



**Department of Social Work
BSW Learning Plan and Evaluation**

Student Name: _____ School Term: _____

Field Agency: _____ Field Instructor: _____

Instructions for Scoring: This chart indicates the standard for scoring the nine competencies. Under each competency, there are behavioral indicators to consider when determining the overall scoring of each competency.

Each behavior should have:

- A “minus” if the student has not demonstrated the behavior to a satisfactory degree for this point in field;
- A “check” if the student has effectively demonstrated the behavior.
- “N/A” if student has not had the chance to demonstrate the behavior yet. **NOTE: “N/A” is allowed in semester one ONLY.**

The evaluation process is done at the end of semester one and two of the field year. You will notice that the highest score possible for semester one is “3”, which indicates students are not expected work at a high level of mastery. The highest score possible for semester two is “5”, to allow opportunity to show growth in student performance from the first to the second semester. All behaviors must be demonstrated by the end of the second semester in order for the student to pass field.

Semester One	Semester Two	
N/A		Student has not had a chance to practice the behaviors of the competency. A rating of Not Applicable (N/A) is allowed in semester one only.
1 Fail	1 Fail	Student is not able to demonstrate the behaviors of the competency at this time. Student may or may not have a clear understanding of the competency.
1.5 Pass	1.5 Fail	Student understands the competency and recognizes it when he or she sees it. The student is expected to improve in this area with additional experience.
2 Pass	2 Fail	Semester 1- Student is at a beginner’s level in ability to demonstrate the behaviors of this competency. Student may be able to demonstrate some but not all of the behaviors. Student may understand the competency and recognize it when he/she sees it. The student is expected to improve in this area with additional experience. Semester 2 – I have concerns about the student’s performance related to this competency. Student has not consistently demonstrated the behaviors expected under this competency.
3 Pass	3 Pass	Student exhibits solid skills in this area and is able to demonstrate the behaviors of this competency at the expected level for a student at this point in the internship. The student is expected to improve in this area with additional experience.
	4 Pass	Student demonstrates the behaviors of this competency more consistently and seamlessly than most students at this point in the internship. The student could use additional experience to improve and refine skills in this area.
	5 Pass	Student consistently demonstrates competency above the expected level in this area- has work experience and/or natural gifts that enable her or him to perform at a higher level than expected at this point in the internship.

Competency #1: Intern demonstrates ethical and professional behavior.

<u>Semester 1 Final Score</u>				<u>Semester 2 Final Score</u>				
<i>(Please circle one)</i>				<i>(Please circle one)</i>				
1	1.5	2	3	1	2	3	4	5

Place a "checkmark" beside the behaviors effectively demonstrated.

Place a "minus" beside the behaviors not demonstrated at a satisfactory level.

"N/A" allowable only for semester one.

Semester

1 2

1.1	Makes 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		
1.2	Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations		
1.3	Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication		
1.4	Uses technology ethically and appropriately to facilitate practice outcomes		
1.5	Uses supervision and consultation to guide professional judgment and behavior		

Tasks:

- Review and comply with all "Agency" and "Field" policy.
- Appearance and behavior is consistently appropriate for a professional setting.
- Always be respectful to and supportive of clients, supervisor and co-workers.
- Complete all required professional writing accurately and present agency and field documentation in a timely manner.
- Seek consultation/supervision and practice personal reflection and self-correction to assure continual professional development.
- Consider the implication of technology in developing programs and services.
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Semester 1 Comments:

Semester 2 Comments:

Competency #2: Intern advances human rights and social, racial, economic, and environmental justice.

<u>Semester 1 Final Score</u>				<u>Semester 2 Final Score</u>				
<i>(Please circle one)</i>				<i>(Please circle one)</i>				
1	1.5	2	3	1	2	3	4	5

Place a "checkmark" beside the behaviors effectively demonstrated.

Place a "minus" beside the behaviors not demonstrated at a satisfactory level.

"N/A" allowable only for semester one.

Semester

1 2

2.1	Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.		
2.2	Engage in practices that advance social, economic, and environmental justice.		

Tasks:

- Participate in at least one community activity to advocate for human rights and social, economic, and environmental justice (community outreach events, public policy meetings, advocacy groups).
- Examine the impact of oppression and discrimination on the delivery of services within your agency.
- Discuss issues of oppression and discrimination with at least 3 clients from a vulnerable population, to glean from people's stories how social injustice operates in their lives.
- Demonstrate ability to impact environmental injustice regarding agency, clients, and community.
- Research advocacy methods and come up with at least two relevant actions that they will take on behalf of client issue(s).
- Familiarize self with current political events and their effects on clients in your agency.
-

Semester 1 Comments:

Semester 2 Comments:

Competency #3: Intern engages anti-racism, diversity, equity, and inclusion (ADEI) in practice.

<u>Semester 1 Final Score</u>				<u>Semester 2 Final Score</u>				
<i>(Please circle one)</i>				<i>(Please circle one)</i>				
1	1.5	2	3	1	2	3	4	5

Place a "checkmark" beside the behaviors effectively demonstrated.

