Minot State
UNIVERSITY

Social Work Program

SWK 490: Field Education
Learning Plan (Workbook) & Evaluations

Revised Spring 2015

MINOT STATE UNIVERSITY SOCIAL WORK PROGRAM
FIELD EDUCATION LEARNING PLAN AND EVALUATIONS

Student:		**Semester/Year:**	
Field Instructor:		**Field Liaison:**	
Agency:		**Field Instructor Phone:**	
Address:		**Field Instructor Email:**	

The Field Education Learning Plan (workbook) involves field assignments that help the student develop nine competencies and their associated behaviors. The Field Instructor and the student may decide to address some behaviors in the first half of field, and the remainder in the second half of field; however, at the end of the semester all behaviors must be addressed. The Field Instructor will help the student identify tasks, activities, and timelines related to each behavior. Multiple practice behaviors may be addressed through the same activity or task. The Field Supervisor and student should also identify theories, models, or practice perspectives which the student may use to inform the tasks and activities. A partial list of theoretical perspectives is included at the end of this document. ***Field Instructor and student should sign off on the Learning Plan and the Learning Plan will be discussed with the field liaison during the first visit. The Learning Plan should be discussed each week in supervision and updated as necessary. Field Instructor and student should each retain a copy of this Learning Plan & Field Evaluations.***

The student will be formally assessed at mid-term and evaluated at the end of the semester using the evaluation tables provided at the end of this document. The midterm assessment will occur during the eighth week of the semester and the final evaluation will occur the last week of the semester. Field instructors are required to discus with the student both the mid-term and final evaluations. ***The student and Field Instructor should both sign off on the evaluations.***

The student should remember that field evaluations are not grades. This is an opportunity for feedback and for students to learn a great deal about their professional skill development as social workers. Students are strongly encouraged to take full advantage of evaluation discussions. Although the field evaluations are not grades, the student's Field Education Pass/Fail status will be partially determined by the formal final evaluation results. ***The field instructor's final evaluation becomes part of the student's permanent file.***

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 1 Behaviors	Tasks/Activities to be used to develop behavior	Field Instructor initials once task is completed
Behavior 1 (1.1.1): Make ethical decisions by applying standards of the National Association of Social Workers 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		
Behavior 2 (1.2.2): Use reflection and self-regulation to manage personal values and maintain professionalism in practice situation.		
Behavior 3 (1.3.3): Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication.		
Behavior 4 (1.4.4): Use technology ethically and appropriately to facilitate practice outcomes.		
Behavior 5 (1.5.5): Use supervision and consultation to guide professional judgment & behavior.		

Ethical issues:

Theories impacting behaviors:

Competency 2: Engage Diversity and Difference in Practice

Competency 2 Behaviors	Tasks/Activities to be used to develop behavior	Field Instructor initials once task is completed
Behavior 6 (2.1.6): Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels.		
Behavior 7 (2.2.7): Presents self as learner and engages clients and constituencies as experts of their own experiences.		
Behavior 8 (2.3.8): Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.		

Ethical issues:

Theories impacting behaviors:

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

Competency 3 Behaviors	Tasks/Activities to be used to develop behavior	Field Instructor initials once task is completed

Behavior 9 (3.1.9): Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.		
Behavior 10 (3.2.10): Engage in practices that advance social, economic, and environmental justice.		

Ethical issues:

Theories impacting behaviors:

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Competency 4 Behaviors	Tasks/Activities to be used to develop behavior	Field Instructor initials once task is completed
Behavior 11 (4.1.11): Use practice experience and theory to inform scientific inquiry and research.		
Behavior 12 (4.2.12): Engage in critical analysis of quantitative and qualitative research methods and research findings.		
Behavior 13 (4.3.13): Use and translate research findings to inform and improve practice, policy, and service delivery.		

