



# Course Syllabus

SW 305

Field Practicum I

Semester/Year

Credit Hours: 3

## Faculty Information

First Name Last Name, degrees  
Adjunct Professor of Social Work  
Phone:

Office hours:

### **Best way to reach me**

The best way to reach me is through email:

- Email address

### **Response time**

You can expect a response from me within 24-48 hours, excluding weekends. I can sometimes respond to you on evenings/weekends, but not always.

## Prerequisites

Successful completion of SW304 - Practice I, Senior Status (90 hours completed), good academic standing, acceptance to Field Education, and submission of all required documentation.

## Required Text & Other Materials

Birkenmaier, J. M. & Berg-Weger, M. (2018) Practicum Companion for Social Work: Integrating Class and Field, 4<sup>th</sup> Ed., Pearson/Allyn & Bacon, Inc., New York

[NASW Code of Ethics](http://www.socialworkers.org/pubs/code/default.asp). Retrieved from <http://www.socialworkers.org/pubs/code/default.asp>

Articles and videos as assigned.

## Course Description

SW305-Field I Seminar, a 3 credit hour Social Work major requirement, is the first of two Field Practicum requirements for the BSW major. This course provides a generalist base for social work practice that involves on-site field agency practicum along with a weekly one hour seminar that focuses on continuing skill building, critical thinking and personal reflection for generalist social work practice. This course Integrates classroom learning with experiential learning taking place during the field practicum.

## Principal Instructional Techniques

This online course was created using universal design principles to assist individuals with a variety of learning differences. Every effort has been made to present content in different formats to accommodate the individual learning differences of students. There are both synchronous and asynchronous learning components. Your attendance at weekly chats is required. Other activities, such as weekly log entries and other written assignments, are completed on your own. Please keep in mind that all assignments, have due dates - this is not a “self-paced” course. Please refer to the Course Schedule for when assignments are due.

<input checked="" type="checkbox"/> Reading	<input type="checkbox"/> Multimedia activities	<input type="checkbox"/> Debates	<input checked="" type="checkbox"/> Reflection
<input checked="" type="checkbox"/> Listening	<input type="checkbox"/> Lecture	<input type="checkbox"/> Presentation	<input type="checkbox"/> Group project
<input checked="" type="checkbox"/> Skill practice	<input checked="" type="checkbox"/> Asynchronous Discussion	<input checked="" type="checkbox"/> Paper	<input checked="" type="checkbox"/> Written homework
<input checked="" type="checkbox"/> Experiential activities	<input type="checkbox"/> Role play	<input checked="" type="checkbox"/> Skill demonstration	<input checked="" type="checkbox"/> Peer feedback
<input checked="" type="checkbox"/> Synchronous chat	<input checked="" type="checkbox"/> Quizzes or Exams	<input type="checkbox"/> Watching	<input type="checkbox"/> Other

### Student Learning Objectives

- SLO 1: Conduct themselves in a professional manner according to the social work profession.
- SLO 2: Apply ethical principles to guide professional social work practice.
- SLO 3: Apply critical thinking to inform and communicate professional judgement.
- SLO 4: Engage diversity and difference in practice.
- SLO 5: Advance human rights and social and economic justice.
- SLO 6: Engage in research informed practice.

- SLO 7:** Apply knowledge of human behavior in the social environment.
- SLO 8:** Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
- SLO 9:** Respond to contexts that shape practice.
- SLO 10:** Engage, assess, intervene with individuals, families, groups, organizations, and communities.

## Course Requirements

### Participation

Students are required to regularly attend and actively participate in the weekly online seminar to ensure peer learning opportunities, to fulfill their responsibilities for sharing resources with, consulting with, and otherwise assisting their peers in the learning process. Students must demonstrate through participation that they are able to integrate classroom learning with learning taking place in their practicum experiences. Readings and writing assignments will be made for seminar discussion.

Students must complete the required 170 practicum hours at their respective approved Field agency.

