The BSW field placement (SOWK 488) provides the student with an opportunity to develop and practice within each of the nine social work education core competencies through learning experiences that encompass practice behaviors within each of the competencies.

The learning plan is a blueprint of the student’s educational experience with specific assigned tasks designed to develop skills and provide practice experience. The learning plan is intended as a tool to facilitate individualized learning within a framework of expected social work competencies designated by the School of Social Work.

The field instructor is responsible for selecting learning plan assignments with input from the on-site supervisor (when applicable), the field liaison, and the student. The learning plan should incorporate the foundation field practice behaviors through tasks and assignments/learning experiences using foundation skills, agency goals, and the student’s individual learning goals and interests. Assignments or learning experiences may encompass several practice behaviors within a core competency.

The final evaluation section of the document is based on nine foundation social work competencies that students are expected to demonstrate by the completion of their field placement. Specific to each of the nine BSW competencies are identified practice behaviors. The evaluation provides an opportunity for the student, field instructor and on-site supervisor (if applicable) to evaluate the student’s growth and development in all competencies. Students are assessed according to the rating scale below:

1 = Inadequate Competence
2 = Emerging Competence
3 = Basic Competence
4 = Proficient Competence
5 = Exceptional Competence

When completing the final evaluation section of this document, please refer to the “Performance Rating Scale Rubric” for more detailed information on competency rating.
COMPLETING THE LEARNING PLAN AND FINAL EVALUATION

The SOWK 488 Learning Plan and Final Evaluation is set up through DocuSign as a PowerForm. Even though it is one combined PowerForm, the learning plan section and the final evaluation section have different due dates and will be completed and routed at separate times. To begin the process:

1) Access the PowerForm and enter the following information into the routing list:

   - Student (Learning Plan) – enter your name and CSU email address
   - Field Instructor (Learning Plan) – enter name and email
   - On-site Supervisor – if applicable (Learning Plan) – enter name and email (DO NOT ENTER THE FIELD INSTRUCTOR’S NAME HERE AGAIN – LEAVE THIS BLANK IF YOU DO NOT HAVE A SEPARATE ON-SITE SUPERVISOR.
   - Field Liaison (Learning Plan) – enter name and email
   - Student (Final Evaluation) – enter your name and CSU email
   - Field Instructor (Final Evaluation) – enter name and email
   - On-site Supervisor – if applicable (Final Evaluation) – enter name and email (DO NOT ENTER THE FIELD INSTRUCTOR’S NAME HERE AGAIN – LEAVE BLANK IF YOU DO NOT HAVE A SEPARATE ON-SITE SUPERVISOR.
   - Field Liaison (Final Evaluation) – enter name and email

2) Click the “Begin Signing” button on the bottom of the screen, and an access code will be sent to your CSU email address.

3) Enter the access code to proceed with the form.

4) Once the learning plan section has been signed by all individuals and received by the field education program administrator, you will receive a DocuSign email notification that you will need to save, because you will use this notification to access the document when the final evaluation section is due.

LEARNING PLAN SECTION

The learning plan designates nine competency areas, along with specific foundation “practice behaviors,” to be developed and practiced by the student. “Learning Experiences” and “Tasks” are the specific activities, assignments and experiences through which the student will develop and practice skills identified in the BSW practice behaviors. The learning plan experiences entered in the learning plan section of this PowerForm will automatically populate into the learning plan experiences text boxes of the final evaluation section of the form.

Early in the field placement, the student should schedule a conference with the field instructor and on-site supervisor (if applicable) to develop the learning plan section, discuss expectations, grading criteria and supervision plans. While this is a “working document,” and may be updated or modified during the course of the field placement, a completed and digitally signed learning plan section of this PowerForm is due to the field liaison by published due date on website.

Students should share their learning plan with their field liaison during her/his first visit early in the semester. If needed, involve the field liaison in identifying and developing appropriate learning
opportunities. The field liaison will review and sign the SOWK 488 learning plan section of the PowerForm, and it will then be forwarded to the administrative staff in the School of Social Work for review by the field education directors.

**FINAL EVALUATION SECTION**

When you are ready to begin the final evaluation section of the PowerForm, use the DocuSign email notification that you received after you completed your learning plan section. You will receive this notification email as soon as the learning plan section is completed and received by the field education program administrator and uploaded to your placement profile in the field database. Complete your required comment sections of the final evaluation section, sign, and click the “finish” button. The form will automatically route to the individuals listed in the routing.

Once you have read and thoroughly understand these instructions, access the SOWK 488 Learning Plan and Final Evaluation from the field forms, complete and sign it before submitting. If you have questions regarding this process or individuals listed in the routing, please contact the Field Education Program Administrator.

(See below for example of SOWK 488 Learning Plan and Final Evaluation)
SCHOOL OF SOCIAL WORK
COLORADO STATE UNIVERSITY

SOWK 488 LEARNING PLAN

*Before completing this form, please refer to the SOWK 488 learning plan instructions.*

**Block Placement (1 semester)**

Student:

Semester / Year:

Agency:

BSW/MSW Field Instructor: Email:

On-site Supervisor: Email:

Field Liaison: Email:

*Signatures:*

Student Date

BSW/MSW Field Instructor Date

On-Site Supervisor Date

Field Liaison Date
Foundation Generalist Competencies and Practice Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal professional values. They also understand how their personal experiences and affective reactions influence their professional judgement and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Competency 1: Practice Behaviors

a. Make 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.

b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

c. Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication.

d. Use technology ethically and appropriately to facilitate practice outcomes.

e. Use supervision and consultation to guide professional judgment and behavior.

f. Cope with stress, crisis, and conflict and understand the signs of burn-out, vicarious trauma, and develop and practice a self-care plan.

Competency 1: Learning Experiences
Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Competency 2: Practice Behaviors

a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.

b. Present themselves as learners and engage clients and constituencies as experts of their own experiences.

c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 2: Learning Experiences
Competency 3: Advance Human Rights and Social, Economic and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Competency 3: Practice Behaviors

a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

b. Engage in practices that advance social, economic, and environmental justice.

Competency 3: Learning Experiences
Competency 4: Engage in Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Competency 4: Practice Behaviors

a. Use practice experience and theory to inform scientific inquiry and research.

b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

c. Use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 4: Learning Experiences
Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Competency 5: Practice Behaviors

a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.

b. Assess how social welfare and economic policies impact the delivery of and access to social services.

c. Apply critical thinking to analyze, formulate and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 5: Learning Experiences
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement 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. Social workers value the importance of human relationships. 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, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Competency 6: Practice Behaviors

a. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

b. Use empathy, reflection and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 6: Learning Experiences
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment 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. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Competency 7: Practice Behaviors

a. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.

b. 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.

c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

d. Select appropriate intervention strategies based on assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 7: Learning Experiences
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention 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. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Competency 8: Practice Behaviors

a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

d. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

e. Facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 8: Learning Experiences
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

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. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Competency 9: Practice Behaviors

a. Select and use appropriate methods for evaluation of outcomes.

b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

c. Critically analyze, monitor, and evaluate interventions and program processes and outcomes.

d. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Competency 9: Learning Experiences
SCHOOL OF SOCIAL WORK
COLORADO STATE UNIVERSITY

SOWK 488 FINAL EVALUATION

****STUDENTS: DO NOT COMPLETE THIS SECTION UNTIL THE END OF YOUR 488 FIELD PLACEMENT.****

Block Placement (1 semester)  Concurrent Placement (2 semesters)

Student:

Semester/Year:

Agency:

BSW/MSW Field Instructor:  Email:

On-site Supervisor:  Email:

Field Liaison:  Email:

Recommended Grade:  Satisfactory  Unsatisfactory

Signatures:

Student  Date

BSW/MSW Field Instructor  Date

On-Site Supervisor  Date

Field Liaison  Date

I pledge that I have completed the required total hours for my field placement

Student  CSU ID#  Date
Rating scale for Final Evaluation

For more information, please refer to the SOWK 488 final evaluation instructions.

1 = Inadequate Competence
2 = Emerging Competence
3 = Basic Competence
4 = Proficient Competence
5 = Exceptional Competence
Competency 1: Demonstrate Ethical and Professional Behavior

Ratings (1-5) – refer to rating scale

a. Make 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.

b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

c. Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication.

d. Use technology ethically and appropriately to facilitate practice outcomes.

e. Use supervision and consultation to guide professional judgment and behavior.

f. Cope with stress, crisis, and conflict and understand the signs of burn-out, vicarious trauma, and develop and practice a self-care plan.

OVERALL AVERAGE RATING (1-5)

Competency 1 Learning Experiences:
Competency 1 - Field Instructor Comments (please include examples):

Competency 1 - On-Site Supervisor Comments (please include examples):

Competency 1 - Student Comments (please include examples):

Competency 2: Engage Diversity and Difference in Practice

Ratings (1-5) – refer to rating scale

a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro mezzo, and macro levels.

b. Present themselves as learners and engage clients and constituencies as experts of their own experiences.

c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

OVERALL AVERAGE RATING (1-5)
Competency 2 Learning Experiences:
Competency 2 - Field Instructor Comments (please include examples):

Competency 2 - On-Site Supervisor Comments (please include examples):

Competency 2 - Student Comments (please include examples):
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Ratings (1-5) – refer to rating scale

a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system level.

b. Engage in practices that advance social, economic, and environmental justice.

