



Department of Social Work
BSW Learning Plan and Evaluation

Student Name: _____ School Term: _____

Field Agency: _____ Field Instructor: _____

Instructions for Evaluation: This chart indicates the standard for scoring the nine competencies. Under each competency, there are behavioral indicators to consider, in determining the overall scoring of each competency. The behaviors will have a “minus” if the student has not demonstrated the behavior, and a “check” if the student has demonstrated the behavior. This evaluation process will be 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 perform at a high level of mastery. A rating of N/A for overall competency or individual behaviors is allowed in semester one only and means the student has not had a chance to demonstrate the behavior/competency yet. 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 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.
2 Pass	2 Fail	<p>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 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.</p> <p>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.</p>
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 highlight one)</i>				<i>(Please highlight one)</i>				
N/A	1	2	3	1	2	3	4	5

Place a “plus” beside the behaviors demonstrated.

Place a “minus” beside the behaviors not yet demonstrated.

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 within the profession as appropriate to the context;		
1.2	Demonstrate professional behavior, appearance, and oral, written, and electronic communication;		
1.3	Use technology ethically and appropriately to facilitate practice outcomes;		
1.4	Use supervision and consultation to guide professional judgment and behavior.		

Tasks:

- Review and comply with all “Agency” and “Field” policies.
- Appearance and behavior are consistently appropriate for a professional setting.
- Be respectful and supportive to clients, supervisors and co-workers.
- Seek consultation and feedback through supervision at least once a week, practicing personal reflection and self-correction to assure continual professional development.
- Complete and submit any required agency documentation with accuracy and in a timely manner.
- Consider the implication of technology in program development, services to client and in professional communication.
- **ADD ADDITIONAL TASK HERE:**

Semester 1 Comments:

Semester 2 Comments:

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

<u>Semester 1 Final Score</u>				<u>Semester 2 Final Score</u>				
<i>(Please highlight one)</i>				<i>(Please highlight one)</i>				
N/A	1	2	3	1	2	3	4	5

Place a "plus" beside the behaviors demonstrated.

Place a "minus" beside the behaviors not yet demonstrated.

Semester
1 2

2.1	Advocate for human rights at the individual, family, group, organizational and community system levels; and		
2.2	Engage in practices that advance human rights to promote social, racial, 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).
- Identify and discuss with field instructor the impact of oppression and discrimination on the delivery of services to clients within your agency.
- Research current political events (local, state, and federal levels) and their real or potential effects on clients in your agency. Discuss these events with field instructor.
- **ADD ADDITIONAL TASK HERE:**

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 highlight one)</i>				<i>(Please highlight one)</i>				
N/A	1	2	3	1	2	3	4	5

Place a "plus" beside the behaviors demonstrated.
 Place a "minus" beside the behaviors not yet demonstrated.

Semester
1 2

3.1	Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and		
3.2	Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.		

Tasks:

- Identify possible disparities or micro-aggressions in various settings and evaluate environmental factors that might influence personal biases.
- Discuss strategies that enhance personal knowledge and recognize cultural humility with field instructor.
- Research specific issues that negatively impact target populations and discuss with field instructor.
- **ADD ADDITIONAL TASK HERE:**

Semester 1 Comments:
Semester 2 Comments:

Competency #4: Engage in practice-informed research and research- informed practice.

<u>Semester 1 Final Score</u>				<u>Semester 2 Final Score</u>				
<i>(Please highlight one)</i>				<i>(Please highlight one)</i>				
N/A	1	2	3	1	2	3	4	5

Place a “plus” beside the behaviors demonstrated.
Place a “minus” beside the behaviors not yet demonstrated.

Semester
1 2

4.1	Apply research findings to inform and improve practice, policy, and programs; and		
4.2	Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.		

Tasks:

- Read and analyze relevant literature which impacts service delivery in your agency.
- Identify research activities utilized by the agency, including data collection, statistics, current research projects and program evaluations.
- Compile data around demographics seeking services at your agency. Explore ways to provide outreach to other populations.
- Critically analyze current information gathered by your agency for assessment purposes, and discuss with field instructor.
- **ADD ADDITIONAL TASK HERE:**

Semester 1 Comments:
Semester 2 Comments:

Competency #5: Engage in policy practice.

<u>Semester 1 Final Score</u>				<u>Semester 2 Final Score</u>				
<i>(Please highlight one)</i>				<i>(Please highlight one)</i>				
N/A	1	2	3	1	2	3	4	5

Place a “plus” beside the behaviors demonstrated.

