### 

### SW 5041 – ADVANCED PRACTICUM

**MSW Program**

### LEARNING PLAN & EVALUATION FORM

|  |  |
| --- | --- |
| 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.

**Advanced** <https://www.csustan.edu/sites/default/files/Social_Work/documents/advancedcompetencieschildwelfare.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 9**.

* Pages 10 and 11 are signature pages for the mid-year & final practicum evaluations.
* At the mid-year evaluation, the Faculty Liaison is responsible for submitting page 10 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 11 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).

# 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.

|  |  |
| --- | --- |
| Change Factors | Client System (Strengths, Assets, Resources, World View)Relationship between Worker & Client SystemHope & ExpectancyThe Practice Approach |
| Conceptual Frameworks | Ecological Perspective & Empowerment TheoryStrengths PerspectiveDistributive Justice ModelCross Cultural Perspective |
| Micro Practice Approaches | Solution Focused/OrientedNarrativeCognitive BehavioralFamily CenteredBio-psycho-social |
| Macro Practice Approaches | Community OrganizingCommunity DevelopmentSocial ActionAdvocacy |

# 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 or 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 9

**Competency 1: Demonstrate Ethical and Professional Behavior**

|  |  |  |  |
| --- | --- | --- | --- |
| **Advanced Practice Behaviors – REQUIRED** | | **MID-YEAR RATING**  Select rating | **FINAL RATING**  Select rating |
| * Understand and apply an integrative practice framework in professional practice to pursue social justice. | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |
| * Recognize the complexity of ethical dilemmas and manage professional behavior in accordance with ethical practice. | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |
| * Communicate professional perspectives to others in both verbal and written formats. | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |
| * Address how biases, attitudes, power, authority, and values impact interaction with clients. | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |
| **Specific Activities:** | | | |
| **Comments:** |  | | |

# Competency 2: Engage Diversity and Difference in Practice

|  |  |  |  |
| --- | --- | --- | --- |
| **Advanced Practice Behaviors – REQUIRED** | | **MID-YEAR RATING** | **FINAL RATING** |
| * Transform behavior in response to recognizing that personal and professional biases are based in difference and culture. | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |
| * Modify and adapt interventions to meet the needs of diverse populations. | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |
| **Specific Activities:** | | | |
| **Comments:** |  | | |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Advanced Practice Behaviors - REQUIRED** | | **MID-YEAR RATING** | **FINAL RATING** |
| Challenge existing assumptions and facilitate change to implement greater balance of power. | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |
| * Demonstrate knowledge of the political, economic, cultural, and environmental issues of the region. | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |
| **Specific Activities:** | | | |
| **Comments:** |  | | |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Advanced Practice Behaviors - REQUIRED** | | **MID-YEAR RATING** | **FINAL RATING** |
| Demonstrate a spirit of inquiry characterized by a motivation to learn about others and the strengths utilized by those individuals and groups. | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |
| Utilize research and practice wisdom to analyze complex social issues, formulate change strategies, and contribute to the professional knowledge base. | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |
| Use evidence-based practice knowledge to intervene at the individual, group, and community levels. | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |
| Engage in praxis (dialogue, critical reflection, and action). | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |
| **Specific Activities:** | | | |
| **Comments:** |  | | |

# Competency 5: Engage in Policy Practice

|  |  |  |  |
| --- | --- | --- | --- |
| **Advanced Practice Behaviors - REQUIRED** | | **MID-YEAR RATING** | **FINAL RATING** |
| Develop and apply strategies to change policy at all levels to promote social and economic well-being. | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |
| Employ policy practice skills to improve delivery and sustainability of quality social services. | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |
| **Specific Activities:** | | | |
| **Comments:** |  | | |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Advanced Practice Behaviors - REQUIRED** | | **MID-YEAR RATING** | **FINAL RATING** |
| * Utilize conceptual frameworks to understand people and systems within the social environment. | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |
| * Engage in authentic dialogue to build relationships with clients and client systems across all levels. | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |
| * Utilize contextual knowledge to collaborate with clients and communities. | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |
| **Specific Activities:** | | | |
| **Comments:** |  | | |

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

|  |  |  |
| --- | --- | --- |
| **Advanced Practice Behaviors - REQUIRED** | **MID-YEAR RATING** | **FINAL RATING** |
| * Understand the ways that social systems promote or deter people in maintaining or achieving health and well-being. | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |
| * Utilize a participatory framework to conduct assessments of clients’ concerns, challenges, and needs at all system levels. | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |
| * Collaborate with clients to capitalize on curative factors vital to change when conducting assessment and intervention. | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |
| * Engage in praxis (dialogue, critical reflection, and action). | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |
| **Specific Activities:** | | |
| **Comments:** | | |

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

|  |  |  |
| --- | --- | --- |
| **Advanced Practice Behaviors - REQUIRED** | **MID-YEAR RATING** | **FINAL RATING** |
| * Demonstrate ability to apply a micro practice approach with clients and client groups. | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |
| * Demonstrate ability to apply a macro practice approach to social work practice. | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |
| * Collaborate with clients to select appropriate intervention strategies capable of achieving client-driven outcomes. | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |
| **Specific Actions:** | | |
| **Comments:** | | |

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

|  |  |  |
| --- | --- | --- |
| **Advanced Practice Behaviors - REQUIRED** | **MID-YEAR RATING** | **FINAL RATING** |
| * Use research, outcome measures, supervision, self-evaluation, and client input to evaluate practice. | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 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

# Advanced Mid-year Evaluation

# SW 5041 – Field Instruction II

**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

# Advanced Final Evaluation

# SW 5041 – Field Instruction II

**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