

2015-03-13

FIELD LEARNING PLAN

Thorough	Considerable	Moderate	Limited	Inadequate
Confident presentation identifying concepts articulation of process, and application examples.	Timid, but autonomous presentation of concepts and application of learning.	Presentation of concepts and application of learning with prompting.	Requires leading and outlining in order to articulate concepts and application of learning.	Knowledge, value, and skills are expressed in unsupported contradiction to social work ethics.

STUDENT _____ Date _____

FIELD INSTRUCTOR _____ Date _____

YEAR: _____ SEMESTER: Fall Spring Summer

		Thorough	Considerable	Moderate	Limited	Inadequate
ACTIVITY PLANS						
	I. Professional Identity					
1.	1. Advocate for client access to services	4	3	2	1	0
2.	2. Personal responsibility for prof. development	4	3	2	1	0
3.	3. Attend to prof. roles & boundaries	4	3	2	1	0
4.	4. Demonstrate professional behavior	4	3	2	1	0
5.	5. Engage in career-long learning	4	3	2	1	0
6.	6. Use supervision & consultation	4	3	2	1	0
	II. Ethical Practice					
7.	7. Recognize & manage personal values within prof. values/practice	4	3	2	1	0
8.	8. Ethical decision making NASW/IFSW/IASSW	4	3	2	1	0
9.	9. Tolerate ambiguity in resolving ethical conflicts	4	3	2	1	0
10.	10. Apply strategies of ethical reasoning to decisions	4	3	2	1	0
	III. Critical Thinking					

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	ACTIVITY PLANS					
11.	11. Utilize multiple sources of knowledge	4	3	2	1	0
12.	12. Analyze models of assessment, prevention, intervention, & evaluation	4	3	2	1	0
13.	13. Demonstrate oral & written communication working with all system sizes	4	3	2	1	0
	IV. Diversity in Practice					
14.	14. Recognize impact of culture's structures and values	4	3	2	1	0
15.	15. Gain self-awareness to eliminate personal biases/values	4	3	2	1	0
16.	16. Recognize/communicate understanding importance of difference in shaping experiences	4	3	2	1	0
17.	17. View self as learner & engage with systems	4	3	2	1	0
	V. Human Rights & Justice					
18.	18. Understand forms & mechanisms of oppression & discrimination	4	3	2	1	0
19.	19. Advocate for human rights & social & economic justice	4	3	2	1	0
20.	20. Engage in practices that advance social & economic justice	4	3	2	1	0
	VI. Research Based Practice					
21.	21. Use practice experiences to inform scientific inquiry	4	3	2	1	0
22.	22. Use research evidence to inform practice	4	3	2	1	0
	VII. Human Behavior					
23.	23. Utilize conceptual frameworks to guide assessment/intervention/evaluation	4	3	2	1	0
24.	24. Critique & apply knowledge to understand person and environment	4	3	2	1	0
	VIII. Policy Practice					

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ACTIVITY PLANS						
25.	25. Analyze, formulate, & advocate for policies that advance social well-being	4	3	2	1	0
26.	26. Collaborate with colleagues & clients for effective policy action	4	3	2	1	0
IX. Practice Contexts						
27.	27. Continually learn @ locales/populations/science/technology/trends to provide services	4	3	2	1	0
28.	28. Provide leadership in service delivery & practice to improve quality of services	4	3	2	1	0
X. Engage/assess/intervene/evaluate						
29.	29. Substantively and affectively prepare for action with all system sizes	4	3	2	1	0
30.	30. Use empathy and other interpersonal skills	4	3	2	1	0
31.	31. Develop a mutually agreed-on focus of work and desired outcome	4	3	2	1	0
32.	32. Collect, organize & interpret client data	4	3	2	1	0
33.	33. Assess client strengths & limitations	4	3	2	1	0
34.	34. Develop mutually agreed-on intervention goals and objectives	4	3	2	1	0
35.	35. Select appropriate intervention strategies	4	3	2	1	0
36.	36. Initiate actions to achieve organizational goals	4	3	2	1	0
37.	37. Implement prevention interventions that enhance client capacities	4	3	2	1	0
38.	38. Help clients resolve problems	4	3	2	1	0
39.	39. Negotiate, mediate, and advocate for clients	4	3	2	1	0
40.	40. Facilitate transitions & endings	4	3	2	1	0
41.	41. Critically analyze, monitor, & evaluate interventions	4	3	2	1	0

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SUGGESTED GRADE: <input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	TOTAL PRACTICUM HOURS COMPLETED:
STUDENT'S STRENGTHS:	
AREAS FOR STUDENT IMPROVEMENT:	
CHANGES IN THE AGENCY or Other Pertinent Information that may have affected the student's educational experiences:	
FIELD INSTRUCTOR'S SIGNATURE:	STUDENT'S SIGNATURE: