

FIELD EDUCATION

**MSW Advanced Year (Specialized Practice)  
EDUCATIONAL LEARNING PLAN GUIDELINES**

**The Council on Social Work Education (CSWE)** identifies nine Core Competencies for social work students in accredited professional programs. Texas State University's School of Social Work adheres to these Competencies and Practice Behaviors to guide both the activities completed in the field practicum and to evaluate the social work student's progress towards achieving competencies. The Field Educational Learning Plan identifies field placement activities that support the student's development of professional social work practice and informs the evaluation of students' level of competency as outlined in the Field Evaluation. This is a working document which guides student intern activities in field practicum.

The Educational Learning Plan is **collaboratively developed** by the student, field instructor, and/or task supervisor (where applicable) and provides the basis for the development and demonstration of the professional practice competencies. Involvement in these activities will provide the evidence to support the competency ratings on the student's Final Field Evaluation. The Field Liaison is available as needed to support the development of this plan. These social work practice activities are site-specific and individualized with the goal of facilitating the student's successful professional development. The expectation is that the student will have various experiences that will allow them to be evaluated through observable behavior (in-person or remotely). Students' progress towards achievement of social work practice behaviors will be assessed with a **final evaluation** demonstrating students' proficiency in the application of **knowledge, values, skills, and cognitive and affective processes** in social work practice.

**DIRECTIONS FOR COMPLETING THE LEARNING PLAN AND EVALUATIONS**

The learning plan must address all nine (9) CSWE competencies listed below. **Students must identify at least three (3) practice activities/tasks per competency.**

1. Student will assess and review tasks during onboarding, with field instructor, during supervision, or intern/job description, and then **complete the learning activity/task, evaluation, and target**. The student will work in collaboration with field instructor to ensure required information is agreed upon.
2. The **educational learning plan will be reviewed** with the field instructor, student, and field liaison during the initial visit. This document will be used throughout the semester to ensure the student is on task, they are meeting educational goals, and that they are being evaluated.
3. **Print the educational learning plan signature page**. This will be used throughout the semester at the beginning, mid field, and during the final evaluation. Keep a copy for your records and for submittal to the field liaison.

**Midfield Evaluation:** Strategies to increase competence in Competency #: Field Instructor to provide strategies

**Final Evaluation:** Evidence to support ratings for Competency #: Field Instructor to provide evidence

**IDENTIFYING EDUCATIONAL ACTIVITIES FOR THE LEARNING PLAN**

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Educational activities are opportunities that allow students to move toward competency and to demonstrate the development of professional practice skills. Selecting educationally useful activities that are tied to this professional growth requires thought and planning. **The following questions are useful guides to assess the value and relevance of an educational activity.**

- What is the purpose of the activity? Will it give the student an opportunity to develop the practice skill/competency being evaluated?
- Does the activity build upon or encourage the student to examine knowledge or skills brought from experience? Learning is incremental--a process of growth; learning activities need to be appropriate to the student's present level of competence.
- Does the activity challenge the student to grow and provide satisfaction in carrying it out? Doing familiar tasks or "busy work" does not increase competency.
- Is there a balance between observational and participatory activities? It is important to provide ample opportunity for the student to put theory into practice.
- How feasible is the activity? Are there agency resources to support the activity? Once an activity has begun, there should be sufficient agency resources to assure its completion.
- Does the activity give the student an opportunity to increase independent performance? Activities should permit the student to progress from supervised to self-directed practice.
- Does the activity give the student a sense of ownership and accomplishment? Activities should be clearly linked to social work competencies, allow for some autonomy, and encourage growth.
- Does the activity engage the student in thinking about the total problem/case/issue? Task focused activities increase growth when students can appreciate how they link with other pieces of the intervention plan.

**Tip:** The most asked question about the Educational Learning Plan is, **“Where do I start?”** Ask your field instructor for an intern job description or their job description if an intern job description does not exist. It helps the student begin to see the types of tasks or projects they may be engaged in so they can begin to write learning activities/tasks.

## EVALUATING STUDENT PERFORMANCE

The field instructor evaluates the student's performance with input from the student. A mid field evaluation between the field instructor and the student is a standard best practice to check the progress towards the students' professional development. The **mid field evaluation** is a good time to determine if additional tasks should be added or if it has been determined that some tasks may not be feasible to complete. The student is responsible for providing the field liaison a copy with any changes to the Educational Learning Plan. The **final field evaluation** focuses on rating all competencies and behaviors using the rubric embedded in the Field Evaluation. Each rating is relative to the development of competency over time.

