

Refer to the ‘*Education Plans’* and ‘*Practicum*’ sections of [The Practicum Learning Manual](https://socialwork.columbia.edu/wp-content/uploads/fe-manual.pdf) (pp. 50-51, and 72-103, respectively) that describe the appropriate CSWE learning objectives/behaviors expected for each student according to their year and specialization area. The manual also describes minimum standards for supervision and suggests several options for recording. Use the manual fully in developing the Education Plan.

Submit your Education Plan to advisors and to the Office of Practicum Learning by the end of the third week of placement. It should serve students and practicum instructors well in completing the mid-semester oral evaluation in November. The Plan will also provide the basis for the written evaluation of the student at the end of each semester.

**EDUCATION PLAN**

**Student Name**

Click or tap here to enter text.

**Student UNI**

Click or tap here to enter text.

**Semester**

Choose an item.

**Year**

Choose an item.

**Specialization Area**

Choose an item.

**Agency Name**

Click or tap here to enter text.

**Practicum Instructor Name**

Click or tap here to enter text.

**Practicum Instructor Email**

Click or tap here to enter text.

**Advisor Name**

Click or tap here to enter text.

**Advisor Email**

Click or tap here to enter text.

**ASSIGNMENTS**

Describe the types of assignments the student will be afforded. (See the ‘Practicum’ specific to the Year (Generalist or Specialized) and the Advanced Practice Specialization Area for Specialized Year students in the [Practicum Learning Manual](https://socialwork.columbia.edu/wp-content/uploads/fe-manual.pdf) (pp. 71-102). (The information is also available [here](https://www1.columbia.edu/sec/cu/ssw/field/evaluation-forms/).) Use the behaviors given under each practicum to develop assignments that will allow the students to demonstrate the competency behaviors described there for each of the CSWE nine Core Competencies.

Describe the types of clients, the options for interventions, the expected duration of service, and the opportunities to self-evaluate the work. Include anything unique or particular about the placement setting that must be considered when looking at the student's learning, i.e., only short-term clients, all clients with the same diagnosis, planning opportunities are all agency-based, policy work is always on a macro level, etc. Please provide a minimum of 2 learning opportunities for each of the five systems levels (individuals, families, groups, organizations, and communities.) *A list of sample assignments is provided below.*

**Assignments with Individuals**

Click or tap here to enter text.

**Assignments with Families**

Click or tap here to enter text.

**Assignments with Groups**

Click or tap here to enter text.

**Assignments with Organizations**

Click or tap here to enter text.

**Assignments with Communities**

Click or tap here to enter text.

**Assignments / Other**

Click or tap here to enter text.

**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 assignments.

Click or tap here to enter text.

**MEETINGS:**

Describe the types of meetings the student is expected to attend, note meetings that would be optional, and note the student's role at them, i.e., participant, presenter, observer, minute taker, etc.

Click or tap here to enter text.

**SUPERVISION:**

Describe who you, the Practicum Instructor, are and how often and how long supervisory conferences are anticipated to be. See *Educational Plans: Supervision* (p. 50) in the [Practicum Learning Manual](https://socialwork.columbia.edu/wp-content/uploads/fe-manual.pdf). Individual supervision is weekly for an hour and a half. Describe how this requirement will be met and what other opportunities exist for additional supervision. If Task Supervision is a component of this placement, be specific about who is the Task Supervisor, their qualifications, range of responsibility, and availability.

Click or tap here to enter text.

**AGENCY RECORDING ASSIGNMENTS**

Describe the type of Recordings (i.e., Process Recordings, Logs, Reflective Journals, etc.) that will be used. See *Education Plans: Recordings (Pg51)* and refer to the relevant recording sections according to the student's Method in the [[Practicum Learning Manual](https://socialwork.columbia.edu/wp-content/uploads/fe-manual.pdf)](https://socialwork.columbia.edu/wp-content/uploads/fe-manual.pdf) (pp. 52-53). Be specific about the format these recordings will follow, the frequency with which they are to be submitted, and the use to which they will be used in supervision.

 Click or tap here to enter text.

## **WORK SCHEDULE:**

Identify the student's specific hours at placement. Describe coverage of the student's assignments when the student is not in placement and the coverage for the Practicum Instructor when they are not on site. Explain the agency policy on student responsibility for making up any hours of placement that are missed.