### Liability Insurance

You are required to obtain professional liability insurance. Unfortunately, even as a student, you can be sued for malpractice while performing your duties in Field as part of the school curriculum. Even if you have done nothing wrong, you may find yourself in a situation where you have to defend yourself. We do not want you to take this risk at the start of your career.

### Due Dates for Assignments

Due Date *Professor to provide specific dates	Name of Assignment
Lesson 4	Learning Plan
Lesson 8	Midterm Evaluations (No chat this week)
Lesson 9	Field Agency Research Paper
Lesson 12	Case Study
Lesson 14	Best Practices Research Annotated Bibliography Begin Final Field Evaluations
Lesson 15	Final Field Evaluations continued
Weekly	Activity Log Entries
Weekly	Synchronous Chats

<b>Weekly</b>	Time Sheets
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### Completion of Assignments

Each assignment in this course is an integral part of the student's learning and/or assessment of learning. It is expected that students will complete all assignments. Students who do not complete all assignments may be denied credit for the course at the instructor's discretion, regardless of grade in the course.

### Technology Requirements

- Headset with microphone (Note: the microphone on your PC/laptop is not sufficient).
- Webcam
- Internet access, preferably on a daily basis
- Capability to record and post videos (phone, webcam, etc.)

### Email

The Brescia University email account is the required form of email communication between students and instructors (including adjunct instructors) and other university staff. Please check your Brescia University email daily.

### Time Zone

All assignment due dates and times reflect the [Central time zone](#). All scheduled chats are held according to the Central time zone, as well.

### Weekly Chats

All synchronous chats are held on \_\_\_\_\_ (day) from \_\_\_\_ (pm) to \_\_\_\_ (pm) in the Adobe Connect classroom. The first class meeting is \_\_\_\_\_. The last class meeting is \_\_\_\_\_. The link to the classroom is located at the top of your MOODLE course page. Attendance is required.

## Methods of Evaluation

### Description of Course Assignments

Assignment	Description
Learning Plan	Review the required learning outcomes for this course to develop your own, individualized learning plan at your practicum placement.
Reflective Activity logs (15)	Write a reflection of your activities in the agency, and include personal feelings, biases, struggles, celebrations, etc. that happened to you in field and what you learned from them. In addition, there are specific topics to address, which are listed in the Moodle Class Portal.
Midterm Evaluation	This will be a review of the progress on your learning plan, and it takes place in a meeting with you, your field supervisor, and your field instructor.
Final Evaluation	This will be a review of the progress on your learning plan, and it takes place in a meeting with you, your field supervisor, and your field instructor.
Field Agency Research Paper	Student will research his/her field agency, the services provided, and the population served, and will write a paper discussing their findings and experience in the placement.
Case Study	Student will address a mock case study (to be provided) as outlined in the online classroom.

Best Practices Research Annotated Bibliography	Student will research and identify scholarly journal articles published within the last three years, and related to Best Practices with the population served by the Field Agency. Student will submit an annotated bibliography containing a minimum of five (5) of the articles identified. Student will discuss these articles with a group of social workers and other professionals at the Agency in SW406 Field Practicum II.
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### Grading Scale

Midterm Evaluation	10 points	90 - 100	= A
Final Evaluation	25 points	80 - 90	= B
Logs	15 points	70 - 80	= C
Participation/Attendance	15 points	60 - 70	= D
Field Agency Research Paper	10 points	Below 60	= F
Best Practices Research Paper	15 points		
Case Study	10 points		
	<b>100 points</b>		

**The Field Practicum component of SW305 makes up 35% of the total grade for the course. The SW305 Seminar and assignments make up the remainder.**

A written evaluation by the Agency Field Instructor is submitted and a conference between the student, the Field Supervisor, and the Field Instructor will be conducted twice during the semester; once at midterm, and once for the final exam/evaluation. In order to receive full credit for practicum hours completed, ALL timesheets MUST BE signed and dated by the student AND Field Supervisor and uploaded as instructed. ALL assignments (including Logs) for previous week's work are due prior to the weekly online seminar. Assignments and logs are to be uploaded using the appropriate "link" in the online classroom. Late assignments will result in a point deduction. Assignments submitted more than one week after the due date will not be accepted.

