The concentration field placement (SOWK 688) 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 concentration level advanced generalist practice behaviors within each of the competencies.

The learning plan section of the document 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 advanced generalist concentration field practice behaviors through tasks and assignments/learning experiences using advanced generalist 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 advanced generalist social work competencies that students are expected to demonstrate by the completion of their field placement. Specific to each of the nine MSW 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 688 MSW 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 advanced generalist concentration “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 MSW 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 688 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 688 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 688 Learning Plan and Final Evaluation)
# SOWK 688 MSW Learning Plan

*Before completing this form, please refer to the SOWK 688 MSW learning plan instructions.*

<table>
<thead>
<tr>
<th>On-campus MSW Program</th>
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### Signatures:

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<td>Field Liaison</td>
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Competency 1: Demonstrate Ethical and Professional Behavior

Practitioners in advanced generalist social work model ethical standards of professional behavior at all levels of practice. Advanced generalist social workers articulate and advocate for social work values and ethics in practice, research and policy arenas. Practitioners in advanced generalist social work demonstrate enhanced professional judgment and behavior.

Competency 1: Practice Behaviors

a. Model professional demeanor in behavior and all modes of communications.


c. Provide supervision and consultation to guide others.

d. Provide leadership in resolving complex ethical dilemmas by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and ethical conduct of research as appropriate to practice.

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

Practitioners in advanced generalist social work are knowledgeable about many forms of diversity and difference and how these influence professional relationships and understandings of social problems at all levels of practice. Advanced generalist social workers critique, synthesize and differentially apply human behavior and social theories to guide advanced generalist practice and recognize how practice choices on all levels are impacted by cultural context. Advanced generalist social workers use and apply research knowledge of diverse populations to enhance client wellbeing, to work effectively with diverse populations, and identify and use practitioner/client differences and life experiences from a strengths perspective.

Competency 2: Practice Behaviors

a. Critique, synthesize and differentially apply human behavior and social theories to guide advanced generalist practice and recognize how practice choices on all levels can be impacted by cultural context.

b. Model anti-oppressive practice and critically evaluate the impact of culture, privilege, and oppression, on one’s personal and professional behavior.

c. Provide leadership and actively promote opportunities for diverse perspectives and participation of diverse constituencies.

d. Adapt interventions in culturally responsive ways that challenge oppressive systems and that show recognition of issues of intersectionality at the micro, mezzo, and macro levels.

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

Practitioners in advanced generalist social work critically apply knowledge about oppression, historical trauma and human rights violations on the lives of clients at all levels of practice. Advanced generalist social workers challenge the structures that perpetuate oppression and embrace the obligation to advance human rights and foster social, economic and environmental justice. They will advocate for policies to ensure that social goods, rights and responsibilities are distributed equitably.

Competency 3: Practice Behaviors

a. Utilize an integrative, anti-oppressive and global perspective to promote human rights as well as equitable access to services and resources for vulnerable groups.

b. Design and implement and lead strategies to redress mechanisms of oppression and discrimination in order to advance social, economic, and environmental justice across systems levels.

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

Practitioners in advanced generalist social work critically integrate scientific and multiple sources of evidence for social work interventions at all levels of practice. Advanced generalist social workers apply ethical and culturally responsive/relevant research methods to improve practice.

Competency 4: Practice Behaviors

a. Conduct practice in a recursive and research-informed manner.

b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and multiple sources of evidence.

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

Advanced generalist social workers analyze and evaluate the relationship between social policy at the international, federal, state, and local levels and the provision of social work services in communities and organizations. They engage collaboratively with organizational and community interests to assess, formulate and amend policies that improve social services.

Competency 5: Practice Behaviors

a. Apply multiple social policy analysis frameworks at the organizational local, state, and federal level to understand the implications of policies on well-being, service delivery, and access to services for people living in rural and urban communities.

b. Intervene in the policy-making process in order to advocate for clients and constituencies at all levels of service delivery.

c. Provide interdisciplinary, collaborative leadership in initiating, promoting, and advocating 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

Practitioners in advanced generalist social work engage with individuals, families, groups, organizations and communities in a client-centered, strengths-perspective orientation that builds rapport through affirmation of the client’s perspective and goals. Advanced generalist social workers purposefully use differential engagement skills in preparing for interaction with multiple systems in a culturally responsive manner.

Competency 6: Practice Behaviors

a. Model effective engagement practices that mitigate personal biases in order to build productive rapport with client systems that align with professional values.

b. Use differential engagement skills for empathy, reflection, and use of self to effectively and respectfully engage diverse clients and constituencies in complex practice situations.

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

Practitioners in advanced generalist social work assess individuals, families, groups, organizations and communities using a multi-level, ecological approach to identify the locus of intervention targets. Advanced generalist social workers apply diverse theoretical frameworks, conduct complex analysis of human development, life cycle issues, and consider relevant policy, environmental and structural issues within a strength’s based assessment of social change potential. Advanced generalist social workers engage in assessment processes using currently accepted tools.