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**Rating Scale**

Student's skill level in this practice behavior is/was:					
(5)	(4)	(3)	(2)	(1)	Unable to Complete (n/a)
<b>Exceeding</b> Performs above the standard	<b>Meets</b> performance standards	<b>Needs Improvement</b> Performs somewhat below the standard but shows potential for improvement	<b>Unsatisfactory</b> performs far below the standard with minimal evidence of potential to improve	<b>Failing</b> does not show potential for performing satisfactorily	Agency did not have the opportunity for student

**Final Evaluation only – Students must have 4 or 5 rating to pass field education.**

**STUDENTS BEGIN HERE:**

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**Student Name** \_Click or tap here to enter text. \_\_\_\_\_ **Texas State Email:** \_Click or tap here to enter text. \_\_\_\_\_

**Field Agency Name:** \_\_\_\_Click or tap here to enter text. \_\_\_\_\_

**Field Agency Supervisor/Instructor:** \_Click or tap here to enter text. \_\_\_\_\_ **Field Supervisor Email:** \_Click or tap here to enter text. \_\_\_\_\_

**Field Faculty Liaison (Seminar Instructor):** \_\_\_\_Click or tap here to enter text. \_\_\_\_\_

**Evaluation Semester:** Fall \_\_\_\_\_ Spring \_\_\_\_\_ Summer \_\_\_\_\_ **Evaluation Year:** \_\_\_\_\_

**Required Hours**

Level	Description	Required Contact Hours
<b>MSW Specialized Practice</b>	The Field Education is for advanced year graduate students, <i>MSW Advanced</i> , in specialized field placement practice with Individual/Families/ Groups OR Organizations/Communities.	540 hours

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**Competency 1: Demonstrate Ethical and Professional Behavior:** Advanced year social work students recognize the importance of the therapeutic relationship, the person-in-environment configuration, the strengths perspective, professional use of self with clients, and adherence to ethical guidelines of professional behavior at all levels of social work practice. Advanced year social work students recognize their role on interprofessional teams in practice. Advanced year social work students recognize the dynamic nature of the profession and engage ethically in their use of technology in social work practice. Advanced year social work students identify professional strengths, limitations, and challenges, and engage in ongoing professional training to further their professional development. Advanced year social work students evaluate their own reactions to client interactions, assess alignment with professional and ethical standards of behavior, and personal coping strategies.

Advanced Practice Behaviors	Learning Activities/Tasks (What will you do?)	Evaluation (How will it be measured?)	Target (By when?)	Mid Field Evaluation	Final Evaluation
a. Advanced year social workers identify, assess, and facilitate ethical considerations, considering the NASW Code of Ethics and relevant laws and regulations, to enhance client safety and effective practice at all levels.					
b. Advanced year social workers recognize their professional role in their work with client systems and on interprofessional teams, uphold professional boundaries, and act in accordance with their scope of practice.					
c. Advanced year social workers understand how to ethically and appropriately use technology.					
d. Advanced year social workers engage in self-reflection, self-regulation, and personal and professional self-care to prevent secondary traumatic stress and advance their own capacity to help the client systems they serve.					

**Midfield Evaluation: Strategies to increase competence in Competency 1:**

**Final Evaluation: Evidence to support ratings for Competency 1:**

(Final Field Only) Did the student meet Competency 1: ☐ Yes ☐ No

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**Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice:** Advanced year social work students are knowledgeable about the global intersecting and ongoing injustices that result in oppression and racism. They are aware of the profession's role and response to these injustices. Advanced year social work students understand and critically evaluate how the distribution of power and privilege impact issues around social, racial, economic, and environmental justice. Advanced year social work students work to reduce inequities and ensure dignity and respect for all and recognize that all individuals have fundamental human rights. They advocate for and engage in actions which protect civil, political, economic, social, and cultural human rights.

Advanced Practice Behaviors	Learning Activities/Tasks (What will you do?)	Evaluation (How will it be measured?)	Target (By when?)	Mid Field Evaluation	Final Evaluation
a. Seek opportunities to strengthen knowledge and advocate for human rights at the individual, family, group, organizational, and community system levels.					
b. Exercise leadership by engaging in practices that advance human rights to promote social, racial, economic, and environmental justice.					
c. Employ/model a conscientious use of self, self-regulation, self-monitoring, and self-correction in practice situations.					

**Midfield Evaluation:** Strategies to increase competence in Competency 2:

**Final Evaluation:** Evidence to support ratings for Competency 2:

(Final Field Only) Did the student meet Competency 2: ☐ Yes ☐ No

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**Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice:** Advanced year social work students understand how racism and oppression shape human experiences and impact practice at the individual, family, group, organizational, and community levels in policy and research. They understand the roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Advanced year students recognize that diversity and intersectionality shape all human experiences and identity formation. They articulate the various dimensions of diversity and how intersectionality shapes one's life experiences and leads to oppression, poverty, marginalization, alienation, privilege, and power.

