**Field Education Learning Plan**

The Learning Plan is a foundational tool that guides and structures the student’s professional development during their Field Education experience. Rooted in the 2022 CSWE Educational Policy and Accreditation Standards (EPAS), the Learning Plan serves as both a roadmap and accountability document that aligns academic competencies with real-world agency practice. **Students and Field Instructors and encouraged to review the Examples provided at the end of this document for additional guidance in completing this Plan.**

**Section One: Contact Information**

1. Student Name: Click or tap here to enter text.
2. Semester and Year: Click or tap here to enter text.
3. Placement: Choose an item.
4. Name of Agency: Click or tap here to enter text.
5. Field Instructor (Agency Supervisor) Name: Click or tap here to enter text.
6. Field Instructor (Agency Supervisor) Email: Click or tap here to enter text.
7. Field Liaison (NCSSS Seminar Instructor) Name: Click or tap here to enter text.

**Section Two: Learning Supports**

1. **Professional and Interdisciplinary Relationships:** *Describe the staff with whom the student is expected to interact and with whom they will work in order to complete field placement assignments.* Click or tap here to enter text.
2. **Meetings and Assignments:** *Describe the types of meetings the student is expected to attend during their weekly placements (group supervision, didactic seminars and trainings, team meetings, etc.) as well as any assignments outside of the Field Seminar course that they will be responsible for (additional process recordings, case review, etc.)* Click or tap here to enter text.
3. **Supervision:** *Describe the student’s weekly supervision schedule. This can be a combination of individual and group supervision with their Field Instructor and any additional Task Managers. Students should receive a minimum of 30 minutes of weekly individual supervision with their Social Work Supervisor.* Click or tap here to enter text.
4. **Field Schedule**: *Identify the student’s work schedule. What specific days and hours will they be expected to be at placement?* Click or tap here to enter text.
5. **Safety Protocol:** *Briefly overview the safety precautions and protocols at the agency site. Identify if the student has been informed of appropriate steps to take in cases of emergencies and measures to take to manage safety concerns while engaged in the field site.* Click or tap here to enter text.

**Section Three: Learning Opportunities and Practice Behaviors**

*Describe the learning experiences the student will engage in during their placement. Using the practice behaviors listed under each competency, identify and develop at least three specific learning opportunities that will allow the student to demonstrate each of the nine core competencies.*

**Competency 1: Demonstrate Ethical and Professional Behavior**

1. Click or tap here to enter text.
2. Click or tap here to enter text.
3. Click or tap here to enter text.

**Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice**

1. Click or tap here to enter text.
2. Click or tap here to enter text.
3. Click or tap here to enter text.

**Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice**

1. Click or tap here to enter text.
2. Click or tap here to enter text.
3. Click or tap here to enter text.

**Competency 4: Engage in Practice-Informed Research and Research-Informed Practice**

1. Click or tap here to enter text.
2. Click or tap here to enter text.
3. Click or tap here to enter text.

**Competency 5: Engage in Policy Practice**

1. Click or tap here to enter text.
2. Click or tap here to enter text.
3. Click or tap here to enter text.

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

1. Click or tap here to enter text.
2. Click or tap here to enter text.
3. Click or tap here to enter text.

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

1. Click or tap here to enter text.
2. Click or tap here to enter text.
3. Click or tap here to enter text.

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

1. Click or tap here to enter text.
2. Click or tap here to enter text.
3. Click or tap here to enter text.

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

1. Click or tap here to enter text.
2. Click or tap here to enter text.
3. Click or tap here to enter text.

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

**Date of Initial Site Visit** *(please reach out to your Field Liaison if this has not yet been scheduled*)**:** Click or tap here to enter text.

**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 |
| **Advance Human Rights and Social, 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 |
| **Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in 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 |
| **Competency** | **Generalist Practice** | **Specialized Practice (Clinical)** | **Specialized Practice (CAPP)** |
| **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 |
| **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 |
| **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 |
| **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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| **Competency** | **Generalist Practice** | **Specialized Practice (Clinical)** | **Specialized Practice (CAPP)** |
| **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 |
| **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 |