## Accommodations

Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. Please contact \_\_\_\_\_ in the [Office of Disability Services](#) at \_\_\_\_\_ or \_\_\_\_\_ to coordinate reasonable accommodations for students with documented disabilities.

We are sensitive to the fact that students learn in different ways and at different paces. In addition, some students may have disabilities that affect their learning but they choose not to disclose that to others, even to obtain reasonable accommodations. For the benefit of all students, course instructors will use webcams and microphones in weekly chat sessions to provide students with both visual and auditory support. All chat sessions will be recorded to allow students to re-listen to lectures, re-focus on group discussion, and hear/see assignments more than once. The ability to "recover" lectures in this way assists students who have difficulty taking notes during actual chat times and aids in meeting the needs of students with learning differences. It is important to note, however, that listening to the recording is *not* a substitute for attending and participating in the chat session, and students who miss chats may be penalized. Also, just as you would protect confidential

information discussed in the classroom, please do not share the chat recording with others or discuss it with others outside the course.

## Academic Integrity

Students in the social work program are expected to follow the NASW Code of Ethics. Integrity is a core value of social work and requires behaviors that are honest, responsible, and ethical. Students are expected to behave in ways that are consistent with the Code of Ethics. Specifically, The NASW Code of Ethics covers academic integrity in several of its sections.

NASW Code of Ethics (2008)		
Integrity is one of the six core values of social work.		
2.11	Unethical Conduct of Colleagues	Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues. (c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive. (d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels
3.04	Client Records	Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.
4.04	Dishonesty, Fraud, and Deception	Social workers should not engage in dishonesty, fraud, and deception.
4.06	Misrepresentations	Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.
4.08	Acknowledging Credit	a.) Social workers should take credit only for work they have actually performed. b.) Social workers should honestly acknowledge the work of others.
5.01	Integrity of the Profession	Social workers should work toward the maintenance and promotion of high standards of practice.

Students are expected to know what constitutes academic dishonesty. If you are unsure, please ask your professor *before* you turn in work.

## Examples of Academic Dishonesty

### Exams and Quizzes

- Do not communicate with other students about the exams or quizzes.
- Do not seek help from another student. If you have questions, contact your instructor.
- Do not allow or make it easy for students to copy off of you.
- Do not photograph exams and quizzes.
- Do not use or obtain test banks.
- If there are students who take the quiz after you, do not help them study, do not tell them what is on it or what things to study.

### Written Assignments

- Hand in work which you yourself have done specifically for this course and have not borrowed or purchased from someone else (plagiarism). Give full and proper credit to your sources.
- Do not copy and paste material (or type the exact words) that you find from the internet (plagiarism).
- Do not buy papers from internet or other sources (plagiarism).
- Cite all sources in the body of your paper and on the reference page using APA style.
- If you use another's exact words, those words should be enclosed in quotation marks and you should cite the source. Note: Some instructor's may prohibit quoted material.
- If you take a statistic from a source, you must cite the source.
- If you take an idea or sentence from a source, rearrange the wording or put it in your own words and put it in your paper, this is acceptable, but you must still cite the source (otherwise, it is plagiarism).

### Group Assignments

- Distribute the tasks fairly among group members so that everyone is doing his or her fair share.
- Do not take credit for work you did not do.

### Self-Plagiarism

- Self-plagiarism occurs when you turn in an assignment or a substantial portion of an assignment that you wrote to meet the requirements of a previous course. It is similar to the concept of "double-dipping," meaning that you are compensated twice for the same work. You cannot use the same assignment twice. You may, however, paraphrase your previous work and cite it as such. Each assignment in this curriculum is designed to contribute to your learning experience. If you take a shortcut by self-plagiarizing, you have cheated yourself of this opportunity to learn. Self-plagiarism is not acceptable in any MSW course.

