

## BSW FIELD EDUCATIONAL PLAN SOW 4510

|                                     |         |              |
|-------------------------------------|---------|--------------|
| Date:                               |         |              |
| Student's Name:                     |         |              |
| Agency Name:                        |         |              |
| Agency Address:                     |         |              |
| Agency Telephone:                   | e-mail: | Website URL: |
| Student Telephone:                  | e-mail: | Cell phone:  |
| Faculty Liaison:                    | e-mail: | Telephone:   |
| Field Educator:                     | e-mail: | Telephone:   |
| Task Supervisor:<br>(if applicable) | e-mail: | Telephone:   |

| FIELD PLACEMENT SCHEDULE<br>(Indicate Start and Finish Hours of Each Day in Placement)  |         |           |          |        |          |        |
|---|---------|-----------|----------|--------|----------|--------|
| <p>Due to the COVID-19 pandemic, the college may be providing an opportunity for students to complete their placements with fewer hours than typically required. Please visit <a href="https://csw.fsu.edu/academics/field-education/student-resources-document-library">https://csw.fsu.edu/academics/field-education/student-resources-document-library</a> and read the "Field Policy Modification" memo for the semester in which you will start your placement. The hours you choose will be completed throughout the entire semester.</p> |         |           |          |        |          |        |
| Monday  | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|   |         |           |          |        |          |        |
|   |         |           |          |        |          |        |
| WEEKLY SUPERVISION SCHEDULE   |         |           |          |        |          |        |
| Monday  | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|   |         |           |          |        |          |        |
|   |         |           |          |        |          |        |

**Placement Start Date:**

**Placement Completion Date:**

The student educational plan provides a broad framework for developing an individualized plan which is responsive to the needs of the student and the resources of the field agency. It is designed to give direction and educational structure to the field experience and is developed around the core practice competencies that are designated in the 2008 Educational Policy and Accreditation Standards (EPAS) by the Council on Social Work Education (CSWE).

Ten Core Competencies Identified by CSWE:

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Incorporate diversity into practice.
5. Advocate for human rights and social justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior in the social environment.
8. Engage in policy practice to advance social and economic well-being.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities.

CSWE has operationalized these competencies by identifying practice behaviors defined as “a set of measurable behaviors that are comprised of knowledge, values and skills.” The internship plays a key role in teaching practice behaviors to students while measuring and reflecting the student’s ability to demonstrate capacity in the ten core competency areas identified by CSWE.

It is the joint responsibility of the student and field educator to negotiate the educational plan content within the first three–four (3-4) weeks of the field placement. The student is responsible for providing a copy of the educational plan to Field Educator by the stated deadline identified in the syllabus.

This educational plan outlines the core competencies and practice behaviors that all accredited social work programs are required to measure. Each practice behavior should have a student task which relates directly to the behavior. A sample plan is available to assist students and field educators in developing appropriate tasks. Please contact the Field faculty liaison or the Director of Field if you have additional questions.

**Instructions:**

This educational plan incorporates the core BSW competencies and practice behaviors required by the Council on Social Work Education, our accrediting body. The tasks provide examples of activities that students should engage, in order to learn and demonstrate each competency. Students and field educators may add tasks to

any of the Practice Behaviors in order to individualize the learning process based on student needs and interests, as well as the unique opportunities of each agency. The student and field educator will need to add methods of measuring each practice behavior. Please remember that this educational plan is intended to provide students and field educators with clear expectations about the types of learning experiences the student will have, as well as the criteria by which the field educator will evaluate the student's achievements in the field placement.

#### Midterm/Final Evaluation Scale

Please use the practice behaviors activities defined on the student educational plan to rate each Core Competency.

#### Rating Scale:

- 1- Failing level
- 2- Below Expected Level
- 3- At Expected Level
- 4- Above Expected Level
- 5- Outstanding Level
- NA – Not Applicable (midterm only)