Advanced Practice Behaviors	Learning Activities/Tasks (What will you do?)	Evaluation (How will it be measured?)	Target (By when?)	Mid Field Evaluation	Final– Evaluation
a. Demonstrate anti-racism and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.					
b. Engage in community collaborations that foster anti-racist and anti-oppressive practices.					
c. Analyze the consequences of social and economic injustice for constituent groups, and take action to promote humane and responsive social institutions, social policies, programs, and practice.					
d. Practice critical reflection to manage the influence of bias, power, privilege, and values in working with clients and constituencies.					

**Midfield Evaluation:** Strategies to increase competence in Competency 3:

**Final Evaluation:** Evidence to support ratings for Competency 3:

(Final Field Only) Did the student meet Competency 3: ☐ Yes ☐ No

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**Competency 4: Engage in Practice-informed Research and Research-informed Practice:** Advanced year social work students apply quantitative and qualitative research to advance the science and evidence-based social work practice and to inform their practice. They utilize ethical, culturally informed, anti-racist, and anti-oppressive approaches when conducting research and building knowledge. Advanced year social work students demonstrate the principles of logical, ethical, and culturally responsive scientific inquiry. Advanced year social work students evaluate and apply research findings for effective practice.

Advanced Practice Behaviors	Learning Activities/Tasks <i>(What will you do?)</i>	Evaluation <i>(How will it be measured?)</i>	Target <i>(By when?)</i>	Mid Field Evaluation	Final Evaluation
a. Develop and design research and use evidence-based research findings to inform and improve social work practice, policy, and programs.					
b. Implement evidence-based findings to enhance the effectiveness of social work practice, policy, and programs.					
c. Articulate how research findings can improve social service delivery.					
d. Identify inherent biases within research methods and ethical, culturally informed, anti-racist, and anti-oppressive strategies to advance the social work profession.					

**Midfield Evaluation:** Strategies to increase competence in Competency 4:

**Final Evaluation:** Evidence to support ratings for Competency 4:

(Final Field Only) Did the student meet Competency 4: ☐ Yes ☐ No



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**Competency 5: Engage in Policy Practice:** Advanced year social work students examine the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy and practice. Advanced year social work students engage in advocacy with coalitions of constituents and formulate positions in development of culturally responsive, anti-racist, and anti-oppressive policies focused on wellbeing. Advanced year social work students seek to advance policy that recognizes and builds on the resilience of individuals, families, groups, communities, and social service systems.

Advanced Practice Behaviors	Learning Activities/Tasks <i>(What will you do?)</i>	Evaluation <i>(How will it be measured?)</i>	Target <i>(By when?)</i>	Mid Field Evaluation	Final Evaluation
a. Apply techniques of effective leadership with agencies, colleagues, and client systems for anti-racist and anti-oppressive political action and policy changes to advance social wellbeing through effective service. b. Evaluate the intended and unintended impact of social policies and develop mechanisms that identify resources for clients. c. Articulate the impact of policies on service delivery and conduct assessments and evaluations on the implementation of policy. d. Identify gaps in policies at varied levels such as agency policies, public policies, and regulations.					

**Midfield Evaluation:** Strategies to increase competence in Competency 5:

**Final Evaluation:** Evidence to support ratings for Competency 5:

(Final Field Only) Did the student meet Competency 5: ☐ Yes ☐ No

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**Competency 6: Engage with Individuals/ Families/ Groups OR Organizations/Communities:** Advanced year social work students value the dignity and worth in engaging all clients and constituencies. Advanced year social work students evaluate and maximize effective professional use of self, utilizing culturally relevant engagement strategies at the micro and macro levels. Advanced year social work students understand how bias, power, privilege, and personal values and experiences impact their ability to engage with diverse clients and constituents. Advanced year social work students engage in inter-professional collaboration, where appropriate, to maximize effective client engagement with individuals, families, groups, organizations, and communities.

Specialized Practice Behaviors	Learning Activities/Tasks (What will you do)	Evaluation (How will it be measured?)	Target (By when?)	Mid Field Evaluation	Final Evaluation
a. Employ culturally responsive engagement skills through appropriate assessment and intervention strategies that are grounded in human behavior theories and conceptual frameworks.					
b. Apply the theoretical and value-based knowledge of the profession to help understand the person-in-environment.					
c. Engage in relationship building activities in varied client systems and evaluate the clients' perception of the quality of the relationship.					

