

**SW 5040 – FOUNDATION PRACTICUM** **LEARNING PLAN & EVALUATION FORM**

**MSW Program**

|  |  |
| --- | --- |
| Intern’s Name: | Academic Year: |
| Agency: | Unit: |
| Faculty Liaison: | Phone & Email: |
| Field Instructor: | Phone & Email: |
| Task Supervisor: | Phone & Email: |
| Practicum Schedule: | Day & Time of Supervision: |

The learning plan/evaluation form provides the practicum learning objectives/competencies, identifies required practice behaviors, identifies suggested learning activities to address each practice skill/competency, and provides a place for rating the intern’s mid and final practicum performance. This form serves as the guiding document for the entire length of the field placement. The intern is expected to carry out the learning assignments in order to gain practice experience, meet the educational objectives, and develop the competencies contained in the plan. Any significant modifications of the initial plan must be reviewed and approved by the Faculty Liaison before implementation.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Intern Signature | Date |  | Field Liaison Signature | Date |
| Field Instructor Signature | Date |  | Task Supervisor Signature | Date |

**Stateside Students:**

**Title IV-E Child Welfare Stipend Recipients, additional competencies are part of the learning plan.**

**Foundation** <https://www.csustan.edu/sites/default/files/Social_Work/documents/foundationcompetencieschildwelfare.pdf>

**CalSWEC Mental Health Stipend Recipients**, additional competencies are part of the learning plan. <http://calswec.berkeley.edu/files/uploads/docx/Mental%2520Health/02_mh_comps_formatted_final.pdf>

## Evaluations must be completed using the Practice Behavior Competency Scoring rubric on page 8.

* Pages 9 and 10 are signature pages for the mid-year & final practicum evaluations.
* At the mid-year evaluation, the Faculty Liaison is responsible for submitting page 9 of the Learning Plan to the MSW Field Education Office.
* At the final evaluation – completion of the practicum – the Faculty Liaison is responsible for submitting page 10 to the MSW Field Education Office.
* The completed learning plan document/PDF with student ratings along with the record of practicum hours log will be submitted through Canvas (scanned documents can be accepted).

# Constructing the learning plan: A Collaborative Approach

Developing the learning plan is a collaborative effort, an effort that requires a mutual inquiry regarding the intern’s current level of knowledge, skills and experience. The Field Instructor and intern should initially review what the intern brings to the placement and what the agency can provide in the way of relevant and appropriate learning assignments. All activities and assignments should have a direct relationship to the learning objectives. The practicum is educationally focused and activities should reflect this focus. Once developed, the Faculty Liaison reviews the completed learning plan to ensure that learning objectives will be addressed and that the supervision structure will support this effort.

# Developing as a social work professional:

# The following skills are required of all professional social workers, and are “used to maintain a positive work environment that is efficient, effective, enhances interpersonal relations in teamwork, as well as the ability to work independently.” These skills form the foundation of professional social work practice. Successful completion of the following items is required of all students in Field Practicum.

## Successful completion of the following items is required for all students in the Field Practicum.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **MID-YEAR RATING**  RATING  OPTIONS\* | | | | | | | **FINAL RATING**  RATING  OPTIONS\* | | | | | | |
|  | **1** | **2** | **3** | **4** | **5** |  |  | **1** | **2** | **3** | **4** | **5** |  |

**Select one numeric value (rating) for the Mid-year and Final Evaluation**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **INTERPERSONAL SKILLS**: Establishes professional working relationships with agency staff, peers and consumers/clients; develops communication style conducive to clear and congruent worker-client relationship. | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |
| **INITIATIVE:** Demonstrates an appropriate level of assertiveness in seeking and carrying out assignments. | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |
| **INTEGRITY:** Actions are consistent with the NASW Code of Ethics; refrains from behaviors that reflect negatively on self and profession. | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |
| **DEPENDABILITY AND RELIABILITY:** Carries out responsibilities in a dependable and professional manner; effectively plans and organizes work responsibilities by completing assignments on time. | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |
| **PROFESSIONALISM:** Personal appearance & dress standards are consistent with agency standards; follows agency work schedule. | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |
| **WILLINGNESS TO LEARN:** Attends and participates in supervision and seminar; engages in critical analysis of one’s performance. | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |

\*scoring rubric provided on page 8

# Competency 1: Demonstrate Ethical and Professional Behavior

|  |  |  |  |
| --- | --- | --- | --- |
| **Foundation Practice Behaviors – REQUIRED** | | **MID-YEAR RATING**  **Select Rating** | **FINAL RATING**  **Select Rating** |
| * 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. | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |
| * use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |
| * demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication. | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |
| * use technology ethically and appropriately to facilitate practice outcomes. | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |
| * use supervision and consultation to guide professional judgment and behavior. | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |
| **Specific Activities:** | | | |
| **Comments:** |  | | |

# Competency 2: Engage Diversity and Difference in Practice

|  |  |  |  |
| --- | --- | --- | --- |
| **Foundation Practice Behaviors – REQUIRED** | | **MID-YEAR RATING** | **FINAL RATING** |
| * apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice. | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |
| * present themselves as learners and engage clients and constituencies as experts of their own experiences. | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |
| * apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |
| **Specific Activities:** | | | |
| **Comments:** |  | | |

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

|  |  |  |  |
| --- | --- | --- | --- |
| **Foundation Practice Behaviors - REQUIRED** | | **MID-YEAR RATING**  **Select Rating** | **FINAL RATING**  **Select Rating** |
| * apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |
| * engage in practices that advance social, economic, and environmental justice. | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |
| **Specific Activities:** | | | |
| **Comments:** |  | | |

**Competency 4: Engage in Practice-informed Research and Research-informed Practice**

|  |  |  |  |
| --- | --- | --- | --- |
| **Foundation Practice Behaviors - REQUIRED** | | **MID-YEAR RATING** | **FINAL RATING** |
| * use practice experience and theory to inform scientific inquiry and research. | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |
| * apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |
| * use and translate research evidence to inform and improve practice, policy, and service delivery. | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |
| **Specific Activities:** | | | |
| **Comments:** |  | | |

**Competency 5: Engage in Policy Practice**

|  |  |  |  |
| --- | --- | --- | --- |
| **Foundation Practice Behaviors - REQUIRED** | | **MID-YEAR RATING**  **Select Rating** | **FINAL RATING**  **Select Rating** |
| * Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |
| * assess how social welfare and economic policies impact the delivery of and access to social services. | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |
| * apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |
| **Specific Activities:** | | | |
| **Comments:** |  | | |

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

|  |  |  |  |
| --- | --- | --- | --- |
| **Foundation Practice Behaviors - REQUIRED** | | **MID-YEAR RATING** | **FINAL RATING** |
| * apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |
| * use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |
| **Specific Activities:** | | | |
| **Comments:** |  | | |

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

|  |  |  |  |
| --- | --- | --- | --- |
| **Foundation Practice Behaviors - REQUIRED** | | **MID-YEAR RATING**  **Select Rating** | **FINAL RATING**  **Select Rating** |
| * collect and organize data, and apply critical thinking to interpret information from clients and constituencies. | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |
| * 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. | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |
| * develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |
| * select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |
| **Specific Activities:** | | | |
| **Comments:** |  | | |

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

|  |  |  |
| --- | --- | --- |
| **Foundation Practice Behaviors - REQUIRED** | **MID-YEAR RATING** | **FINAL RATING** |
| * critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies. | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |
| * apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |
| * use inter-professional collaboration as appropriate to achieve beneficial practice outcomes. | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |
| * negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies. | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |
| * facilitate effective transitions and endings that advance mutually agreed-on goals. | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |
| **Specific Actions:** | | |
| **Comments:** | | |

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

|  |  |  |  |
| --- | --- | --- | --- |
| **Foundation Practice Behaviors - REQUIRED** | | **MID-YEAR RATING**  **Select Rating** | **FINAL RATING**  **Select Rating** |
| * select and use appropriate methods for evaluation of outcomes. | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |
| * apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |
| * critically analyze, monitor, and evaluate intervention and program processes and outcomes. | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |
| * apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |
| **Specific Activities:** | | | |
| **Comments:** |  | | |

**Practice Behavior Competency Rubric**

The following rubric is provided as a guide for scoring the level of achievement acquired in each area of competency. Rubrics are used to establish consistent criteria for grading. They are commonly provided at the start of courses so that students and instructors are clear about the standards for grading performance and achievement.

