



SW 5041 - ADVANCED PRACTICUM LEARNING PLAN & EVALUATION FORM

Intern's Name _____ Academic Year _____

Agency _____ Unit _____

Faculty Liaison _____

Field Instructor _____ Email _____

Task Supervisor _____ 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

Title IV-E Child Welfare Stipend Recipients, additional competencies are part of the learning plan.
https://www.csustan.edu/sites/default/files/groups/Master%20of%20Social%20Work%20Program/documents/calswec_curriculum_comp_2017.docx

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 the ratings and signature page (p. 9) of the Learning Plan to the MSW Field program.
 - At the final evaluation – completion of the practicum – the Faculty Liaison is responsible for submitting the entire Learning Plan document to the MSW Field program. Signature pages (1, 9, & 10) can be scanned and emailed to **MSWfield@csustan.edu**. It is preferred that final evaluations be submitted electronically.

Focus of the advanced year: *The Integrative Practice Approach*

The *Integrative practice framework* involves applying knowledge, skills and values from five conceptual frameworks to multiple practice approaches. Understanding the complex nature of social issues, the practitioner using an integrative practice framework strives to develop an intervention strategy that simultaneously addresses issues on multiple system levels. While drawing on the various practices approaches, the practitioner formulates an intervention strategy built on core change factors. The ultimate goal of integrative practice is to advance social justice.

<p><u>Change Factors</u></p>	<ul style="list-style-type: none"> ➤ Client System (Strengths, Assets, Resources, World View) ➤ Relationship between Worker & Client System ➤ Hope & Expectancy ➤ The Practice Approach
<p><u>Conceptual Frameworks</u></p>	<ul style="list-style-type: none"> ➤ Ecological Perspective & Empowerment Theory ➤ Strengths Perspective ➤ Distributive Justice Model ➤ Cross Cultural Perspective
<p><u>Micro Practice Approaches</u></p>	<ul style="list-style-type: none"> ➤ Solution Focused/Oriented ➤ Narrative ➤ Cognitive Behavioral ➤ Family Centered ➤ Bio-psycho-social
<p><u>Macro Practice Approaches</u></p>	<ul style="list-style-type: none"> ➤ <u>Community Organizing</u> ➤ <u>Community Development</u> ➤ <u>Social Action</u> ➤ <u>Advocacy</u>

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 of all students in the Field Practicum.

	FALL MID-YEAR	SPRING FINAL
	RATING	RATING
	RATING OPTIONS	RATING OPTIONS
	1 2 3 4 5	1 2 3 4 5
Use drop down list		
<ul style="list-style-type: none"> • INTERPERSONAL SKILLS: Establishes professional working relationships with agency staff, peers and consumers/clients; develops communication style conducive to clear and congruent worker-client relationship. 		
<ul style="list-style-type: none"> • INITIATIVE: Demonstrates an appropriate level of assertiveness in seeking and carrying out assignments. 		
<ul style="list-style-type: none"> • INTEGRITY: Actions are consistent with the NASW Code of Ethics; refrains from behaviors that reflect negatively on self and profession. 		
<ul style="list-style-type: none"> • DEPENDABILITY AND RELIABILITY: Carries out responsibilities in a dependable and professional manner; effectively plans and organizes work responsibilities by completing assignments on time. 		
<ul style="list-style-type: none"> • PROFESSIONALISM: Personal appearance & dress standards are consistent with agency standards; follows agency work schedule. 		
<ul style="list-style-type: none"> • WILLINGNESS TO LEARN: Attends and participates in supervision and seminar; engages in critical analysis of one's performance. 		

Competency 1: Demonstrate Ethical and Professional Behavior

Advanced Practice Behaviors – REQUIRED	MID-YEAR RATING Select numeric value from dropdown list	FINAL RATING Select numeric value from dropdown list
<ul style="list-style-type: none"> • Understand and apply an integrative practice framework in professional practice to pursue social justice. 		
<ul style="list-style-type: none"> • Recognize the complexity of ethical dilemmas and manage professional behavior in accordance with ethical practice. 		
<ul style="list-style-type: none"> • Communicate professional perspectives to others in both verbal and written formats. 		
<ul style="list-style-type: none"> • Address how biases, attitudes, power, authority, and values impact interaction with clients. 		
Specific Activities:		
Comments:		

Competency 2: Engage Diversity and Difference in Practice

Advanced Practice Behaviors – REQUIRED	MID-YEAR RATING	FINAL RATING
<ul style="list-style-type: none"> • Transform behavior in response to recognizing that personal and professional biases are based in difference and culture. 		
<ul style="list-style-type: none"> • Modify and adapt interventions to meet the needs of diverse populations. 		
Specific Activities:		
Comments:		

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

Advanced Practice Behaviors - REQUIRED	MID-YEAR RATING	FINAL RATING
<ul style="list-style-type: none"> • Understand the ways that social systems promote or deter people in maintaining or achieving health and well-being. 		
<ul style="list-style-type: none"> • Utilize a participatory framework to conduct assessments of clients' concerns, challenges, and needs at all system levels. 		
<ul style="list-style-type: none"> • Collaborate with clients to capitalize on curative factors vital to change when conducting assessment and intervention. 		
<ul style="list-style-type: none"> • Engage in praxis (dialogue, critical reflection, and action). 		
Specific Activities:		
Comments:		

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

Advanced Practice Behaviors - REQUIRED	MID-YEAR RATING	FINAL RATING
<ul style="list-style-type: none"> • Demonstrate ability to apply a micro practice approach with clients and client groups. 		
<ul style="list-style-type: none"> • Demonstrate ability to apply a macro practice approach to social work practice. 		
<ul style="list-style-type: none"> • Collaborate with clients to select appropriate intervention strategies capable of achieving client-driven outcomes. 		
Specific Actions:		
Comments:		

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

Advanced Practice Behaviors - REQUIRED	MID-YEAR RATING	FINAL RATING
<ul style="list-style-type: none"> • Use research, outcome measures, supervision, self-evaluation, and client input to evaluate practice. 		
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	<i>Significantly below expectations</i>	<i>Below expectations</i>	<i>Meets expectations</i>	<i>Exceeds expectations</i>	<i>Significantly exceeds expectations</i>
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 Evaluation	Demonstrates little understanding of the practice behavior or its implementation. Does not increase knowledge and skill despite supervision and support.	Understands the practice behavior but shows little ability to implement in practice. Continues to use supervision for direction. More practice experience is required before progressing to advanced field.	Demonstrates proficiency and implements the practice behavior consistently. Begins to function autonomously and uses supervision for collaboration.	Consistently demonstrates the practice behavior in moderately difficult situations with supervision and support. Exceeds basic standards for competency on a consistent basis.	Consistent, appropriate, autonomous use of the practice behavior in complex situations. Uses supervision collaboratively & for consultation.

Mid-year Evaluation
SW 5041 – Advanced Field Practicum

This page must be submitted to MSW Field office.
Email signed form to MSWfield@csustan.edu

Student Name: _____

Faculty Liaison: _____

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

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

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

Faculty Liaison’s Signature

Date

Comments: _____

Final Evaluation
SW 5041 – Advanced Field Practicum

This page must be submitted to MSW Field office.
Email signed form to MSWfield@csustan.edu

Student Name: _____

Faculty Liaison: _____

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

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

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

Faculty Liaison’s Signature

Date

Comments: _____

