



Department of  
Social Work

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

**Social Work Field Education Learning Plan**

**MSW 2<sup>nd</sup> Year or MSW  
Advanced Standing (AS)  
Practice Behaviors and Activities**  
(500 or 600 hours)

**Student Name**

LP 1  LP 2  LP 3(AS)

A Learning Plan (LP) must be submitted for **each 200 hours** of field (if MSW 2<sup>nd</sup> year student, submit LP for each 250 hours completed). To receive a "**Satisfactory**" grade, student must accumulate points within the range stated below:

<b>"Grading Criteria" for LPs:</b>	<b>MSW 2<sup>nd</sup> year = total of 2 LPs</b>	<b>MSW Advanced Standing = total of 3 LPs</b>
	Learning Plan #1 @ 250 hrs = 40 – 70 points Learning Plan # 2 @ 500 hrs = 70 – 100 points	Learning Plan #1 @ 200 hrs = 40 – 60 points Learning Plan #2 @ 400 hrs = 60 – 80 points Learning Plan # 3 @ 600 hrs = 80 – 100 points

<input type="checkbox"/> Field Instructor / <input type="checkbox"/> Task Supervisor	Name of Agency	Faculty Liaison	Date Learning Plan was submitted

(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>		
1h(A). Apply strategies of ethical reasoning to arrive at principled decisions.		
1i(A). Recognize and manage personal values using the assessment of Student Professionalism (ASP) document to guide advanced practice.		
<b>Competency #2: Engage Diversity and Difference in Practice</b>		
2g(A). Demonstrate sufficient self- awareness to mitigate the influence of personal biases and values in working with diverse groups.		
2h(A). Utilize culturally-sensitive approaches when delivering evidence-based interventions.		
<b>Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice</b>		
3f(A). Promote national and international policies that advance human rights; promote social, economic, and environmental justice; and, reduce oppression and discrimination.		
3g(A). Utilize community-organizing and coalition-building skills to promote social, economic, and environmental justice.		

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<b>Competency #4: Engage in Practice-informed Research and Research-informed Practice</b>		
4d(A). Conduct advanced micro practice evaluation.		
4e(A). Conduct advanced macro practice evaluation.		
<b>Competency #5: Engage in Policy Practice</b>		
5d(A). Collaborate with colleagues, clients, and organizations for effective policy action.		
5e(A). Conduct advanced policy analysis and promote solutions that enhance social well-being.		
<b>Competency # 6: Engage with Individuals, Families, Groups, Organizations and Communities</b>		
6c(A). Demonstrate rapport-building skills in advanced practice settings.		
<b>Competency #7: Assess and Plan with Individuals, Families, Groups, Organizations, and Communities</b>		

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7d(A). Conduct advanced assessments using DSM-5, Person-in-Environment (PIE), and/or strengths approaches.		
7e(A). Apply differential diagnosis criteria in assessing clients.		
<b>Competency #8: Intervene with Individuals, Families, Groups, Organizations and Communities</b>		
8h(A). Demonstrate advanced micro and/or macro planning skills.		
8i(A). Conduct cognitive-behavioral therapy.		
8j(A). Demonstrate supervision skills.		
<b>Competency #9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</b>		
9c(A). Critically analyze, monitor, and evaluate intervention and program processes and outcomes.		

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9d(A). Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.		
<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 Evaluation Summary:**

<b>Semester:</b> Fall <input type="checkbox"/> Spr <input type="checkbox"/>	<b>Suggested Grade:</b> Satisfactory <input type="checkbox"/> Unsatisfactory <input type="checkbox"/>	<b>Total Hours Completed:</b>
<b>Academic Year:</b>		

<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>

**Field Instructor's Evaluation Summary:**

<b>Semester:</b> Fall <input type="checkbox"/> Spr <input type="checkbox"/>	<b>Suggested Grade:</b> Satisfactory <input type="checkbox"/> Unsatisfactory <input type="checkbox"/>	<b>Total Hours Completed:</b>
<b>Academic Year:</b>		

<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>