Place a "minus" beside the behaviors not demonstrated at a satisfactory level.

"N/A" allowable only for semester one.

Semester

1 2

3.1	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels		
3.2	Present themselves as learners and engage clients and constituencies as experts of their own experiences		
3.3	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies		

Tasks:

- Look for systems of oppression and disparities related to diversity that affects clients at the agency.
- Research and read relevant articles pertaining to diverse populations and to enhance cultural sensitivity and discuss with field instructor.
- Engage with clients that differ in age, class, gender, etc. and research pertinent information. With the use of reflection recordings and supervision, field instructor will discuss student's knowledge and sensitivity around recognizing differing cultural issues.
- Always reflect respect for and appreciation of diverse opinions and view themselves as learners and engage those with whom they work as informants.
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Semester 1 Comments:

Semester 2 Comments:

Competency #4: Intern engages in practice-informed research and research-informed practice.

<u>Semester 1 Final Score</u>				<u>Semester 2 Final Score</u>				
<i>(Please circle one)</i>				<i>(Please circle one)</i>				
1	1.5	2	3	1	2	3	4	5

Place a "checkmark" beside the behaviors effectively demonstrated.

Place a "minus" beside the behaviors not demonstrated at a satisfactory level.

"N/A" allowable only for semester one.

Semester

1 2

4.1	Use practice experience and theory to inform scientific inquiry and research		
4.2	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings		
4.3	Use and translate research evidence to inform and improve practice, policy and service delivery		

Tasks:

- Read and analyze relevant literature which impacts service delivery in your agency.
- Identify both qualitative and quantitative ways to evaluate their own practice within the agency.
- Identify research activities utilized by the agency including data collection/statistics, current research projects and program evaluation.
- Critically analyze, and then discuss with field instructor, the current information gathered by the agency for purposes of assessment.
- Compile data around demographics regarding who is seeking services at agency. Explore ways to provide outreach to other populations.
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Semester 1 Comments:

Semester 2 Comments:

Competency #5: Intern engages in policy practice.

<u>Semester 1 Final Score</u>				<u>Semester 2 Final Score</u>				
<i>(Please circle one)</i>				<i>(Please circle one)</i>				
1	1.5	2	3	1	2	3	4	5

Place a “checkmark” beside the behaviors effectively demonstrated.

Place a “minus” beside the behaviors not demonstrated at a satisfactory level.

“N/A” allowable only for semester one.

Semester

1 2

5.1	Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services		
5.2	Assess how social welfare and economic policies impact the delivery of and access to social services		
5.3	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice		

Tasks:

- Identify current public policy and relevant legislation issues on service provision to your agency/clients.
- Formulate ideas towards advocacy in the interests of improving policies specific to your practice context or agency.
- Study history and current structure of your agency; discuss with field instructor the funding streams, federal/state/local laws that govern services.
- Communicate with and discuss policy development and formulation with legislators/ community leaders/board members/administrators.
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Semester 1 Comments:

Semester 2 Comments:

Competency #6: Intern engages with individuals, families, groups, organizations, and communities.

<u>Semester 1 Final Score</u>				<u>Semester 2 Final Score</u>				
<i>(Please circle one)</i>				<i>(Please circle one)</i>				
1	1.5	2	3	1	2	3	4	5

Place a "checkmark" beside the behaviors effectively demonstrated.

Place a "minus" beside the behaviors not demonstrated at a satisfactory level.

"N/A" allowable only for semester one.

Semester

1 2

6.1	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies		
6.2	Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies		

Tasks:

- Shadow and observe effective colleagues and other interns during interactions with clients. Debrief sessions with staff and field instructor.
- Identify conceptual frameworks that explain development and impact on a client system.
- Assist, conduct and debrief client interviews using agency formats; compare to classroom tools.
- Demonstrate effective use of empathy and interviewing skills.
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Semester 1 Comments:

Semester 2 Comments:

Competency #7: Intern assesses individuals, families, groups, organizations, and communities.

<u>Semester 1 Final Score</u>				<u>Semester 2 Final Score</u>				
<i>(Please circle one)</i>				<i>(Please circle one)</i>				
1	1.5	2	3	1	2	3	4	5

Place a "checkmark" beside the behaviors effectively demonstrated.

Place a "minus" beside the behaviors not demonstrated at a satisfactory level.

"N/A" allowable only for semester one.

Semester

1 2

7.1	Collect and organize data, and apply critical thinking to interpret information from clients and constituencies		
7.2	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies		
7.3	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies		
7.4	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies		

Tasks:

- Complete quality assessments, case plans and case notes, per agency expectations.
- Demonstrate ability to help clients' solve problems using interventions to negotiate and mediate.
- Provide an assessment of a client system in the context of person in environment.
- Use various theories to inform client behavior and interactions. Discuss with field instructor.
- Critique and apply knowledge to understand person-in-environment.
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Semester 1 Comments:

Semester 2 Comments:

Competency #8: Intern intervenes with individuals, families, groups, organizations, and communities.