In *Practice Behavior Competency Rubric* levels of performance are described for the mid-year evaluation and the final evaluation. Built into each rubric category is an increase in practice behavior competency between the mid-year and final evaluations. For instance, interns “meeting expectations” (**3**) at mid-year are expected *to understand the practice behavior and offer evidence of appropriate use.* By the final evaluation, interns “meeting expectations” should (**3**) *demonstrate proficiency and implement the practice behavior consistently*.

## It is expected that most students will score a 3 (Meets Expectations) for most competencies on both the mid-year and final evaluation.

Scores below a (3) require a brief explanation.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Score** | **1** | **2** | **3** | **4** | **5** |
| **Description** | *Significantly below expectations* | *Below expectations* | *Meets expectations* | *Exceeds expectations* | *Significantly exceeds expectations* |
| **Mid-year Evaluation** | Demonstrates little understanding of the practice behavior or its implementation.  Does not increase knowledge and skill despite supervision and support. | Beginning development of competency in the practice behavior.  Relies heavily on supervision and support.  More practice experience is required. | Understands the practice behavior and offers evidence of appropriate use.  Predominantly functions with supervision and support. | Demonstrates effective use of the practice behavior most of the time with supervision and support. | Consistent, appropriate, autonomous use of the practice behavior in moderately difficult situations usually encountered in practice.  Uses supervision collaboratively. |
| **Final** | Demonstrates little | Understands the | Demonstrates | Consistently | Consistent, |
| **Evaluation** | understanding of the | practice behavior | proficiency and | demonstrates the | appropriate, |
|  | practice behavior or | but shows little | implements the | practice behavior in | autonomous use of |
|  | its implementation. | ability to implement | practice behavior | moderately difficult | the practice behavior |
|  |  | in practice. | consistently. | situations with | in complex |
|  | Does not increase |  |  | supervision and | situations. |
|  | knowledge and skill | Continues to use | Begins to function | support. |  |
|  | despite supervision | supervision for | autonomously and |  | Uses supervision |
|  | and support. | direction. | uses supervision for | Exceeds basic | collaboratively & for |
|  |  |  | collaboration. | standards for | consultation. |
|  |  | More practice |  | competency on a |  |
|  |  | experience is |  | consistent basis. |  |
|  |  | required before |  |  |  |
|  |  | progressing to |  |  |  |
|  |  | advanced field. |  |  |  |

## Stateside Program: Fall Semester

## Hybrid Program: Session 1

# Foundation Mid-year Evaluation

# SW 5040 – Field Instruction I

**Student Name: Faculty Liaison:**

**Faculty Liaison’s assigned grade**: □Credit □No Credit □RD (Report Delayed)

Faculty Liaison’s Signature Date

**Field Instructor’s recommendation**: □Credit □No Credit □RD (Report Delayed)

\*Attach approved plan for completion

Field Instructor’s Signature Date

**Task Supervisor’s recommendation**: □Credit □No Credit

Task Supervisor’s Signature Date

**Student:**

I have had an opportunity to review my evaluation with my field instructor and

(check one) □I agree □I disagree

□Please check if you are providing a written response.

Copies of the written response are provided to the Field Instructor, Faculty Liaison, and Field Coordinator.

Intern’s Signature Date

Comments:

□ Check here if additional documents are attached

## Stateside Program: Spring Semester

## Hybrid Program: Session 2

# Foundation Final Evaluation

# SW 5040 – Field Instruction I

**Student Name: Faculty Liaison:**

**Faculty Liaison’s assigned grade**: □Credit □No Credit □RD (Report Delayed)

Faculty Liaison’s Signature Date

**Field Instructor’s recommendation**: □Credit □No Credit □RD (Report Delayed)

\*Attach approved plan for completion

Field Instructor’s Signature Date

**Task Supervisor’s recommendation**: □Credit □No Credit

Task Supervisor’s Signature Date

**Student:**

I have had an opportunity to review my evaluation with my field instructor and

(check one) □I agree □I disagree

□Please check if you are providing a written response.

Copies of the written response are provided to the Field Instructor, Faculty Liaison, and Field Coordinator.

Intern’s Signature Date

Comments:

□ Check here if additional documents are attached