Ethical issues:

Theories impacting behaviors:

Competency 5: Engage in Policy Practice

Competency 5 Behaviors	Tasks/Activities to be used to develop behavior	Field Instructor initials once task is completed
Behavior 14 (5.1.14): Identify social policy at the local, state, and federal level that impacts the well-being, service delivery of and access to social services.		
Behavior 15 (5.2.15): Assess how social welfare and economic policies impact the delivery of and access to social services.		
Behavior 16 (5.3.16): Critically analyze and promote policies that advance human rights and social, economic, and environmental justice.		

Ethical issues:

Theories impacting behaviors:

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

Competency 6 Behaviors	Tasks/Activities to be used to develop behavior	Field Instructor initials once task is completed
Behavior 17 (6.1.17): Apply knowledge of human behavior and the social environment and practice context to engage with clients and constituencies.		
Behavior 18 (6.2.18): Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.		

Ethical issues:

Theories impacting behaviors:

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

Competency 7 Behaviors	Tasks/Activities to be used to develop behavior	Field Instructor initials once task is completed

Behavior 19 (7.1.19): Collect, organize, and critically analyze and interpret information from clients and constituencies.		
Behavior 20 (7.2.20): 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.		
Behavior 21 (7.3.21): Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.		
Behavior 22 (7.4.22): Select appropriate intervention strategies based on the assessment, research, knowledge, and values and preferences of clients and constituencies.		

Ethical issues:

Theories impacting behaviors:

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

Competency 8 Behaviors	Tasks/Activities to be used to develop behavior	Field Instructor initials once task is completed
Behavior 23 (8.1.23): Implement interventions to achieve practice goals and enhance capacities of clients and constituencies.		

Behavior 24 (8.2.24): Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.		
Behavior 25 (8.3.25): Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.		
Behavior 26 (8.4.26): Negotiate, mediate and advocate with and on behalf of clients and constituencies.		
Behavior 27 (8.5.27): Facilitate effective transitions and endings that advance mutually agreed-on goals.		

Ethical issues:

Theories impacting behaviors:

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

Competency 9 Behaviors	**Tasks/Activities to be used to develop behavior**	**Field Instructor initials once task is completed**
Behavior 28 (9.1.28): Select and use appropriate methods for evaluation of outcomes.		

Behavior 29 (9.2.29): Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in the evaluation of outcomes.		
Behavior 30 (9.3.30): Critically analyze, monitor, and evaluate intervention and program processes and outcomes.		
Behavior 31 (9.4.31): Apply evaluation findings to improve practice effectiveness at the micro and macro levels.		

Ethical issues:

Theories impacting behaviors:

LEARNING PLAN

Signatures

Student: _____ Date:
_____

Field Instructor: _____Date: _____

MID TERM EVALUATION

Competency 1 Evaluation			
Behavior Assessment Scale		**Mid-Term Assessment**	
0=Student is unable to perform this practice behavior. 1=Student cannot perform this practice behavior without considerable supervision/consultation 2=Student is making progress in performing this practice behavior and shows promise but still needs considerable supervision/consultation 3=Student is able to perform this practice behavior with some supervision and consultation 4=Student is able to independently perform this practice behavior, knowing when to request supervision. NA=No opportunity yet to perform or observe this practice behavior		**Student**	**Field Instructor**
1	Makes ethical decisions by applying standards of the National Association of Social Workers 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		
2	Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situation		
3	Demonstrates professional demeanor in behavior, appearance, and oral, written, and electronic communication.		
4	Uses technology ethically and appropriately to facilitate practice outcomes		
5	Uses supervision and consultation to guide professional judgment & behavior.		
Instructor's Mid-Term Comments:			

Competency 2 Evaluation			
		Mid-Term Assessment	
		Student	**Field Instructor**
6	Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels.		
7	Presents self as learner and engages clients and constituencies as experts of their own experiences.		
8	Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.		

Instructor's Mid-Term Comments:

	Competency 3 Evaluation		
		Mid-Term Assessment	
		Student	Field Instructor
9	Applies understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.		
10	Engages in practices that advance social, economic, and environmental justice.		

