**Learning Plan Review: Second Semester**

At the beginning of the student’s first semester of Field Placement, the Learning Plan was developed to identify the student’s learning supports, opportunities, and practice behaviors available to them at their agency. As students begin the second half of their placements, they are required to review their Learning Plan with their Field Instructors as part of a Mid-Year Check-In. The purpose of this revision is to support students and their supervisors to reflect on progress, strengthen the learning experience, identify challenges with advance notice, and revise learning goals as needed.

**Students and Field Instructors and encouraged to review the previously submitted Learning Plan as well as the Examples provided at the end of this document for additional guidance in completing this Learning Plan Review.**

1. **Student Name:** Click or tap here to enter text.
2. **Semester and Year:** Click or tap here to enter text.
3. **Name of Agency**: Click or tap here to enter text.
4. **Field Instructor (Agency Supervisor) Name**: Click or tap here to enter text.
5. **Field Liaison (NCSSS Seminar Instructor) Name:** Click or tap here to enter text.
6. **What learning goals or competencies have you made the most progress on so far, and what has helped you grow in those areas?**

Click or tap here to enter text.

1. **Which parts of your learning plan still need attention, and what barriers have made those areas more challenging?**

Click or tap here to enter text.

1. **Can you describe a moment during your placement when you demonstrated a core competency in action? What was the situation, which competency or practice behavior did it relate to, and what did you learn from the experience?**

Click or tap here to enter text.

1. **How have you used supervision to reflect on your practice, get feedback, or navigate uncertainty?**

Click or tap here to enter text.

1. **What specific areas of growth or support do you want to focus on for the remainder of the semester?**

Click or tap here to enter text.

1. **Are there any learning goals you’d like to revise, remove, or add based on your experience to date?**

Click or tap here to enter text.

**Date of Completion:** Click or tap here to enter text.

**Does a Follow-Up Site Visit need to be scheduled?** Choose an item.

* *If yes, please reach out to your Field Liaison to coordinate a time.*

**Signatures (E-Signature is Acceptable):**

* **Student Signature:** Click or tap here to enter text.
* **Field Instructor Signature:** Click or tap here to enter text.
* **Field Liaison Signature:** Click or tap here to enter text.

**Examples**

Field Education is the signature pedagogy of social work. The 2022 CSWE Educational Policy and Accreditation Standards (EPAS) outline nine core competencies that guide social work education and practice. This guide breaks provides examples for each of the competencies broken down by the three practice areas at NCSSS. [Please review CSWE Core Competencies for further explanation of each.](https://drive.google.com/file/d/1Fqm9AVusFMcQbAPFu9VCeIaIQL3gzds7/view?usp=sharing)

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| --- | --- | --- | --- |
| **Competency** | **Generalist Practice** | **Specialized Practice (Clinical)** | **Specialized Practice (CAPP)** |
| **Demonstrate Ethical and Professional Behavior** | * Attends weekly supervision and discusses ethical dilemmas encountered during intakes
* Maintains professional communication in emails and documentation
* Refers to NASW Code of Ethics when navigating boundary concerns
 | * Consults supervisor when managing dual relationships or mandatory reporting issues
* Maintains confidentiality and informed consent during telehealth sessions
* Reflects on emotional reactions in client sessions through supervision and journaling
 | * Navigates conflicts of interest when advocating for legislation that may affect agency funding
* Upholds professional values when engaging with policymakers and coalitions
* Ensures transparency in policy memos and public communications
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| **Advance Human Rights and Social, Racial, Economic and Environmental Justice** | * Assists clients in accessing housing and public benefits
* Participates in advocacy days with the agency
* Screens clients for eligibility for legal aid services
 | * Advocates for mental health parity in access to services for marginalized clients
* Supports clients in filing complaints against discriminatory practices
* Integrates trauma-informed approaches when working with survivors of systemic injustice
 | * Drafts policy briefs advocating for expanded healthcare or housing access
* Organizes stakeholder meetings to address structural racism in service delivery
* Works on campaigns addressing climate justice and its intersection with poverty
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| **Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) Practice** | * Participates in cultural humility workshops
* Uses inclusive language in client interactions
* Adapts service delivery for clients with limited English proficiency
 | * Incorporates cultural context into clinical formulations and treatment goals
* Recognizes the impact of intersectional identities on trauma and symptom expression
* Adjusts interventions to align with the client's spiritual beliefs
 | * Analyzes racial and socioeconomic disparities in proposed legislation
* Seeks input from community leaders representing diverse populations
* Incorporates anti-oppressive frameworks in program development
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| **Engage in Practice-Informed Research and Research-Informed Practice** | * Collects client satisfaction data for a program evaluation
* Reads scholarly articles to inform group session content
* Participates in research team meetings and contributes case examples
 | * Selects evidence-based interventions (e.g., CBT, MI) for treatment planning
* Tracks client outcomes using symptom checklists or progress notes
* Reviews clinical literature to inform practice with specific populations
 | * Analyzes census and demographic data for policy impact assessments
* Collaborates with research teams to conduct program evaluations
* Uses peer-reviewed articles to support a policy change proposal
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| **Engage in Policy Practice** | * Attends local hearings on social welfare policy
* Explains public benefit policies to clients
* Participates in staff meetings discussing changes to agency policy
 | * Assesses how state Medicaid policies impact client service access
* Advocates for client needs in interdisciplinary team policy decisions
* Writes letters of support for client appeals or disability applications
 | * Drafts model legislation addressing gaps in mental health access
* Monitors legislative sessions and submits written testimony
* Partners with advocacy coalitions to promote state or federal reforms
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| **Engage with Individuals, Families, Groups, Organizations and Communities** | * Builds rapport with new clients during intakes
* Co-facilitates a life skills group at the agency
* Participates in community outreach or tabling events
 | * Uses motivational interviewing to establish therapeutic alliance
* Engages families in collaborative treatment planning
* Co-leads psychoeducational or support groups
 | * Conducts listening sessions with community stakeholders
* Engages nonprofit partners in collaborative policy initiatives
* Builds partnerships with grassroots organizations to promote social change
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| **Assess Individuals, Families, Groups, Organizations and Communities** | * Assists with biopsychosocial assessments
* Conducts needs assessments for new program participants
* Identifies community resources relevant to client needs
 | * Conducts full diagnostic assessments, including DSM-5 criteria
* Integrates trauma history and environmental context into case formulation
* Uses structured assessments to evaluate substance use or risk
 | * Conducts power and policy analyses at the community or system level
* Completes environmental scans or gap analyses of service delivery systems
* Assesses organizational readiness for policy implementation
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| **Intervene with Individuals, Families, Groups, Organizations and Communities** | * Assists with service coordination and referrals
* Co-leads a conflict resolution workshop
* Supports clients in navigating complex service systems
 | * Provides one-on-one counseling under supervision
* Implements evidence-based interventions for trauma or anxiety
* Coordinates multidisciplinary services for high-risk clients
 | * Designs and launches policy advocacy campaigns
* Develops organizational toolkits to support new policy implementation
* Facilitates community education workshops on policy issues
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| **Evaluate Practice with Individuals, Families, Groups, Organizations and Communities** | * Participates in agency program evaluation meetings
* Tracks client progress through goal achievement tools
* Completes post-intervention client satisfaction surveys
 | * Uses standardized tools to monitor symptom reduction
* Evaluates therapeutic alliance using feedback-informed treatment
* Analyzes progress notes to adjust treatment strategies
 | * Designs outcome metrics for policy implementation projects
* Conducts cost-benefit analyses for proposed policy changes
* Prepares reports summarizing evaluation findings for stakeholders
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