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[Instructor Survey](#)  
[Student Survey](#)

**BSW PRACTICUM EXPERIENCE  
LEARNING PLAN AND EVALUATION  
Pacific Lutheran University MSW Program  
Spring 2024 Semester**

Student Name:

Agency Name:

Agency Address:

Practicum Instructor Name:

Email Address:

Phone:

Task Supervisor (if applicable) Name:

Email Address:

Phone:

**Required signature for Learning Plan:**

Student: Date

Practicum 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 practicum instructor and the student. After completion, the student and practicum 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 Practicum 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
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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	P. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication [1b]	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	P. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses technology ethically and appropriately to facilitate practice outcomes [1c]	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	P. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses supervision and consultation to guide professional judgment and behavior [1d]	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	P. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

**Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice**

Field Experience-Specific Learning Opportunities and Student Activities		AC	C	EC	NP	UP
Advocates for human rights at the individual, family, group, organizational, and community system levels [2a]	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	P. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engages in practices that advance human rights to promote social, racial, economic, and environmental justice [2b]	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	P. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

**Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice**

Field Experience-Specific Learning Opportunities and Student Activities		AC	C	EC	NP	UP
Demonstrates anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels [3a]	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	P. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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 [3b]	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	P. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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
Applies research findings to inform and improve practice, policy, and programs [4a]	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	P. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies 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 [4b]	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	P. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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
Uses social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services [5a]	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	P. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice [5b]	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	P. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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
Applies knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies [6a]	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	P. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies [6b]	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	P. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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
Applies theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies [7a]	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	P. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed upon plan [7b]	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	P. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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
Engages with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals [8a]	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	P. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies [8b]	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	P. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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

Select and use culturally responsive methods for evaluation of outcomes[9a]	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	P. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critically analyzes outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities [9b]	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	P. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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:

Total 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

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