, families, groups, organizations, and communities.** |
| 11a. Explain the bio-psycho-social and cultural factors related to trauma. (CT, EJ)  |  |  |
| 11b. Demonstrate an understanding of historical trauma on a client’s ability to survive and thrive in their environment. (CT, EJ)  |  |  |
| 11c Apply ethical and culturally sensitive trauma-informed perspectives with disadvantaged, marginalized groups and communities. (CT, EJ)  |  |  |
| 11d Conduct micro, mezzo and macro trauma informed assessments and interventions. (CT,EJ) |  |  |
| 11e Utilize self-care strategies that support resiliency to address the impact of secondary trauma and vicarious traumatization. (CT, AR, EJ) |  |  |
| 11f Engage in self-reflection, supervision and/or counseling to address personal trauma history and self-regulation strategies. (CT, AR, EJ) |  |  |

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

**Students Self Evaluation Summary**

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| **Semester:** Fall [ ]  Spr [ ] Su [ ]  **Academic Year**: Click or tap here to enter text.  | **Performance:** Satisfactory [ ]  Unsatisfactory [ ]  | **Total Hours Completed:** |

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| **Strengths:** |  |
| **Use as much space as necessary** |
| **Areas for Improvement:** |
| **Use as much space as necessary** |
| **Changes in the Agency or Other Pertinent Information that may have affected the educational experiences:** |
| **Use as much space as necessary** |

**Field Instructor’s Evaluation Summary**

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| **Semester:** Fall ☐ Spr ☐ Su☐ **Academic Year**:  | **Performance:** Satisfactory ☐ Unsatisfactory **☐**  | **Total Hours Completed:** |

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| **Student’s Strengths:** |  |
| **Use as much space as necessary** |
| **Areas for Student Improvement:** |
| **Use as much space as necessary** |
| **Changes in the Agency or Other Pertinent Information that may have affected the student’s educational experiences:** |
| **Use as much space as necessary** |

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| **Field Instructor’s Signature:** | **Student’s Signature:** |