Competency 7: Practice Behaviors

a. Identify, evaluate, select, and potentially modify assessment tools, methods, and approaches in advanced practice with consideration for the needs, backgrounds, and characteristics of clients and constituencies.

b. Collect and critically synthesize multiple points of assessment information (HBSE and other multidisciplinary theory, data from assessment tools, practice experiences, diverse client characteristics, research findings, interviews, etc.) to create a comprehensive assessment.

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

Practitioners in advanced generalist social work differentially apply multiple types of intervention strategies using culturally grounded approaches with individuals, families, groups, organizations and communities. Advanced generalist social workers use and critically analyze multiple theoretical perspectives and evidence-informed practices at multiple levels to enhance client system health and well-being.

Competency 8: Practice Behaviors

a. Critically assess and apply appropriate intervention strategies in response to client systems’ unique circumstances and needs.

b. Design, lead, and implement an intervention strategy based upon assessment data at multiple system levels.

c. Provide leadership on inter-professional teams, rooted in the social work perspective, that promotes collaboration in designing and implementing interventions.

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

Practitioners in advanced generalist social work evaluate practice with individuals, families, groups, organizations and communities at multiple levels of client system intervention. Advanced generalist social workers use appropriate evaluation tools to determine the effectiveness of applied interventions across multiple client systems.

Competency 9: Practice Behaviors

a. Identify measurement tools appropriate to selected research designs.

b. Use self-reflection, supervision, and research to regularly evaluate and to improve practice.

Competency 9: Learning Experiences
# SOWK 688 FINAL EVALUATION

****STUDENTS: DO NOT COMPLETE THIS SECTION UNTIL THE END OF YOUR 688 FIELD PLACEMENT.****

<table>
<thead>
<tr>
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</table>

**Recommended Grade:**  
- Satisfactory  
- Unsatisfactory

**Signatures:**

**Student**  
Date

**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 688 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. Model professional demeanor in behavior and all modes of communications.
c. Provide supervision and consultation to guide others.
d. Provide leadership in resolving complex ethical dilemmas by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and ethical conduct of research as appropriate to practice.

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. Critique, synthesize and differentially apply human behavior and social theories to guide advanced generalist practice and recognize how practice choices on all levels can be impacted by cultural context.

b. Model anti-oppressive practice and critically evaluate the impact of culture, privilege, and oppression, on one’s personal and professional behavior.

c. Provide leadership and actively promote opportunities for diverse perspectives and participation of diverse constituencies.
d. Adapt interventions in culturally responsive ways that challenge oppressive systems and that show recognition of issues of intersectionality at the micro, mezzo, and macro levels.

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. Utilize an integrative, anti-oppressive and global perspective to promote human rights as well as equitable access to services and resources for vulnerable groups.

b. Design and implement and lead strategies to redress mechanisms of oppression and discrimination in order to advance social, economic, and environmental justice across systems levels.

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. Conduct practice in a recursive and research-informed manner.

b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and multiple sources of evidence.

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. Apply multiple social policy analysis frameworks at the organizational local, state, and federal level to understand the implications of policies on well-being, service delivery, and access to services for people living in rural and urban communities.

b. Intervene in the policy-making process in order to advocate for clients and constituencies at all levels of service delivery.

c. Provide interdisciplinary, collaborative leadership in initiating, promoting and advocating 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. Model effective engagement practices that mitigate personal biases, in order to build productive rapport with client systems that align with professional values.

b. Use differential engagement skills for empathy, reflection, and use of self to effectively and respectfully engage diverse clients and constituencies in complex practice situations.

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. Identify, evaluate, select, and potentially modify assessment tools, methods, and approaches in advanced practice with consideration for the needs, backgrounds, and characteristics of clients and constituencies.

b. Collect and critically synthesize multiple points of assessment information (HBSE and other multidisciplinary theory, data from assessment tools, practice experiences, diverse client characteristics, research findings, interviews, etc.) to create a comprehensive assessment.

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 assess and apply appropriate intervention strategies in response to client systems’ unique circumstances and needs.

b. Design, lead, and implement an intervention strategy based upon assessment data at multiple system levels.

c. Provide leadership on inter-professional teams, rooted in the social work perspective, that promotes collaboration in designing and implementing interventions.

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. Identify measurement tools appropriate to selected research designs.

b. Use self-reflection, supervision, and research to regularly evaluate and to improve practice.

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):
Student Competency Measurement through Dimensions

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

RATING 1-5

Competency 2: Engage Diversity and Difference in Practice

DIMENSION FOCUS: VALUES

Learning Experience

RATING 1-5

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

DIMENSION FOCUS: SKILLS

Learning Experience

RATING 1-5
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