OVERALL AVERAGE RATING (1-5)

Competency 3 Learning Experiences:
Competency 3 - Field Instructor Comments (please include examples):

Competency 3 - On-Site Supervisor Comments (please include examples):

Competency 3 - Student Comments (please include examples):
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Ratings (1-5) – refer to rating scale

a. Use practice experience and theory to inform scientific inquiry and research.

b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

c. Use and translate research evidence to inform and improve practice, policy and service delivery.

OVERALL AVERAGE RATING (1-5)

Competency 4 Learning Experiences:
**Competency 4** - Field Instructor Comments (please include examples):

**Competency 4** - On-Site Supervisor Comments (please include examples):

**Competency 4** - Student Comments (please include examples):
Competency 5: Engage in Policy Practice

Ratings (1-5) – refer to rating scale

a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.

b. Assess how social welfare and economic policies impact the delivery of and access to social services.

c. Apply critical thinking to analyze, formulate and advocate for policies that advance human rights and social, economic, and environmental justice.

OVERALL AVERAGE RATING (1-5)

Competency 5 Learning Experiences:
Competency 5 - Field Instructor Comments (please include examples):


Competency 5 - On-Site Supervisor Comments (please include examples):


Competency 5 - Student Comments (please include examples):
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Ratings (1-5) – refer to rating scale

a. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

b. Use empathy, reflection and interpersonal skills to effectively engage diverse clients and constituencies.

OVERALL AVERAGE RATING (1-5)

Competency 6 Learning Experiences:
Competency 6 - Field Instructor Comments (please include examples):

Competency 6 - On-Site Supervisor Comments (please include examples):

Competency 6 - Student Comments (please include examples):
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Ratings (1-5) – refer to rating scale

a. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.

b. 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.

c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

d. Select appropriate intervention strategies based on assessment, research knowledge, and values and preferences of clients and constituencies.

OVERALL AVERAGE RATING (1-5)

Competency 7 Learning Experiences:
Competency 7 - Field Instructor Comments (please include examples):

Competency 7 - On-Site Supervisor Comments (please include examples):

Competency 7 - Student Comments (please include examples):
Competency 8: Intervene with Individuals, Families, Groups, Organizations and Communities

Ratings (1-5) – refer to rating scale

a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

d. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

e. Facilitate effective transitions and endings that advance mutually agreed-on goals.

OVERALL AVERAGE RATING (1-5)

Competency 8 Learning Experiences:
Competency 8 - Field Instructor Comments (please include examples):

Competency 8 - On-Site Supervisor Comments (please include examples):

Competency 8 - Student Comments (please include examples):
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Ratings (1-5) – refer to rating scale

a. Select and use appropriate methods for evaluation of outcomes.
b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
c. Critically analyze, monitor, and evaluate interventions and program processes and outcomes.
d. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

OVERALL AVERAGE RATING (1-5)

Competency 9 Learning Experiences:
Competency 9 - Field Instructor Comments (please include examples):

Competency 9 - On-Site Supervisor Comments (please include examples):

Competency 9 - Student Comments (please include examples):
Students demonstrate competency in the social work internship by learning **knowledge, values, skills, and cognitive and affective processes** through the demonstration of behaviors and learning experiences in each of the nine competency areas.

**Student Competency Measurement Instructions:**

1. After completing your Final Evaluation section, select **one** Learning Experience (that you have already written) from each Competency Area which best represents the *Dimension* of the Competency listed below.
2. Copy your selected Learning Experience in the box.
3. Self-assess your own level of Competency using the 1-5 rating scale and select the rating

   1 = Inadequate Competence
   2 = Emerging Competence
   3 = Basic Competence
   4 = Proficient Competence
   5 = Exceptional Competence

*Dimensions* - knowledge, values, skills and cognitive and affective processes
Competency 1: Demonstrate Ethical and Professional Behavior

DIMENSION FOCUS: COGNITIVE AND AFFECTIVE PROCESSES

Learning Experience

Competency 2: Engage Diversity and Difference in Practice

DIMENSION FOCUS: VALUES

Learning Experience

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

DIMENSION FOCUS: SKILLS

Learning Experience
Competency 4: Engage in Practice-informed Research and Research-informed Practice

DIMENSION FOCUS: KNOWLEDGE

Learning Experience

RATING 1-5

Competency 5: Engage in Policy Practice

DIMENSION FOCUS: KNOWLEDGE

Learning Experience

RATING 1-5

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

DIMENSION FOCUS: COGNITIVE AND AFFECTIVE PROCESSES

Learning Experience

RATING 1-5
Competency 7: Assess with Individuals, Families, Groups, Organizations, and Communities

DIMENSION FOCUS: VALUES

Learning Experience

RATING 1-5

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

DIMENSION FOCUS: SKILL

Learning Experience

RATING 1-5

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

DIMENSION FOCUS: KNOWLEDGE

Learning Experience

RATING 1-5