## Consequences

I will talk to you if I suspect that you have plagiarized or in any way handed in an assignment that is not your original work. Similarly, you have a responsibility to ask me if you have questions or concerns about academic integrity.

**If it is determined that you have engaged in academic dishonesty, you can expect any or all of the following consequences, depending upon the severity of the incident:**

- a) give you an F for the assignment,
- b) give you an F for the course (with approval from MSW Program Director),
- c) refer you to the Academic Dean, who may impose additional penalties including academic probation, suspension from school or expulsion from the school.

## HIPAA Policy Statement

In line with the HIPAA regulations concerning protected health information, it is important that you understand that any consumer information you present in your work must be de-identified. This means is that any information that would allow someone to know who the person is must be changed or eliminated. This includes obvious things like names, birthdates, and less obvious information that is so unique to the person that it may allow for identification, either alone or when used in combination with other available information.

## Class Schedule

### Lesson 1: Introduction

- Review of Syllabus/requirements
- Overview of NASW Code of Ethics
- Discussion on Learning Contract
- Review of Field Handbook

### Lesson 2: Adjusting to the Organization or Agency

\*Weekly Log Entries Begin

Reading from Text: Chapter 1 “Before You Head into the Field: A Pre-Practicum Guide”

**Log entry:** “How are you acclimated to your Field Agency? What are your fears? How will you address those fears?”

Discussion Topics: Development of Learning Plan; Orientation to internship.

### Lesson 3: The Learning Plan

Reading from Text: Chapter 1 continued “The Learning Plan”

**Log entry:** Address how you are using the Code of Ethics in your practicum and how you are engaging with agency client population.

Discussion Topics: Continued discussion on the Learning Plan such as demonstrating competencies and developing competency tasks. Students will share with class information about their Field Agency, i.e. services provided, populations served, etc.

#### **Lesson 4: Socialization into the Social Work Profession**

Reading from Text: Chapter 2 “Me? A Social Worker?”

**Log Entry:** How are professional boundaries observed in your agency?

Discussion Topics: Relationship building in the agency and juggling multiple roles.

#### **LEARNING PLAN DUE**

#### **Lesson 5: Socialization into the Social Work Profession Continues**

Reading from Text: Chapter 2 continued “Stress: Bane or Boon?”  
 “How Well is Your Well-Being?”  
 “Self-Care as Your Professional Development”

**Log Entry:** What changes in “self” do you need to focus on to be a better student in Field practicum & a beginning social worker? Be specific.

Discussion Topics: Be prepared to discuss the importance of self-care and methods.

#### **Lesson 6: Safety in Social Work Settings**

Reading from Text: Chapter 3 “Safety in the Practicum Setting”  
 “Reasonable Concerns and Caution”

**Log Entry:** Develop a “Safety Plan” for your time in the agency.

Discussion Topic: Be prepared to discuss concerns you may have in your particular field settings.

#### **Lesson 7: Safety Continued**

Reading from Text: Chapter 3 Read ALL topics under “Safety in Social Work Practice”

**Log Entry:** How are you using your Generalist Practice Skills to access client strengths?

Discussion Topics: Be prepared to discuss working with angry, resistant, or aggressive clients.

#### **Lesson 8: Midterm Evaluations**

Midterm Evaluations will take place this week. **CLASS WILL NOT MEET**

**Log Entry:** How are you establishing rapport & working with clients in goal setting? Be specific with examples.

#### **Lesson 9: Making the Most of Your Practicum Supervision**

Reading from Text: Chapter 4 “What is Practicum Supervision?”  
 “Who Provides Practicum Supervision?”  
 “The Practicum Supervision Approach”



**Log entry:** In your log entry, use a conversation you had in the agency this week, and list the conversation verbatim, for example:

Student: "How are you today?"

Client: "Not well at all....."

Student: "I hate to hear that! What is bothering you?" etc., etc.