Click or tap here to enter text.

## **SAFETY PROTOCOL:**

Identify the safety precautions and protocols at the agency site. Ensure the student is informed of appropriate steps to take in cases of emergencies and measures to take to manage safety concerns while engaged in assignments for the practicum. Please review the [[Practicum Learning Manual](https://socialwork.columbia.edu/wp-content/uploads/fe-manual.pdf)](https://socialwork.columbia.edu/wp-content/uploads/fe-manual.pdf) (pp. 37-38, 46-47, and 54-55) for more information pertaining to standards for student safety at the agency site. List the safety guidelines and information that have been provided to the student.

Click or tap here to enter text.

**DIVERSITY, EQUITY AND INCLUSION (DEI):**

Agencies are asked to incorporate DEI into student assignments in keeping with CSSW’s Diversity, Equity and Inclusion Mission Statement (see page 7 of the [Practicum Learning Manual](https://socialwork.columbia.edu/wp-content/uploads/fe-manual.pdf)) and to implement and reflect the PROP (Power, Race, Oppression and Privilege) lens in their communication with students. Please describe how you will incorporate DEI and the PROP lens in your practicum instruction with students.

Click or tap here to enter text.

**SIGNATURES:**

Student Signature

*Click or tap here to enter text.*

Click or tap to enter a date.

Task Supervisor Signature (if applicable)

*Click or tap here to enter text.*

Click or tap to enter a date.

Practicum Instructor Signature

*Click or tap here to enter text.*

Click or tap to enter a date.

Advisor Signature

*Click or tap here to enter text.*

Click or tap to enter a date.

Student, after completing this form in consultation with your practicum instructor and advisor, please obtain their typed signatures. After that, please take the following steps:

1) upload the fully signed version of the Education Plan into your Advising Seminar Course in Canvas as directed by your advisor

2) upload the fully signed version of the Education Plan to Sonia via the Documents page. Instructions are available on the right-hand menu on your [Sonia](https://field.socialwork.columbia.edu/SoniaOnline/) home page under “Education Plan”

**ASSIGNMENT EXAMPLES**

Examples of tasks, roles, and/or opportunities to practice within each area of specialization for each systems level in practicum settings

**Generalist Year Direct Practice**

*Setting example #1: Elementary school*

Individuals • provide one-on-one counseling
• create behavior plan tailored to student's need

Families • conduct regular assessments of current and emerging student and family needs
• refer individuals and families to external resources and services

Groups • provide group counseling
• whole classroom interventions to students, staff and families

Organizations • collaborate with supervisors, colleagues and teachers to meet students' needs
• participate in department meetings, faculty meetings and other meetings

Communities • direct services to school community
• refer cases of suspected child abuse to the State Central Registry

**Generalist Year Direct Practice**

*Setting example #2: Youth arts center*

Individuals • one-on-one interviews with participants
• provide direct support to community members by referring and researching resources
• following up on inquiries
• compiling additional resources

Families • identify and coordinate educational opportunities for parents and families
• assist in prep and planning and attend parent meetings
• facilitate one of the meetings in spring

Groups • implement creative art therapy with small groups of middle school students on a weekly basis
• assist with classroom management

Organizations • meet with Education Program Leaders on a weekly to biweekly basis
• meet with Communications coordinator on a weekly basis

Communities • community outreach
• work weekly farmer's market
• support in planning community events and resource distributions

**Area of Specialized Practice: Advanced Clinical Practice (ACP)**

*Setting example #1: Psychotherapy practice*

Individuals • maintain a caseload of approximately 10 active individual clients
• work with challenging suicidal client

Families • work with client with complex family dynamics and custody issues
• work with clients regarding parenting and familial concerns

Groups • plan support group curriculum
• facilitate a DBT 12-week series support group
• facilitate a DBT spring group

Organizations • conduct independent research to educate clients and self
• attend in-service trainings and workshops

Communities • network with community agencies
• explore appropriate linkages to community resources

*Setting example #2: School-based counseling program*

Individuals • provide individual counseling to students who have witnessed or experienced violence/trauma
• provide options for interventions to ensure participants understand expectations of such and feel comfortable with the option
• adapt intervention to better meet the participant’s unique needs

Families • collaborate with counselor to provide training to families
• give consultations to families

