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**MSW AS/2nd Year Program Field Learning Plan**

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| Name of Student: |  |
| Student’s UMass Global Email: |  |
| Student Phone: |  |
| Agency Name: |  |
| Agency Address & Phone: |  |
|  |  |
|  |  |
| Field Site Supervisor: |  |
| Title of Field Site Supervisor: |  |
| Total hours per week to work: |  |
| Scheduled work days & times: |  |
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**MSW Program Field Learning Plan**

Introduction: The Field Learning Plan encompasses the nine (9) educational competencies and associated practice behaviors established by the Council on Social Work Education (CSWE) in the 2022 Educational Policy and Accreditation Standards (2022 EPAS).

Students and field site supervisors work together to develop learning activities to complete the Field Learning Plan. Students are expected to engage in learning activities during their field practicum placement that allow them to demonstrate each of the practice behaviors associated with the nine competencies. The field site supervisor and the student meet weekly to assess progress on the student’s learning goals.

Throughout the student’s field practicum, the practicum site supervisor, student, and practicum seminar instructor will maintain contact regarding the development and completion of the Field Learning Plan. Field site supervisors will evaluate the student’s performance in the field practicum setting, based on achievement of these competencies.

Instructions: Please review the Field Learning Plan to identify the educational competencies of the field practicum. Consider the individual learning needs and experiences of the student and the learning opportunities available in the practicum setting. Then, develop learning activities that reflect both the field expectations and the individuality of the student. For each educational competency, apply the related practice behavior to develop learning activities that will allow the student to acquire the knowledge or skill needed to achieve the competency and identify how achievement of this competency will be evaluated.

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**MSW Program Field Learning Plan**

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| ***Competency 1: Demonstrate Ethical and Professional Behavior*** | | | |
| **Practice Behavior** | **Learning Activities** | **Evaluation Criteria** | **Expected Completion Date** |
| 1. Apply the NASW Code of Ethics and the NASW Standards for Technology in Social Work Practice for ethical decision-making. |  |  |  |
| 1. Manage professional boundaries. |  |  |  |
| 1. Demonstrate professional use of self. |  |  |  |
| 1. Identify professional strengths, limitations, and challenges. |  |  |  |
| ***Competency 2: Advance Human Rights and Social, Racial, Economic, and  Environmental Justice*** | | | |
| **Practice Behavior** | **Learning Activities** | **Evaluation Criteria** | **Expected Completion Date** |
| 1. Demonstrate respect for all clients. |  |  |  |
| 1. Identify and pursue avenues to the achievement of social, racial, economic, and environmental justice. |  |  |  |
| 1. Apply knowledge of the effects of national and global oppression, discrimination, and historical trauma to advanced practice with all clients. |  |  |  |
| 1. Advocate for clients who are unable to advocate for themselves. |  |  |  |
| 1. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice. |  |  |  |
| ***Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice*** | | | |
| **Practice Behavior** | **Learning Activities** | **Evaluation Criteria** | **Expected Completion Date** |
| 1. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels. |  |  |  |
| 1. Research and apply knowledge of diverse client populations including the cultural, spiritual, and ethnic values and beliefs of all clients to enhance well-being. |  |  |  |
| 1. Demonstrate 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. |  |  |  |
| 1. Analyze forms of oppression and discrimination. |  |  |  |
| ***Competency 4: Engage in Practice-informed Research and Research-informed Practice*** | | | |
| **Practice Behavior** | **Learning Activities** | **Evaluation Criteria** | **Expected Completion Date** |
| 1. Use research methods to evaluate practice effectiveness and agency outcomes. |  |  |  |
| 1. Use the scientific inquiry process to enhance social work practice. |  |  |  |
| 1. Use the evidence-based process to identify and apply effective advanced practice interventions for all clients. |  |  |  |
| ***Competency 5: Engage in Policy Practice*** | | | |
| **Practice Behavior** | **Learning Activities** | **Evaluation Criteria** | **Expected Completion Date** |
| 1. Articulate the connection between policy practice and local and federal laws. |  |  |  |
| 1. Analyze and develop policy within practice settings. |  |  |  |
| 1. Advocate for social policies and agency policies that will enhance all client well-being, service delivery, or access to social services. |  |  |  |
| ***Competency 6: Engage with Individuals, Families, Groups, Organizations,  and Communities*** | | | |
| **Practice Behavior** | **Learning Activities** | **Evaluation Criteria** | **Expected Completion Date** |
| 1. Apply a strengths-based, person-in-environment perspective to establish rapport and maintain relationships with clients and colleagues. |  |  |  |
| 1. Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially weaken the worker-client alliance. |  |  |  |
| 1. Establish worker-client relationships that promote client participation in the establishment of mutually agreed upon goals and objectives. |  |  |  |
| ***Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities*** | | | |
| **Practice Behavior** | **Learning Activities** | **Evaluation Criteria** | **Expected Completion Date** |
| 1. Utilize multidimensional biopsychosocial assessment forms/tools. |  |  |  |
| 1. Assess and assist client readiness for change. |  |  |  |
| 1. Apply differential and multiaxial diagnoses as appropriate. |  |  |  |
| 1. Address personal reactions to client situations in a healthy manner. |  |  |  |
| ***Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities*** | | | |
| **Practice Behavior** | **Learning Activities** | **Evaluation Criteria** | **Expected Completion Date** |
| 1. Critically evaluate, select, and apply evidence-based practice interventions. |  |  |  |
| 1. Implement treatment plans and/or contracts with clients to meet mutually agreed upon goals. |  |  |  |
| 1. Demonstrate use of appropriate advanced interventions for a range of presenting concerns. |  |  |  |
| 1. Modify interventions as necessary throughout the intervention process to enhance the well-being of all clients. |  |  |  |
| 1. Works collaboratively with colleagues and other professionals. |  |  |  |
| ***Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities*** | | | |
| **Practice Behavior** | **Learning Activities** | **Evaluation Criteria** | **Expected Completion Date** |
| 1. Develop evaluation plans to monitor client progress and measure the efficacy of advanced interventions. |  |  |  |
| 1. Engage in evaluative processes to increase service delivery effectiveness. |  |  |  |
| 1. Apply theory to evaluate practice effectiveness. |  |  |  |
| 1. Use research methods to evaluate practice effectiveness. |  |  |  |

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| **Name of Student** |  | | **Date** |
|  |  | |  |
| **Name of Agency Supervisor** |  | | **Date** |