| <b>COMPETENCY 1: <i>Identify with the social work profession, its mission and core values, and conduct oneself accordingly</i></b> |                             |                           |                    |                           |                         |
|--|-----------------------------|---------------------------|--------------------|---------------------------|-------------------------|
| <b>Practice Behavior</b>   | <b>Agency Activity/Task</b> | <b>Responsible Person</b> | <b>Target Date</b> | <b>Midterm Evaluation</b> | <b>Final Evaluation</b> |
| 1.1 Student advocates for client access to the services of social work   |                             |                           |                    |                           |                         |
| 1.2 Student practices personal reflection and self-correction to assure continual professional development                         |                             |                           |                    |                           |                         |
| 1.3 Student attends to professional roles and boundaries   |                             |                           |                    |                           |                         |
| 1.4 Student demonstrates professional demeanor in behavior, appearance, and communication  |                             |                           |                    |                           |                         |
| 1.5 Student identifies resources for engaging in career-long learning  |                             |                           |                    |                           |                         |
| 1.6 Student uses supervision and consultation  |                             |                           |                    |                           |                         |

| <b>COMPETENCY 2: Apply social work ethical principles to guide professional practice</b>   |                             |                           |                    |                           |                         |
|--|-----------------------------|---------------------------|--------------------|---------------------------|-------------------------|
| <b>Practice Behavior</b>   | <b>Agency Activity/Task</b> | <b>Responsible Person</b> | <b>Target Date</b> | <b>Midterm Evaluation</b> | <b>Final Evaluation</b> |
| 2.1 Student recognizes and manages personal values in a way that allows professional values to guide practice  |                             |                           |                    |                           |                         |
| 2.2 Student makes ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, of the IFSW/IASSW Ethics in Social Work Statement of Principles |                             |                           |                    |                           |                         |
| 2.3 Student tolerates ambiguity in resolving ethical conflicts   |                             |                           |                    |                           |                         |
| 2.4 Student applies strategies of ethical reasoning to arrive at principled decisions  |                             |                           |                    |                           |                         |

| <b>COMPETENCY 3: <i>Apply critical thinking to inform and communicate professional judgments.</i></b>   |                             |                           |                    |                           |                         |
|---|-----------------------------|---------------------------|--------------------|---------------------------|-------------------------|
| <b>Practice Behavior</b>  | <b>Agency Activity/Task</b> | <b>Responsible Person</b> | <b>Target Date</b> | <b>Midterm Evaluation</b> | <b>Final Evaluation</b> |
| 3.1 Student distinguishes, appraises, and integrates multiple sources of knowledge, including research-based knowledge, and practice wisdom                 |                             |                           |                    |                           |                         |
| 3.2 Student analyzes models of assessment, prevention, and intervention   |                             |                           |                    |                           |                         |
| 3.3 Student demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues |                             |                           |                    |                           |                         |
| <b>COMPETENCY 4: <i>Engage diversity and difference in practice.</i></b>  |                             |                           |                    |                           |                         |
| 4.1 Student recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power   |                             |                           |                    |                           |                         |
| <b>Practice Behavior</b>  | <b>Agency Activity/Task</b> | <b>Responsible</b>        | <b>Target</b>      | <b>Midterm</b>            | <b>Final</b>            |

|  |                             | Person             | Date          | Evaluation     | Evaluation   |
|--|-----------------------------|--------------------|---------------|----------------|--------------|
| 4.2 Student gained sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups                           |                             |                    |               |                |              |
| 4.3 Student views him/herself as a learner and engages those with whom he/she works as informants  |                             |                    |               |                |              |
| 4.4 Student appreciates the ways in which diverse cultures may foster strength and resilience  |                             |                    |               |                |              |
| 4.5 Student recognizes the role of differences and the multiple intersections of oppression and privilege in shaping a person's identity and life experiences. |                             |                    |               |                |              |
| <b>COMPETENCY 5: Advance human rights and social and economic justice.</b>   |                             |                    |               |                |              |
| 5.1 Student understands the forms and mechanisms of oppression and discrimination  |                             |                    |               |                |              |
| 5.2 Student advocates for and engages in practices that advance human rights and social and economic justice   |                             |                    |               |                |              |
| <b>Practice Behavior</b>   | <b>Agency Activity/Task</b> | <b>Responsible</b> | <b>Target</b> | <b>Midterm</b> | <b>Final</b> |