Instructor's Mid-Term Comments:

	Competency 4 Evaluation		
		Mid-Term Assessment	
		Student	Field Instructor
11	Uses practice experience and theory to inform scientific inquiry and research.		
12	Engages in critical analysis of quantitative and qualitative research methods and research findings.		
13	Uses and translates research findings to inform and improve practice, policy, and service delivery.		

Instructor's Mid-Term Comments:

	Competency 5 Evaluation		
		Mid-Term Assessment	
		Student	Field Instructor
14	Identify social policy at the local, state, and federal level that impacts the well-being, service delivery of and access to social services.		
15	Assesses how social welfare and economic policies impact the delivery of and access to social services.		
16	Critically analyzes and promotes policies that advance human rights and social, economic, and environmental justice.		

Instructor's Mid-Term Comments:

	Competency 6 Evaluation		
		Mid-Term Assessment	
		Student	**Field Instructor**
17	Applies knowledge of human behavior and the social environment and practice context to engage with clients and constituencies.		
18	Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.		

Instructor's Mid-Term Comments:

	Competency 7 Evaluation		
		Mid-Term Assessment	
		Student	**Field Instructor**
19	Collects, organizes, and critically analyzes and interprets information from clients and constituencies.		
20	Applies 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.		
21	Develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.		
22	Selects appropriate intervention strategies based on the assessment, research, knowledge, and values and preferences of clients and constituencies.		

Instructor's Mid-Term Comments:

	Competency 8 Evaluation		
		Mid-Term Assessment	
		Student	**Field Instructor**
23	Implements interventions to achieve practice goals and enhance capacities of clients and constituencies.		
24	Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.		
25	Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.		

26	Negotiates, mediates and advocates with and on behalf of clients and constituencies.		
27	Facilitates effective transitions and endings that advance mutually agreed-on goals.		

Instructor's Mid-Term Comments:

Competency 9 Evaluation

		Mid-Term Assessment	
		Student	**Field Instructor**
28	Selects and use appropriate methods for evaluation of outcomes.		
29	Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in the evaluation of outcomes.		
30	Critically analyzes, monitors, and evaluates intervention and program processes and outcomes.		
31	Applies evaluation findings to improve practice effectiveness at the micro and macro levels.		

Instructor's Mid-Term Comments:

Signatures

Student: _____Date: _____

Field Instructor: _____ Date: _____

FINAL EVALUATION

Competency 1 Evaluation			
Behavior Assessment Scale		**Final Assessment**	
0=Student is unable to perform this practice behavior. 1=Student cannot perform this practice behavior without considerable supervision/consultation 2=Student is making progress in performing this practice behavior and shows promise but still needs considerable supervision/consultation 3=Student is able to perform this practice behavior with some supervision and consultation 4=Student is able to independently perform this practice behavior, knowing when to request supervision. NA=No opportunity yet to perform or observe this practice behavior		**Student**	**Field Instructor**
1	Makes ethical decisions by applying standards of the National Association of Social Workers 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		
2	Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situation		
3	Demonstrates professional demeanor in behavior, appearance, and oral, written, and electronic communication.		
4	Uses technology ethically and appropriately to facilitate practice outcomes		
5	Uses supervision and consultation to guide professional judgment & behavior.		

Instructor's Comments:

Competency 2 Evaluation			
		Final Assessment	
		Student	**Field Instructor**
6	Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels.		
7	Presents self as learner and engages clients and constituencies as experts of their own experiences.		
8	Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.		

Instructor's Comments:

	Competency 3 Evaluation		
		Final Assessment	
		Student	**Field Instructor**
9	Applies understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.		
10	Engages in practices that advance social, economic, and environmental justice.		

Instructor's Comments:

	Competency 4 Evaluation		
		Final Assessment	
		Student	**Field Instructor**
11	Uses practice experience and theory to inform scientific inquiry and research.		
12	Engages in critical analysis of quantitative and qualitative research methods and research findings.		
13	Uses and translates research findings to inform and improve practice, policy, and service delivery.		

