

FIELD EXPERIENCE LEARNING PLAN AND EVALUATION
Pacific Lutheran University Social Work Department
Spring 2023 Semester

Student Name:

Agency Name:

Agency Address:

Field Instructor Name:

Email Address:

Phone:

Task Supervisor (if applicable) Name:

Email Address:

Phone:

Required signature for Learning Plan:

Student: _____ Date _____

Field Instructor: _____ Date _____

Task Supervisor (if applicable): _____ Date _____

Faculty Liaison: _____ Date _____

Evaluation is a critical component of professional development. We expect that formal and informal evaluation occur throughout the semester through supervision, feedback, and discussion of the Learning Plan and Evaluation.

The evaluation is divided into sections that represent the competencies established by the Council on Social Work Education. Under each general section, there is space to list additional tasks or activities that constitute the Learning Plan and that are tailored to each individual student and site.

Each practice behavior is evaluated by the field instructor and the student. After completion, the student and field instructor then meet in an evaluation conference to discuss the student's performance and their respective assessment of learning. It is the student's responsibility to submit a completed, signed form to the Field Experience Seminar Instructor by the end of spring semester.

Practice behaviors will be evaluated using the following rating system:

AC Advanced Competence – Expertly demonstrates awareness, knowledge, and skills with sufficient mastery to teach others.

C Competence – Consistently demonstrates competence and confidence where this is integrated into their practice.

EC Emerging Competence – Demonstrates beginning knowledge and skills where this is becoming more integrated in the student's practice.

NP Non-sufficient Progress – The student has to consciously work at this area and rarely demonstrates awareness.

UP Unacceptable Progress – The student has not achieved competence despite opportunities, supervision, and feedback.

*Please note: For program assessment purposes, AC = 95%, C = 85%, EC = 80%, NP = 70%, UP = 0%

This course is graded Pass/Fail. Emerging Competence (EC), Competence (C), and Advanced Competence (AC) meet minimum competency standards. This rating system does not equate to letter grades. Our expectation is that most students will achieve the Competence (C) level across most behaviors. We expect infrequent ratings of Advanced Competence (AC). A rating of Advanced Competence (AC), Non-sufficient Progress (NP), or Unacceptable Progress (UP) requires explanatory comments.

Competency 1: Student demonstrates ethical and professional behavior. .

Field Experience-Specific Learning Opportunities and Student Activities		AC	C	EC	NP	UP
	Student	<input type="checkbox"/>				
	F. Instructor	<input type="checkbox"/>				
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 as appropriate to context [1a]	Student	<input type="checkbox"/>				
	F. Instructor	<input type="checkbox"/>				
Apply self-awareness and self- regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. [1b]	Student	<input type="checkbox"/>				
	F. Instructor	<input type="checkbox"/>				
Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication [1c]	Student	<input type="checkbox"/>				
	F. Instructor	<input type="checkbox"/>				
Uses supervision and consultation to guide professional judgement and behavior [1e]	Student	<input type="checkbox"/>				
	F. Instructor	<input type="checkbox"/>				

Comments are required for ratings of AC, NP, and UP:

Competency 2: Student engages diversity and difference in practice.

Field Experience-Specific Learning Opportunities and Student Activities		AC	C	EC	NP	UP
	Student	<input type="checkbox"/>				
	F. Instructor	<input type="checkbox"/>				
Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo and macro levels [2a]	Student	<input type="checkbox"/>				
	F. Instructor	<input type="checkbox"/>				
Presents themselves as learners and engage clients and constituencies as experts of their own experiences [2b]	Student	<input type="checkbox"/>				
	F. Instructor	<input type="checkbox"/>				
Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies [2c]	Student	<input type="checkbox"/>				
	F. Instructor	<input type="checkbox"/>				

Comments are required for ratings of AC, NP, and UP:

Competency3: Student advances human rights and social, economic and environmental justice.

Field Experience-Specific Learning Opportunities and Student Activities		AC	C	EC	NP	UP
	Student	<input type="checkbox"/>				
	F. Instructor	<input type="checkbox"/>				
Apply understanding of justice to advocate for human rights at individual and systems levels [3a]	Student	<input type="checkbox"/>				
	F. Instructor	<input type="checkbox"/>				
Engage in practices that advance social, economic and environmental justice [3b]	Student	<input type="checkbox"/>				
	F. Instructor	<input type="checkbox"/>				

Comments are required for ratings of AC, NP, and UP:

Competency 4: Student engages in practice-informed research and research-informed practice.