|   |  | Person | Date | Evaluation | Evaluation |
|---|--|--------|------|------------|------------|
| 5.4 Student recognizes the intersection of domestic and international human rights issues   |  |        |      |            |            |
| <b>COMPETENCY 6: Engage in research-informed practice and practice-informed research.</b>   |  |        |      |            |            |
| 6.1 Student demonstrates knowledge of basic research, designs, methods, and statistics and how it applies to practice and policy      |  |        |      |            |            |
| 6.2 Student demonstrates an ability to formulate research questions based on social work practice (and client/constituent knowledge). |  |        |      |            |            |
| <b>COMPETENCY 7: Apply knowledge of human behavior in the social environment.</b>   |  |        |      |            |            |
| 7.1 Student utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation                         |  |        |      |            |            |
| 7.2 Student critiques and applies empirically-supported knowledge to understand person and environment                                |  |        |      |            |            |
| <b>COMPETENCY 8: Engage in policy practice to advance social and economic well-being and to deliver effective</b>                     |  |        |      |            |            |



| <b><i>social work services.</i></b>   |                             |                           |                    |                           |                         |
|---|-----------------------------|---------------------------|--------------------|---------------------------|-------------------------|
| <b>Practice Behavior</b>  | <b>Agency Activity/Task</b> | <b>Responsible Person</b> | <b>Target Date</b> | <b>Midterm Evaluation</b> | <b>Final Evaluation</b> |
| 8.1 Student demonstrates a critical understanding of the history and current form of US social welfare and social service policies, institutions, governance, and financing and uses this understanding to formulate policies and strategies that advance social well-being and social and economic justice |                             |                           |                    |                           |                         |
| 8.2 Student collaborates with colleagues, clients/constituents, and other actors to advocate for social and economic justice to effect policy change  |                             |                           |                    |                           |                         |
| 8.3 Student recognizes how policy impacts clients and the delivery of client services.  |                             |                           |                    |                           |                         |
| <b>COMPETENCY 9: <i>Respond to contexts that shape practice.</i></b>  |                             |                           |                    |                           |                         |

| <b>Practice Behavior</b>   | <b>Agency Activity/Task</b> | <b>Responsible Person</b> | <b>Target Date</b> | <b>Midterm Evaluation</b> | <b>Final Evaluation</b> |
|--|-----------------------------|---------------------------|--------------------|---------------------------|-------------------------|
| 9.1 Student recognizes social, political, economic, and environmental influences and applies them to the conduct of social work practice |                             |                           |                    |                           |                         |
| <b>COMPETENCY 10a: <i>Engage with individuals, families, groups, organizations, and communities.</i></b>                                 |                             |                           |                    |                           |                         |
| 10.a.1 Student prepares for action with individuals, families, groups, organizations, and communities                                    |                             |                           |                    |                           |                         |
| 10.a.3 Student develops mutually agreed upon focus of work and desired outcomes  |                             |                           |                    |                           |                         |
| <b>COMPETENCY 10b: <i>Assess individuals, families, groups, organizations, and communities.</i></b>                                      |                             |                           |                    |                           |                         |
| 10.b.1 Student collects, organizes, and interprets client data   |                             |                           |                    |                           |                         |
| 10.b.2 Student assesses client strengths and limitations   |                             |                           |                    |                           |                         |
| <b>Practice Behavior</b>   | <b>Agency Activity/Task</b> | <b>Responsible Person</b> | <b>Target Date</b> | <b>Midterm Evaluation</b> | <b>Final Evaluation</b> |
| 10.b.3 Student develops  |                             |                           |                    |                           |                         |

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| mutually agreed-upon intervention goals and objectives  |  |  |  |  |  |
| 10.b.4 Student selects appropriate intervention strategies  |  |  |  |  |  |
| <b>COMPETENCY 10c: <i>Intervene with individuals, families, groups, organizations, and communities.</i></b> |  |  |  |  |  |
| 10.c.1 Student initiates actions to achieve organizational goals  |  |  |  |  |  |
| 10.c.2 Students implements prevention interventions that enhance client capacities                          |  |  |  |  |  |
| 10.c.3 Student helps clients resolve problems   |  |  |  |  |  |
| 10.c.4 Student negotiates, mediates, and advocates for clients  |  |  |  |  |  |
| 10.c.5 Student facilitates transitions and endings  |  |  |  |  |  |
| <b>COMPETENCY 10d: <i>Evaluate individuals, families, groups, organizations, and communities.</i></b>       |  |  |  |  |  |
| 10.d.1 Student critically analyzes, monitors, and evaluates interventions                                   |  |  |  |  |  |

Comments:

---

---

---

---

---

---

---

---

Date: \_\_\_\_\_

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Signature of MSW Field Educator

\_\_\_\_\_  
Signature of Task Supervisor (if applicable)

\_\_\_\_\_  
Signature of Faculty Liaison