Place a “minus” beside the behaviors not yet demonstrated.

Semester

1 2

5.1	Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and		
5.2	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.		

Tasks:

- Identify current public policies and relevant legislative issues that impact service provision to your agency/clients. Discuss with field instructor.
- Study history and current structure of your agency. Discuss funding streams and laws that govern your agencies’ services (local, state and federal levels) with field instructor.
- Discuss policy development and formulation with legislators, community leaders, board members, and/or administrators.
- **ADD ADDITIONAL TASK HERE:**

Semester 1 Comments:

Semester 2 Comments:

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

<u>Semester 1 Final Score</u>				<u>Semester 2 Final Score</u>				
<i>(Please highlight one)</i>				<i>(Please highlight one)</i>				
N/A	1	2	3	1	2	3	4	5

Place a “plus” beside the behaviors demonstrated.
Place a “minus” beside the behaviors not yet demonstrated.

Semester
1 2

6.1	Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks to engage with clients and constituencies; and		
6.2	Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with 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 with field instructor using agency formats; compare to classroom tools.
- Demonstrate effective use of empathy and interviewing skills.
- **ADD ADDITIONAL TASK HERE:**

Semester 1 Comments:

Semester 2 Comments:

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

<u>Semester 1 Final Score</u>				<u>Semester 2 Final Score</u>				
<i>(Please highlight one)</i>				<i>(Please highlight one)</i>				
N/A	1	2	3	1	2	3	4	5

Place a "plus" beside the behaviors demonstrated.

Place a "minus" beside the behaviors not yet demonstrated.

Semester
1 2

7.1	Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and		
7.2	Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.		

Tasks:

- Arrange for supervisor to observe interviews and/or interactions with clients. After each observation, discuss with supervisor use of assessment skills, asking for specific feedback on strengths and areas for development.
- Provide an assessment of a client system using the context of person-in-environment; apply knowledge of human behavior theories.
- **ADD ADDITIONAL TASK HERE:**

Semester 1 Comments:

Semester 2 Comments:

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

<u>Semester 1 Final Score</u>				<u>Semester 2 Final Score</u>				
<i>(Please highlight one)</i>				<i>(Please highlight one)</i>				
N/A	1	2	3	1	2	3	4	5

Place a "plus" beside the behaviors demonstrated.

Place a "minus" beside the behaviors not yet demonstrated.

Semester

1 2

8.1	Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and		
8.2	Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.		

Tasks:

- Observe and participate in client treatment plans, case reviews and consultation. Discuss with field instructor.
- Identify contributions of other professionals in inter-professional collaborations. Discuss how effective inter-professional practice can support positive client system outcomes.
- Complete at least one psychosocial assessment and discuss what social work theories and skills were used (i.e. process of planned change), as well as strengths and weaknesses in conducting assessment.
- Co-facilitate meetings with clients, groups, agencies, and communities.
- **ADD ADDITIONAL TASK HERE:**

Semester 1 Comments:

Semester 2 Comments:

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

<u>Semester 1 Final Score</u>				<u>Semester 2 Final Score</u>				
<i>(Please highlight one)</i>				<i>(Please highlight one)</i>				
N/A	1	2	3	1	2	3	4	5

Place a "plus" beside the behaviors demonstrated.

Place a "minus" beside the behaviors not yet demonstrated.

Semester

1 2

9.1	Select and use culturally responsive methods for evaluation of outcomes; and		
9.2	Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.		

Tasks:

- Identify your agency's strengths and weaknesses related to the incorporation of critical thinking into assessment, prevention, intervention and evaluation. Discuss with field instructor.
- Evaluate outcome(s) of methods used within services provided by agency with field instructor (i.e. evaluation plan upon termination of services, analyze data, etc.)
- Review and appraise current agency services as well as needs and trends in the community in which services are being provided.
- **ADD ADDITIONAL TASK HERE:**

Semester 1 Comments:

Semester 2 Comments:

STUDENT NAME: _____

Learning Plan Tasks Required 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 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, 2, OR HIGHER TO PASS FIELD.

Overall GRADE Student has earned: _____PASS _____FAIL

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: _____PASS _____FAIL Passed All Journal 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 OR ABOVE TO PASS FIELD.

Overall GRADE Student has earned: _____PASS _____FAIL

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: _____PASS _____FAIL

Passed All Journal Assignments: YES or NO

Comments:

Liaison Signature/Date: _____