Reflect on the conversation and note anything you might have said differently in retrospect. How might that have impacted the conversation?

Discussion Topic: Be prepared to discuss your agency’s management style, organization chart, etc.

**Lesson 14: Endings in Field**

Final Field Evaluations

**Log entry:** Discuss areas of personal/professional growth resulting from your practicum experience.

Discussion Topic: Self-reflection and personal growth

**\*\*BEST PRACTICES RESEARCH PAPER DUE**

**Lesson 15:**

**MANDATORY COURSE EVALUATION DUE** Discussion on preparation for Field II

**Outcomes Assessment**

**BU Educational Outcome 1**  
 Brescia University graduates will demonstrate the ability to think critically, analyze information, and communicate effectively.

**CSWE Competency 4**  
 Engage in practice-informed research and research-informed practice.

Student Learning Outcome	Methods of Assessment	Level of Assessment
<b>Engage in Practice-Informed Research and Research-Informed Practice:</b> Social workers understand that evidence that informs practice derives from multi-disciplinary ways of knowing. They also understand the processes for	Best Practices Research Annotated Bibliography	Advanced

translating research findings into effective practice.		
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**CSWE Competency 7**  
Assess individuals, families, groups, organizations, and communities.

Student Learning Outcome	Methods of Assessment	Level of Assessment
<p><b>Assess Individuals, Families, Groups, Organizations, and Communities:</b> Social Workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate assessment with clients and constituencies. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.</p>	<p>Process Recordings, <b>Signature Assignment:</b> Case Study</p>	<p>Advanced</p>

**CSWE Competency 9**  
Evaluate practice with individuals, families, groups, organizations, and communities.

Student Learning Outcome	Methods of Assessment	Level of Assessment
<p><b>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities:</b> Social Workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.</p>	<p>Midterm and Final Evaluations</p>	<p>Advanced</p>

**BU Educational Outcome 2**  
 Brescia University graduates will attain competence in and apply a field of study in readiness for graduate school or a career in an appropriate field.

**CSWE Competency 6**  
 Engage with individuals, families, groups, organizations, and communities.

Student Learning Outcome	Methods of Assessment	Level of Assessment
<b>Engage with Individuals, Families, Groups, Organizations, and Communities:</b> Social Workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies.	Process Recordings, Reflective Journal	Advanced

**CSWE Competency 8**  
 Intervene with individuals, families, groups, and organizations.

Student Learning Outcome	Methods of Assessment	Level of Assessment
<b>Intervene with Individuals, Families, Groups, Organizations, and Communities:</b> Social Workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate intervention with clients and constituencies.	Midterm and Final Evaluations, Case Study* ( <b>*Signature Assignment</b> )	Advanced

**BU Educational Outcome 3**  
 Brescia University graduates will possess the capacity to adapt to diverse environments.

**CSWE Competency 2**  
 Engage diversity and difference in practice.

Student Learning Outcome	Methods of Assessment	Level of Assessment
<b>Engage Diversity and Difference in Practice:</b> Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	Midterm and Final Evaluations, Reflective Journal	Advanced

**BU Educational Outcome 4**  
 Brescia University graduates will understand and apply ethical standards in promoting justice and service to others.

**CSWE Competency 1**  
 Engage in ethical and professional behavior.

Student Learning Outcome	Methods of Assessment	Level of Assessment
<b>Demonstrate Ethical and Professional Behavior:</b> Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgement and behavior.	Midterm and Final Evaluations	Advanced

**CSWE Competency 5**  
 Engage in policy practice.

Student Learning Outcome	Methods of Assessment	Level of Assessment
<b>Engage in policy practice:</b> Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; assess how social welfare and economic policies impact the delivery of and access to social services; apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	Reflective Journal	Advanced

