**BSW 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**:

**[Student]**

**Learning Activity/Task** – Identify a task to exhibit the practice behavior(s)

**[Field Instructors]**

See Rating Scale for evaluation

**[Student]**

**Evaluation & Target** – Be specific and use guiding questions below

**Practice Behavior** – provides the foundation for activities under the competency

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| **Practice Behaviors** | **Learning Activities/Tasks**  (*What will you do?*) | **Evaluation**  *(How will it be measured?)* | **Target**  *(By when?*) | **Mid Field Evaluation** | **Final Evaluation** |
| The behaviors outlined in this box will help the student identify appropriate learning activities and tasks. | **There must be a minimum of three practice activities/tasks per competency**  Competencies may change throughout the semester. Involvement in these activities will provide the evidence to support the competency ratings on the student's *Field Evaluation*. |  | | *The mid field and final evaluation must be reviewed and discussed with the student* |  |

**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.
* 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**

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| --- | --- | --- | --- | --- | --- |
| 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 | | **BSW Generalist** | The Field Education is a generalist field placement for undergraduate students. | 420 hours | |

**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 and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment 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.*

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| **Practice Behaviors** | **Learning Activities/Tasks**  (*What will you do?*) | **Evaluation**  *(How will it be measured?)* | **Target**  *(By when?*) | **Mid Field Evaluation** | **Final Evaluation** |
| 1. 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. 2. Student uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations. 3. Student demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication. 4. Student uses technology ethically and appropriately to facilitate practice outcomes. 5. Student uses supervision and consultation to guide professional judgment and behavior. |  |  | |  |  |
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*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

**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.*

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| **Practice Behaviors** | **Learning Activities/Tasks**  (*What will you do?*) | **Evaluation**  *(How will it be measured?)* | **Target**  *(By when?*) | **Mid Field Evaluation** | **Final Evaluation** |
| 1. Student applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. 2. Student presents themselves as learners and engages clients and constituencies as experts of their own experiences. 3. Student applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. |  |  | |  |  |
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*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

**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.*

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| **Practice Behaviors** | **Learning Activities/Tasks**  (*What will you do?*) | **Evaluation**  *(How will it be measured?)* | **Target**  *(By when?*) | **Mid Field Evaluation** | **Final– Evaluation** |
| 1. Student applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. 2. Student engages in practices that advance social, economic, and environmental justice. |  |  | |  |  |
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*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 3:**

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

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

**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*.

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| **Practice Behaviors** | **Learning Activities/Tasks**  (*What will you do?*) | **Evaluation**  *(How will it be measured?)* | **Target**  *(By when?*) | **Mid Field Evaluation** | **Final Evaluation** |
| 1. Student uses practice experience and theory to inform scientific inquiry and research. 2. Student applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. 3. Student uses and translates research evidence to inform and improve practice, policy, and service delivery. |  |  | |  |  |
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*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

**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.*

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| **Practice Behaviors** | **Learning Activities/Tasks**  (*What will you do?*) | **Evaluation**  *(How will it be measured?)* | **Target**  *(By when?*) | **Mid Field Evaluation** | **Final Evaluation** |
| 1. Student identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. 2. Student assesses how social welfare and economic policies impact the delivery of and access to social services. 3. Student applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. |  |  | |  |  |
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*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

**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*.

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| **Practice Behaviors** | **Learning Activities/Tasks**  (*What will you do*) | **Evaluation**  *(How will it be measured?)* | **Target**  *(By when?*) | **Mid Field Evaluation** | **Final Evaluation** |
| 1. Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. 2. Student uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. |  |  | |  |  |
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*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

**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.*

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| **Practice Behaviors** | **Learning Activities/Tasks**  (*What will you do?*) | **Evaluation**  *(How will it be measured?)* | **Target**  *(By when?*) | **Mid Field Evaluation** | **Final Evaluation** |
| 1. Student collects and organizes data and applies critical thinking to interpret information from clients and constituencies. 2. Student applies 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. 3. Student develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. 4. Student selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. |  |  | |  |  |
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*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

**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.*

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| **Practice Behaviors** | **Learning Activities/Tasks**  (*What will you do?*) | **Evaluation**  *(How will it be measured?)* | **Target**  *(By when?*) | **Mid Field Evaluation** | **Final Evaluation** |
| 1. Student critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies. 2. Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. 3. Student uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes. 4. Student negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies. 5. Student facilitates effective transitions and endings that advance mutually agreed-on goals. |  |  | |  |  |
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*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

**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.*

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| **Practice Behaviors** | **Learning Activities/Tasks**  (*What will you do?*) | **Evaluation**  *(How will it be measured?)* | **Target**  *(By when?*) | **Mid Field Evaluation** | **Final Evaluation** |
| 1. Student selects and uses appropriate methods for evaluation of outcomes. 2. Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. 3. Student critically analyzes, monitors, and evaluates intervention and program processes and outcomes. 4. Student applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. |  |  | |  |  |
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*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

**EDUCATIONAL LEARNING PLAN: Signature Page**

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| **Educational Learning Plan Initiated** | | | |
| Student Signature: |  | Date: |  |
| Field Instructor Signature: |  | Date: |  |
| Field Liaison Signature: |  | Date: |  |
| Task Supervisor:  *(if applicable)* |  | Date: |  |
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| **Mid Field Evaluation Conducted** | | | |
| Student Signature: |  | Date: |  |
| Field Instructor Signature: |  | Date: |  |
| Field Liaison Signature: |  | Date: |  |
| Task Supervisor:  *(if applicable)* |  | Date: |  |
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| **Final Field Evaluation Acknowledgements** | | | |
| Student Signature: |  | Date: |  |
| Field Instructor Signature: |  | Date: |  |
| Field Liaison Signature: |  | Date: |  |
| Task Supervisor:  *(if applicable)* |  | Date: |  |