Instructor's Comments:

	Competency 5 Evaluation		
		Final Assessment	
		Student	**Field Instructor**
14	Identify social policy at the local, state, and federal level that impacts the well-being, service delivery of and access to social services.		
15	Assesses how social welfare and economic policies impact the delivery of and access to social services.		
16	Critically analyzes and promotes policies that advance human rights and social, economic, and environmental justice.		

Instructor's Comments:

Competency 6 Evaluation

		Final Assessment	
		Student	**Field Instructor**
17	Applies knowledge of human behavior and the social environment and practice context to engage with clients and constituencies.		
18	Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.		

Instructor's Comments:

Competency 7 Evaluation

		Final Assessment	
		Student	**Field Instructor**
19	Collects, organizes, and critically analyzes and interprets information from clients and constituencies.		
20	Applies 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.		
21	Develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.		
22	Selects appropriate intervention strategies based on the assessment, research, knowledge, and values and preferences of clients and constituencies.		

Instructor's Comments:

Competency 8 Evaluation

		Final Assessment	
		Student	**Field Instructor**
23	Implements interventions to achieve practice goals and enhance capacities of clients and constituencies.		
24	Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.		
25	Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.		

26	Negotiates, mediates and advocates with and on behalf of clients and constituencies.		
27	Facilitates effective transitions and endings that advance mutually agreed-on goals.		

Instructor's Comments:

Competency 9 Evaluation			
		Final Assessment	
		Student	**Field Instructor**
28	Selects and use appropriate methods for evaluation of outcomes.		
29	Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in the evaluation of outcomes.		
30	Critically analyzes, monitors, and evaluates intervention and program processes and outcomes.		
31	Applies evaluation findings to improve practice effectiveness at the micro and macro levels.		

Instructor's Comments:

Signatures

Student: _____Date: _____

Field Instructor: _____Date: _____

Human Behavior & Development

Social System	Theories/Perspectives/Models	Level
Individual	Activity theory (e.g. Papalia)	**Micro**
	Choice theory (Glasser)	
	Cognitive development theories (e.g. Piaget; Vygotsky)	
	Crisis theory (e.g., Caplan, Horowitz)	
	Disengagement theory (Cummings & Henry)	
	Ecosystems theory (e.g. Germain)	
	Empowerment theory (e.g. Gutierrez)	
	Faith development theory (e.g. Fowler)	
	Feminist theories (e.g. Dominelli	
	Hierarchy of Needs theory (Maslow)	
	Interactional model of emotional disorders (e.g. Szasz)	
	Interactionist perspective (Cartwright; Coleman/Cressey)	
	Labeling theory (e.g. Scheff)	
	Learning theory (e.g. Bandura)	
	Moral development theory (e.g. Kohlberg; Gilligan)	
	Psychodynamic/Analytic psychology theories (e.g., Freud; Horney; Jung)	
	Psychological development theories (e.g. Peck; Jean Miller)	
	Psychosocial development theories (e.g. Erikson)	
	Rational Emotive Behavior theory (e.g. Ellis)	
	Self theories of personality (e.g. Carl Rogers)	
	Stages of grief models (Kubler-Ross; Westberg)	
Family	Ecosystems theory	**Micro/Mezzo**
	Family Systems theory (e.g. Murray)	
	Role theory (e.g. Mead)	
	Social Exchange theory (e.g. Homans)	
Groups	Group development models (e.g. Tuckman; Schiller)	**Mezzo**
	Social Exchange theory (e.g. Homans)	
	Structural/Functional theory (e.g. Spencer; Merton)	
	Symbolic Interactionism (e.g. Mead; Snow)	
Organizations/Community	Anti-oppressive theory (e.g. Dominelli)	**Macro**
	Conflict theory (e.g. Marx; Sears)	
	Critical theories/feminist theories	
	Ecosystems theory	

Functionalist perspective (e.g. Durkheim; Parsons)
Human Relations model (e.g. Mayo/Roethlisberger)
Interactionist perspective (Cartwright; Coleman/Cressey)
Social Change theories
Structural-Functional theory (e.g. Spencer; Merton)
Theory X/Y/Z (McGregor; Ouchi)