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| “Preparing individuals for excellence  during a lifetime of professional service  and Christian compassion in action” | **Social Work Field Education Learning Plan**  MSW 2nd 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 2nd year student, submit LP for each 250 hours completed).

To receive a “**Satisfactory**” grade, student must accumulate points within the range stated below:

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| **“Grading Criteria” for LPs:** | **MSW 2nd year** = **total of 2 LPs**  Learning Plan #1 @ 250 hrs = 42 – 82 points  Learning Plan # 2 @ 500 hrs = 84 – 105 points | **MSW Advanced Standing** = **total of 3 LPs**  Learning Plan #1 @ 200 hrs = 42 – 62 points  Learning Plan #2 @ 400 hrs = 63 – 83 points  Learning Plan # 3 @ 600 hrs = 84 – 105 points |

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| **□ Field Instructor / □ Task Supervisor** | **Name of Agency** | **Faculty Liaison** | **Date Learning Plan**  **was submitted** |
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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 | **Evaluation** | |
| **Competency #1: Demonstrate Ethical and Professional Behavior** | | | |
| 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. |  | |  |
| **Competency #2: Engage Diversity and Difference in Practice** | | | |
| 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. |  | |  |
| **Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice** | | | |
| 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. |  | |  |
| **Competency #4: Engage in Practice-informed Research and Research-informed Practice** | | | |
| 4d(A). Conduct advanced micro practice evaluation. |  | |  |
| 4e(A). Conduct advanced macro practice evaluation. |  | |  |
| **Competency #5: Engage in Policy Practice** | | | |
| 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. |  | |  |
| **Competency # 6: Engage with Individuals, Families, Groups, Organizations and Communities** | | | |
| 6c(A). Demonstrate rapport-building skills in advanced practice settings. |  | |  |
| **Competency #7: Assess and Plan with Individuals, Families, Groups, Organizations, and Communities** | | | |
| 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. |  | |  |
| **Competency #8: Intervene with Individuals, Families, Groups, Organizations and Communities** | | | |
| 8h(A). Demonstrate advanced micro and/or macro planning skills. |  | |  |
| 8i(A). Conduct cognitive-behavioral therapy. |  | |  |
| 8j(A). Demonstrate supervision skills. |  | |  |
| **Competency #9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities** | | | |
| 9c(A). Critically analyze, monitor, and evaluate intervention and program processes and outcomes. |  | |  |
| 9d(A). Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. |  | |  |
| **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 trauma informed perspective when assessing and intervening in practice with individuals, families, groups, organizations, and communities.** | | | |
| 11g(A) Demonstrate micro level trauma informed therapeutic interventions with individuals, groups, organizations and/or communities. |  | |  |

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

**Students Evaluation Summary:**

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| **Semester:** Fall ❑ Spr ❑  **Academic Year**: | **Suggested Grade:** 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** | |

**Field Instructor’s Evaluation Summary:**

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| **Semester:** Fall ❑ Spr ❑  **Academic Year**: | **Suggested Grade:** 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:** |