

FIELD EDUCATION

MSW Foundation Year (Generalist 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.

EXAMPLE:

Practice Behavior – provides the foundation for activities under the competency		[Student] Learning Activity/Task – Identify a task to exhibit the practice behavior(s)	[Student] Evaluation & Target – Be specific and use guiding questions below	[Field Instructors] See Rating Scale for evaluation	
Practice Behaviors		Learning Activities/Tasks (What will you do?)	Evaluation (How will it be measured?)	Target (By when?)	Mid Field Evaluation
					Final Evaluation

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The behaviors outlined in this box will help the student identify appropriate learning activities and tasks.	<p>There must be a minimum of <u>three practice activities/tasks per competency</u></p> <p>Competencies may change throughout the semester. Involvement in these activities will provide the evidence to support the competency ratings on the student's <i>Field Evaluation</i>.</p>		<i>The mid field and final evaluation must be reviewed and discussed with the student</i>
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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

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.

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- 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 commonly 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.

Rating Scale

Student’s skill level in this practice behavior is/was:					
(5)	(4)	(3)	(2)	(1)	Unable to Complete (n/a)
Exceeding Performs above the standard	Meets performance standards	Needs Improvement Performs somewhat below the standard but shows potential for improvement	Unsatisfactory performs far below the standard with minimal evidence of potential to improve	Failing 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
MSW Foundation Generalist	The Field Education is a generalist field placement for first year graduate students, MSW Foundation.	360 hours

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Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Practice Behaviors	Learning Activities/Tasks (What will you do?)	Evaluation (How will it be measured?)	Target (By when?)	Mid Field Evaluation	Final Evaluation
a. Student 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.					
b. Student demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication.					
c. Student uses technology ethically and appropriately to facilitate practice outcomes.					
d. Student uses supervision and consultation to guide professional judgment and behavior.					

Evaluation Ratings: Place n/a, 1, 2, 3, 4, or 5 on the line following each Practice Behavior that has a corresponding learning activity in order to express the degree to which you believe each has been achieved. See "Rating Human Performance" for more details.

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

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Practice Behaviors	Learning Activities/Tasks (What will you do?)	Evaluation (How will it be measured?)	Target (By when?)	Mid Field Evaluation	Final– Evaluation
a. Student advocates for human rights at the individual, family, group, organizational, and community system levels b. Student engages in practices that advance human rights to promote social, racial, economic, and environmental justice.					

Evaluation Ratings: Place n/a, 1, 2, 3, 4, or 5 on the line following each Practice Behavior that has a corresponding learning activity in order to express the degree to which you believe each has been achieved. See "Rating Human Performance" for more details.

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

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Practice Behaviors	Learning Activities/Tasks (What will you do?)	Evaluation (How will it be measured?)	Target (By when?)	Mid Field Evaluation	Final Evaluation
a. Student demonstrates anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels					
b. Student demonstrates 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.					

Evaluation Ratings: Place n/a, 1, 2, 3, 4, or 5 on the line following each Practice Behavior that has a corresponding learning activity in order to express the degree to which you believe each has been achieved. See "Rating Human Performance" for more details.

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 4: Engage in Practice-informed Research and Research-informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Practice Behaviors	Learning Activities/Tasks (What will you do?)	Evaluation (How will it be measured?)	Target (By when?)	Mid Field Evaluation	Final Evaluation
a. Student applies research findings to inform and improve practice, policy, and programs b. Student can identify 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.					

Evaluation Ratings: Place n/a, 1, 2, 3, 4, or 5 on the line following each Practice Behavior that has a corresponding learning activity in order to express the degree to which you believe each has been achieved. See "Rating Human Performance" for more details.

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

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.

Practice Behaviors	Learning Activities/Tasks (What will you do?)	Evaluation (How will it be measured?)	Target (By when?)	Mid Field Evaluation	Final Evaluation
a. Student use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services					
b. Student applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.					

Evaluation Ratings: Place n/, 1, 2, 3, 4, or 5 on the line following each Practice Behavior that has a corresponding learning activity in order to express the degree to which you believe each has been achieved. See "Rating Human Performance" for more details.

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, 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 individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Practice Behaviors	Learning Activities/Tasks (What will you do)	Evaluation (How will it be measured?)	Target (By when?)	Mid Field Evaluation	Final Evaluation
a. Student applies knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies. b. Student uses empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.					

Evaluation Ratings: Place n/a, 1, 2, 3, 4, or 5 on the line following each Practice Behavior that has a corresponding learning activity in order to express the degree to which you believe each has been achieved. See "Rating Human Performance" for more details.

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, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Practice Behaviors	Learning Activities/Tasks (What will you do?)	Evaluation (How will it be measured?)	Target (By when?)	Mid Field Evaluation	Final Evaluation
a. Student applies theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies b. Student demonstrates respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan					

Evaluation Ratings: Place n/a, 1, 2, 3, 4, or 5 on the line following each Practice Behavior that has a corresponding learning activity in order to express the degree to which you believe each has been achieved. See "Rating Human Performance" for more details.

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, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Practice Behaviors	Learning Activities/Tasks (What will you do?)	Evaluation (How will it be measured?)	Target (By when?)	Mid Field Evaluation	Final Evaluation
a. Student engages with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals. b. Student incorporates culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.					

Evaluation Ratings: Place n/a, 1, 2, 3, 4, or 5 on the line following each Practice Behavior that has a corresponding learning activity in order to express the degree to which you believe each has been achieved. See "Rating Human Performance" for more details.

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, 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 evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Practice Behaviors	Learning Activities/Tasks (What will you do?)	Evaluation (How will it be measured?)	Target (By when?)	Mid Field Evaluation	Final Evaluation
a. Student selects and uses appropriate methods for evaluation of outcomes. b. Student critically analyzes outcomes and applies evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.					

Evaluation Ratings: Place n/a, 1, 2, 3, 4, or 5 on the line following each Practice Behavior that has a corresponding learning activity in order to express the degree to which you believe each has been achieved. See "Rating Human Performance" for more details.

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

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