**Midfield Evaluation:** Strategies to increase competence in Competency 6:

**Final Evaluation:** Evidence to support ratings for Competency 6:

(Final Field Only) Did the student meet Competency 6: ☐ Yes ☐ No

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**Competency 7: Assess Individuals/ Families/ Groups OR Organizations/Communities:** Advanced year social work students will use enhanced interviewing skills to collect and critically evaluate client data. Advanced year social work students will synthesize theoretical, evidence-based knowledge, and client strengths in conducting assessments of individuals, families, groups, organizations, and communities to inform decision making and intervention. Advanced year social work students will utilize interprofessional collaboration in the assessment process. Advanced year social work students will appraise and evaluate how bias, power, privilege, personal values and experiences and affective reactions impact their assessment of client systems.

Specialized Practice Behaviors	Learning Activities/Tasks (What will you do?)	Evaluation (How will it be measured?)	Target (By when?)	Mid Field Evaluation	Final Evaluation
a. Assess complex problems in multiple levels of practice and social service settings. b. Evaluate the multi-systemic dimensions of client problems with respect for client self-determination. c. Use client system approaches and design interventions that affect change at multiple systemic levels of practice. d. Identify the range of legalities and/ or legal risks and ethical considerations that may exist for a client or client system and/or organizational systems.					

**Midfield Evaluation:** Strategies to increase competence in Competency 7:

**Final Evaluation:** Evidence to support ratings for Competency 7:

(Final Field Only) Did the student meet Competency 7: ☐ Yes ☐ No

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**Competency 8: Intervene with Individuals/ Families/ Groups OR Organizations/Communities:** Advanced year social work students develop evidence informed and culturally relevant intervention strategies which reflect active collaboration with diverse individuals, families, groups, organizations, and communities. Advanced year social work students examine the person-in-environment and analyze the reciprocal and bi-directional effects when implementing intervention plans. Advanced year social work students devise interventions which emphasize strengths-based, culturally responsive strategies for change. Advanced year social work students facilitate inter-professional and inter-organizational teamwork which benefits clients and constituencies at all levels.

Specialized Practice Behaviors	Learning Activities/Tasks (What will you do?)	Evaluation (How will it be measured?)	Target (By when?)	Mid Field Evaluation	Final Evaluation
a. Develop and employ culturally competent strategies to enhance client self-determination, motivation, and wellbeing during the process of change.					
b. Synthesize and apply a broad range of interdisciplinary knowledge and skills consistent with evidence informed practice.					
c. Engage in critical analysis and identify most effective intervention strategies for varied client systems e.g., individuals, families, groups, organizations, and communities.					

**Midfield Evaluation:** Strategies to increase competence in Competency 8:

**Final Evaluation:** Evidence to support ratings for Competency 8:

(Final Field Only) Did the student meet Competency 8: ☐ Yes ☐ No

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**Competency 9: Evaluate Practice with Individuals/ Families/ Groups OR Organizations/Communities:** Advanced year social work students utilize an anti-racist and anti-oppressive lens to critically evaluate dynamic, interactive processes and outcomes to inform practice decisions and quality assurance, to strengthen their practice with diverse individuals, families, groups, organizations, and communities. Advanced year social work students systematically utilize qualitative and quantitative methods, including standardized measures. Collaborative, strengths-based, inclusive, and culturally relevant methods are used to evaluate practice processes, outcomes, and effectiveness at all levels.

Specialized Practice Behaviors	Learning Activities/Tasks <i>(What will you do?)</i>	Evaluation <i>(How will it be measured?)</i>	Target <i>(By when?)</i>	Mid Field Evaluation	Final Evaluation
a. Critically analyze efficacy of client system interventions.					
b. Evaluate integration of culturally relevant and interactive processes and outcomes.					
c. Evaluate the impact of intentional, unintentional, and evidence-based practice approaches.					

**Midfield Evaluation:** Strategies to increase competence in Competency 9:

**Final Evaluation:** Evidence to support ratings for Competency 9:

(Final Field Only) Did the student meet Competency 9: ☐ Yes ☐ No

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**EDUCATIONAL LEARNING PLAN: Signature Page**

<b>Educational Learning Plan Initiated</b>			
Student Signature:		Date:	
Field Instructor Signature:		Date:	
Field Liaison Signature:		Date:	
Task Supervisor: <i>(if applicable)</i>		Date:	
<b>Mid Field Evaluation Conducted</b>			
Student Signature:		Date:	
Field Instructor Signature:		Date:	
Field Liaison Signature:		Date:	
Task Supervisor: <i>(if applicable)</i>		Date:	
<b>Final Field Evaluation Acknowledgements</b>			
Student Signature:		Date:	
Field Instructor Signature:		Date:	
Field Liaison Signature:		Date:	
Task Supervisor: <i>(if applicable)</i>		Date:	