<b>SW 305 - Case Study Grading Rubric</b>	<b>%</b>	<b>Excellent (4)</b>	<b>Competent (3)</b>	<b>Developing (2)</b>	<b>Insufficient (1)</b>	<b>Score</b>
<b>Clearly identifies issues in case study. (Comp. 7 CAP)</b>	<b>15</b>	Accurately discusses all issues in case, goes in depth discussing issues.	Adequately discusses issue in case study.	Minimally discusses issues in case study.	Fails to discuss issues in case study.	
<b>Discusses social work processes of intervention and evaluation. (Comp. 8 K &amp; 9 K)</b>	<b>25</b>	Provides meaningful discussion of intervention and evaluation.	Adequately discusses the role of intervention and evaluation.	Minimally discusses social work processes in case study.	Fails to discuss social work processes in case study.	
<b>Discusses possible ethical issues and arrives at principled decision (Comp. 1 CAP)</b>	<b>25</b>	Identifies ethical issues, applies NASW standards and arrives at a principled decision regarding the ethical dilemma.	Adequately identifies some ethical issues in case study.	Minimally identifies ethical issues in case study.	Fails to identify ethical issues in case study.	
<b>Analyzes social policy related to the case study that advance social well-being. (Comp. 5 CAP)</b>	<b>25</b>	Provides meaningful discussion of social policies related to the case study that advance social well-being of the client/client system.	Adequately address social policy relevant to the case study.	Minimally addresses social policy in the case study.	Fails to address social policy in the case study.	
<b>Correct use of grammar, spelling, sentence structure, punctuation.</b>	<b>10%</b>	Good flow of information with no errors noted that affect an approximation to professional writing.	Mechanical or structural errors are a distraction, but do not confuse overall understanding.	Mechanical errors present that hinder the connection of ideas.	Many mechanical errors in paper with poor flow of information.	

## Learning Plan - Field 1

Student: \_\_\_\_\_

Semester: \_\_\_\_\_

By the signatures below, the student and Agency Field Instructor/Supervisor acknowledge that the Learning Plan and competency tasks have been developed by the student and approved by Agency Field Instructor (Supervisor) as appropriate for the field setting.

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Agency Field Instructor/Supervisor signature: \_\_\_\_\_

Date: \_\_\_\_\_

The Council on Social Work Education states that professional competence is the “ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being.” Each of the nine competencies identified by CSWE describes the knowledge, values, skills, and cognitive and affective processes. Field education gives students the opportunity to integrate the theoretical and conceptual aspects and apply them in a practice setting.

Students, with the help of faculty and agency supervisors, must identify learning tasks that demonstrate each skill and identify a method of evaluating whether and how well this was accomplished. For each Learning Task, the student should identify a) what task will be done? and b) with whom will the task be done? For each Evaluation Method, identify the method for measuring this skill.

For evaluation, the Field Supervisor will use the scale that follows each competency of the Learning Plan to rate the student’s competence in this area. In Field 1 and 2, students are expected to have mostly 3’s, with occasional 4’s. In Field 3 and 4, students are expected to have mostly 3’s and 4’s. For every score under 4, the Field Supervisor should give specific feedback to the student as to how to improve in this area. University Field Instructors will determine the final letter grade for the course based upon performance in Field and Seminar assignments.

A score of 3 or higher constitutes a satisfactory rating.

- To proceed from Field 1 to Field 2 - the student must pass Field 1.
- To proceed from Field 2 to Field 3 - the student must achieve a level of 3 on every criterion.
- To proceed from Field 3 to Field 4 - the student must pass Field 3.
- To graduate from the program, the student must achieve a level of 3 on every criterion in Field 4.

- 5 = Mastery [completely independent; Skilled enough to teach others]
- 4 = Capable [requires occasional assistance; uses supervision effectively]
- 3 = Apprentice [requires frequent assistance or close supervision]
- 2 = Needs improvement [rarely demonstrates skill]
- 1 = There is insufficient evidence to evaluate learning.