<u>Semester 1 Final Score</u>				<u>Semester 2 Final Score</u>				
<i>(Please circle one)</i>				<i>(Please circle one)</i>				
1	1.5	2	3	1	2	3	4	5

*Place a "checkmark" beside the behaviors effectively demonstrated.
Place a "minus" beside the behaviors not demonstrated at a satisfactory level.
"N/A" allowable only for semester one.*

Semester
1 2

8.1	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies		
8.2	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies		
8.3	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes		
8.4	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies		
8.5	Facilitate effective transitions and endings that advance mutually agreed-on goals		

Tasks:

- Develop mutually agreed upon long and short term goals with clients/groups.
- Observe and participate in client treatment plans, case reviews and consultation. Discuss with field instructor.
- Develop planned change process and be able to understand the definition and discuss how it is implemented in helping clients achieve their goals.
- Attend to professional boundaries and ethical behavior in terminating services with clients. Use reflection recordings and journals to reflect on transition and termination issues.
- Co-facilitate group meetings for clients, agencies, and communities.
- Discuss interaction of theory and practice with field instructor.
- Complete a psychosocial assessment and upon completion will discuss what social work skills were used as well as strengths and weaknesses on conducting this assessment.
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Semester 1 Comments:

Semester 2 Comments:

Competency #9: Intern evaluates practice with individuals, families, groups, organizations, and communities.

<u>Semester 1 Final Score</u>				<u>Semester 2 Final Score</u>				
<i>(Please circle one)</i>				<i>(Please circle one)</i>				
1	1.5	2	3	1	2	3	4	5

Place a "checkmark" beside the behaviors effectively demonstrated.

Place a "minus" beside the behaviors not demonstrated at a satisfactory level.

"N/A" allowable only for semester one.

Semester

1 2

9.1	Select and use appropriate methods for evaluation of outcomes		
9.2	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes		
9.3	Critically analyze, monitor, and evaluate intervention and program processes and outcomes		
9.4	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels		

Tasks:

- Discuss with FI, the current agency strengths and weaknesses related to the incorporation of critical thinking into: Assessment; Prevention; Intervention; Evaluation
- Solicit feedback on outcomes and analyze data; and, initiate actions to achieve organizational change/improvement.
- Develop evaluations and intervention questions to further assessments and service needs. Discuss in supervision.
- Review, evaluate, and appraise current agency services as well as needs and trends in the communities in which services are being provided.
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Semester 1 Comments:

Semester 2 Comments:

STUDENT NAME: _____

Learning Plan Signatures (to be developed and signed by all parties within the first four weeks of beginning field placement)

Signature of Student/Date: _____

Signature of Field Instructor/Date: _____

Signature of Task Supervisor/Date: _____
(if applicable)

Signature of Field Liaison/Date: _____

SEMESTER 1 MIDTERM COMMENTS:

Student/Date: _____ **Field Instructor/Date:** _____

Task Supervisor/Date: _____ **Liaison/Date:** _____

SEMESTER 1 FINAL EVALUATION:

Field Instructor Section: EACH COMPETENCY MUST SCORE N/A, 1.5, OR ABOVE TO PASS FIELD.

Overall GRADE Student has earned: PASS/FAIL (Based on N/A, 1.5 or higher on each of the 9 competencies)

I attest this student has completed _____ field hours during this semester.

Comments:

Field Instructor/Date: _____

Student Section: I agree with the evaluation: YES or NO

(If the intern disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the field instructor and the faculty liaison. A meeting between the student, field instructor, and faculty liaison should then be held to discuss the disagreement.)

Comments:

Student Signature/Date: _____

Liaison Section: GRADES: Seminar Grade ____ (A-F)

Passed All Assignments: YES or NO

Comments:

Liaison Signature/Date: _____

STUDENT NAME: _____

SEMESTER 2 MIDTERM COMMENTS:

Student/Date: _____ Field Instructor/Date: _____

Task Supervisor/Date: _____ Liaison/Date: _____

SEMESTER 2 FINAL EVALUATION:

Field Instructor Section: EACH COMPETENCY MUST SCORE 3.0 OR ABOVE TO PASS FIELD.

Overall GRADE Student has earned: PASS/FAIL (Based on 3.0 or higher on each of the 9 competencies)

I attest this student has completed _____ field hours during this semester.

Comments:

Field Instructor/Date: _____

Student Section: I agree with the evaluation: YES or NO

(If the intern disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the field instructor and the faculty liaison. A meeting between the student, field instructor, and faculty liaison should then be held to discuss the disagreement.)

Comments:

Student Signature/Date: _____

Liaison Section: GRADES: Seminar Grade ____ (A-F)

Passed All Assignments: YES or NO

Comments:

Liaison Signature/Date: _____