Field Experience-Specific Learning Opportunities and Student Activities		AC	C	EC	NP	UP
	Student	<input type="checkbox"/>				
	F. Instructor	<input type="checkbox"/>				
	Student	<input type="checkbox"/>				
	F. Instructor	<input type="checkbox"/>				
	Student	<input type="checkbox"/>				
	F. Instructor	<input type="checkbox"/>				
Use practice experience and theory to inform scientific inquiry and research [4a]	Student	<input type="checkbox"/>				
	F. Instructor	<input type="checkbox"/>				
Use and translate research evidence to inform and improve practice, policy and service delivery [4c]	Student	<input type="checkbox"/>				
	F. Instructor	<input type="checkbox"/>				

Comments are required for ratings of AC, NP, and UP:

Competency 5: Student engages in policy practice

Field Experience-Specific Learning Opportunities and Student Activities		AC	C	EC	NP	UP
	Student	<input type="checkbox"/>				
	F. Instructor	<input type="checkbox"/>				
Assesses how social welfare and economic policies impact the delivery of and access to social services [5b]	Student	<input type="checkbox"/>				
	F. Instructor	<input type="checkbox"/>				

Comments are required for ratings of AC, NP, and UP:

Competency 6: Student engages with individuals, families, groups, organizations and communities.

Field Experience-Specific Learning Opportunities and Student Activities		AC	C	EC	NP	UP
	Student	<input type="checkbox"/>				
	F. Instructor	<input type="checkbox"/>				
Uses empathy, reflection and interpersonal skills to effectively engage diverse clients and constituencies [6b]	Student	<input type="checkbox"/>				
	F. Instructor	<input type="checkbox"/>				

Comments are required for ratings of AC, NP, and UP:

Competency 7: . Student assesses individuals, families, groups, organizations and communities.

Field Experience-Specific Learning Opportunities and Student Activities		AC	C	EC	NP	UP
	Student	<input type="checkbox"/>				
	F. Instructor	<input type="checkbox"/>				
	Student	<input type="checkbox"/>				
	F. Instructor	<input type="checkbox"/>				
Develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies [7c]	Student	<input type="checkbox"/>				
	F. Instructor	<input type="checkbox"/>				
Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies [7d]	Student	<input type="checkbox"/>				
	F. Instructor	<input type="checkbox"/>				

Comments are required for ratings of AC, NP, and UP:

Competency 8: Student intervenes with individuals, families, groups, organizations and communities.

Field Experience-Specific Learning Opportunities and Student Activities		AC	C	EC	NP	UP
	Student	<input type="checkbox"/>				
	F. Instructor	<input type="checkbox"/>				
Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes [8c]	Student	<input type="checkbox"/>				
	F. Instructor	<input type="checkbox"/>				
Negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies [8d]	Student	<input type="checkbox"/>				
	F. Instructor	<input type="checkbox"/>				
Facilitates effective transitions and endings that advance mutually agreed upon goals [8e]	Student	<input type="checkbox"/>				
	F. Instructor	<input type="checkbox"/>				

Comments are required for ratings of AC, NP, and UP:

Competency 9: Student evaluates practice with individuals, families, groups, organizations and communities.

Field Experience-Specific Learning Opportunities and Student Activities		AC	C	EC	NP	UP
	Student	<input type="checkbox"/>				
	F. Instructor	<input type="checkbox"/>				
Critically analyses, monitors and evaluates intervention and program processes and outcomes [9c]	Student	<input type="checkbox"/>				
	F. Instructor	<input type="checkbox"/>				
Uses evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels [9d]	Student	<input type="checkbox"/>				
	F. Instructor	<input type="checkbox"/>				

Comments are required for ratings of AC, NP, and UP:

Student Self-Assessment of Strengths and Areas for Future Development:

Field Instructor Assessment of Student Strengths and Areas for Future Development

Comments are required for ratings of AC, NP, and UP:

This student has met the above competencies and practice behaviors at Emerging Competence (EC) level. In my judgment I believe that this student is prepared for entry level generalist practice. (to be completed by field instructor) _____ (initial) _____ (date)

Total (both semesters) number of hours completed:

Include a copy of your time sheet.

Student Signature _____ Date _____
(Student signature acknowledges that the student has participated in and has reviewed the evaluation)

Field Instructor Signature _____ Date _____

Task Supervisor (if applicable) Signature _____ Date _____

Faculty Liaison Signature _____ Date _____