<b>Competency 1</b> Demonstrates ethical and professional behavior	<b>Learning Tasks</b> (e.g., lead group, shadow staff, read policies, etc.) Answer the following in a complete sentence: <ul style="list-style-type: none"> <li>▪ What will you do?</li> <li>▪ With whom will you do it?</li> <li>▪ How long will you do it?</li> </ul>	<b>Method of Evaluation</b> (e.g., direct observation, discussion, progress notes, process recordings, etc.) How will you show the degree to which you have this skill?	<b>Rating</b> 5=Mastery 4=Capable 3=Apprentice 2=Needs Improvement 1=Insufficient Evidence.
<i>Use all available resources to make ethical choices.</i>			
<i>Demonstrate professional demeanor through communication (oral, written, electronic), by following good work habits (attendance, completion of assigned tasks, meeting deadlines), and by dressing congruently with the standards of the agency.</i>			
<i>Other:</i> (To be identified by student) <hr/>	Other	Other	Other

Additional comments:

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<b>Competency 2</b> Engages diversity and difference in practice.	<b>Learning Tasks</b> (e.g., lead group, shadow staff, read policies, etc.) Answer the following in a complete sentence: <ul style="list-style-type: none"> <li>▪ What will you do?</li> <li>▪ With whom will you do it?</li> <li>▪ How long will you do it?</li> </ul>	<b>Method of Evaluation</b> (e.g., direct observation, discussion, progress notes, process recordings, etc.) How will you show the degree to which you have this skill?	<b>Rating</b> 5=Mastery 4=Capable 3=Apprentice 2=Needs Improvement 1=Insufficient Evidence
<i>Apply knowledge of diverse groups to engage client systems.</i>			
<i>Other. (To be identified by student)</i>  <hr/>	Other	Other	Other

Additional comments:

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<b>Competency 3</b> <b>Advances human rights and social, economic, and environmental justice.</b>	<b>Learning Tasks</b> (e.g., lead group, shadow staff, read policies, etc.) Answer the following in a complete sentence: <ul style="list-style-type: none"> <li>▪ What will you do?</li> <li>▪ With whom will you do it?</li> <li>▪ How long will you do it?</li> </ul>	<b>Method of Evaluation</b> (e.g., direct observation, discussion, progress notes, process recordings, etc.) How will you show the degree to which you have this skill?	<b>Rating</b> 5=Mastery 4=Capable 3=Apprentice 2=Needs Improvement 1=Insufficient Evidence.
<i>Advocate for policies that advance human rights and social, economic, and environmental justice at the agency level.</i>			
<i>Other.</i> (To be identified by student)  _____	Other	Other	Other

Additional comments:

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<b>Competency 4</b> Engages in practice-informed research and research-informed practice.	<b>Learning Tasks</b> (e.g., lead group, shadow staff, read policies, etc.) Answer the following in a complete sentence: <ul style="list-style-type: none"> <li>▪ What will you do?</li> <li>▪ With whom will you do it?</li> <li>▪ How long will you do it?</li> </ul>	<b>Method of Evaluation</b> (e.g., direct observation, discussion, progress notes, process recordings, etc.) How will you show the degree to which you have this skill?	<b>Rating</b> 5=Mastery 4=Capable 3=Apprentice 2=Needs Improvement 1=Insufficient Evidence
<i>Use experiences in practice to generate possible research questions.</i>			
<i>Other. (To be identified by student)</i>  <hr/>	Other	Other	Other

Additional comments:

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<b>Competency 5</b> <b>Engages in policy practice</b>	<b>Learning Tasks</b> (e.g., lead group, shadow staff, read policies, etc.) Answer the following in a complete sentence: <ul style="list-style-type: none"> <li>▪ What will you do?</li> <li>▪ With whom will you do it?</li> <li>▪ How long will you do it?</li> </ul>	<b>Method of Evaluation</b> (e.g., direct observation, discussion, progress notes, process recordings, etc.) How will you show the degree to which you have this skill?	<b>Rating</b> 5=Mastery 4=Capable 3=Apprentice 2=Needs Imp. 1=Insufficient Evidence
<i>Demonstrates policy advocacy skills (at the agency or community level) such as developing a strategy, analyzing stakeholders, networking and developing coalitions, educating, persuading, and negotiating to achieve an outcome that advances social, economic, or environmental justice.</i>			
Other: (To be identified by student) <hr/>	Other	Other	Other

Additional comments:

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<b>Competency 6</b> Engages with individuals, families, groups, organizations, and communities.	<b>Learning Tasks</b> (e.g., lead group, shadow staff, read policies, etc.) Answer the following in a complete sentence: <ul style="list-style-type: none"> <li>▪ What will you do?</li> <li>▪ With whom will you do it?</li> <li>▪ How long will you do it?</li> </ul>	<b>Method of Evaluation</b> (e.g., direct observation, discussion, progress notes, process recordings, etc.) How will you show the degree to which you have this skill?	<b>Rating</b> 5=Mastery 4=Capable 3=Apprentice 2=Needs Imp. 1=Insufficient Evidence.
<i>Use conscious caring and professional use of self to further develop engagement skills.</i>			
<i>Other.</i> (To be identified by student) <hr/>	Other	Other	Other

Additional comments:

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<b>Competency 7</b> Assesses individuals, families, groups, organizations, and communities.	<b>Learning Tasks</b> (e.g., lead group, shadow staff, read policies, etc.) Answer the following in a complete sentence: ▪ What will you do? ▪ With whom will you do it? ▪ How long will you do it?	<b>Method of Evaluation</b> (e.g., direct observation, discussion, progress notes, process recordings, etc.) How will you show the degree to which you have this skill?	<b>Rating</b> 5=Mastery 4=Capable 3=Apprentice 2=Needs Imp. 1=Insufficient Evidence
<i>Use assessment as an ongoing, interactive process and collect and organize data that informs the direction of intervention goals.</i>			
<i>Other.</i> (To be identified by student) <hr/>	Other	Other	Other

Additional comments:

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<b>Competency 8</b> <b>Intervenes with individuals, families, groups, organizations, and communities.</b>	<b>Learning Tasks</b> (e.g., lead group, shadow staff, read policies, etc.) Answer the following in a complete sentence: <ul style="list-style-type: none"> <li>▪ What will you do?</li> <li>▪ With whom will you do it?</li> <li>▪ How long will you do it?</li> </ul>	<b>Method of Evaluation</b> (e.g., direct observation, discussion, progress notes, process recordings, etc.) How will you show the degree to which you have this skill?	<b>Rating</b> 5=Mastery 4=Capable 3=Apprentice 2=Needs Imp. 1=Insufficient Evidence
<i>Use intervention as an ongoing, interactive process.</i>			
<i>Other:</i> (To be identified by student) <hr/>	Other	Other	Other

Additional comments:

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<b>Competency 9</b> Evaluates practice with individuals, families, groups, organizations, and communities.	<b>Learning Tasks</b> (e.g., lead group, shadow staff, read policies, etc.) Answer the following in a complete sentence: <ul style="list-style-type: none"> <li>▪ What will you do?</li> <li>▪ With whom will you do it?</li> <li>▪ How long will you do it?</li> </ul>	<b>Method of Evaluation</b> (e.g., direct observation, discussion, progress notes, process recordings, etc.) How will you show the degree to which you have this skill?	<b>Rating</b> 5=Mastery 4=Capable 3=Apprentice 2=Needs Imp. 1=Insufficient Evidence
<i>Use evaluation as an ongoing, interactive process to improve service delivery and outcome.</i>			
<i>Other.</i> (To be identified by student) <hr/>	Other	Other	Other

Additional comments:

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### Signatures for Final Evaluation

By the signatures below, the student and Agency Field Instructor/Supervisor acknowledge that the ratings indicated on the Learning Plan are an accurate reflection of the skill level demonstrated by the student for each task.

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Agency Field Instructor/Supervisor signature: \_\_\_\_\_

Date: \_\_\_\_\_