Groups • provide group counseling
• create and facilitate therapeutic recreation discussion groups

Organizations • create and facilitate clinically oriented topical workshops
• collaborate with other clinical interns to develop and facilitate clinically-oriented content

Communities • help create a safe drop-in space for youth impacted by violence/trauma
• collaborate with counselor to provide training and consultation to communities regarding trauma and its impact

**Area of Specialized Practice: Integrated Practice and Programming (IPP) (formerly Advanced Generalist Practice and Programming (AGPP))**

*Setting example #1: Unhoused persons services*

Individuals • recreate the single adult assessment shelter model to update the policy and procedure written 20 years ago
• participated in case conferences with clients

Families • create an Assessment Model for Adult Families in Shelter
• assess presenting needs of the adult family clients

Groups • participate in meetings and groups
• assess needs of clients and staff that work with them

Organizations • learn operations aspects of organizations
• learn processes and procedures and became proficient at both
• research existing procedures to assist in thorough analysis of system of service

Communities • expand assessment model for adult families in shelter to other locations
• recreate single adult assessment shelter model

*Setting example #2: VA medical center*

Individuals • assessments
• formulate care plan • service referral and assistance
• ongoing counseling

Families • develop of treatment plan with veteran and family members
• educate veteran and family members/caregivers of available services
• provide ongoing family counseling

Groups • co-facilitate caregiver groups through Caregiver's First Program
• provide education related to VA and community resources, entitlements, Advance Directives/Living Wills

Organizations • attend all appropriate staff meetings
• collaborate in the performance improvement processes
• comply with performance measures as required by the VA for their specific population and/or program
• enter all Veteran/family contacts in the electronic record using appropriate formats and templates

Communities • establish and maintain positive working relationships with outside community agencies
• establish and maintain positive working relationships with employees, volunteers, consumers and stakeholders within the VA and outside community agencies

**Area of Specialized Practice: Policy Practice (POL)**

*Setting example #1: Civil Rights resource center*

Individuals • outreach programs
• bring awareness on the scope of Human Rights locally •
 assessment with individuals

Families • assessment with families
• assist in services provided to the communities
• effectively advocate and promote social and economic justice
• analyze the impact of this prospective research on families and groups

Groups • prepare and present a virtual presentation to the fellow interns and practicum instructor on a subject of student’s interest to develop skills imperative to the ever-changing demand of online communication
• prepare a report focusing on hate crimes suffered by Southeast Asian population in the city from March 2020 to March 2021

Organizations • assist in designing social and educational programs for outreach
• research organizational structure and operational process of City Government formation and implementation of policies.

Communities • schedule and attend City Council hearing
• research the organizational structure and the operational process of City Government regarding formation and implementation of policies
• conduct educational programs for outreach services within the communities to cultivate knowledge regarding human rights and discrimination

*Setting example #2: Legal services clinic*

Individuals • represent clients charged with misdemeanor crimes in city Criminal Court
• help an incarcerated client in parole advocacy
• research contacts and connect clients with services
• mitigation supports

Families • visit client and their family several times to conduct interviews
• interview clients and their family members

Groups • participate in weekly seminars
• participate in classes with law students

Organizations • work with attorneys, social workers and filmmakers to create advocacy videos for sentence mitigation
• attend court hearings

Communities • advocate with the city DOE to get court ordered special education services in place
• worked with educators at various schools

**Area of Specialized Practice: Leadership, Management, and Entrepreneurship for Social Justice (LME)**

*Setting example #1: Social services for older adults*

Individuals • conduct weekly individual ‘caring calls' with senior clients
• refer for outside services, as needed
• program recruitment / outreach

Families • build community between teens and seniors
• decrease isolation and loneliness in senior community by supporting the caring calls program that matches older adults with volunteers for weekly friendly phone calls

Groups • co-facilitate weekly intergenerational chess program
• provided support and recruitment for the program
• create conversation starters

Organizations • complete volunteer feedback forms data entry for program
• present a complex case at MSW Student Monthly Seminar

Communities • support the package delivery program throughout the year
• deliver seasonal/holiday packages senior community
• active member of the Volunteer Services Department

*Setting example #2: Literacy program management*

Individuals • support 'teen leaders' at various school sites
• assess and refer clients to appropriate external partners

Families • recruit, train and employ young people to work one on one with K-2 graders who struggle with reading
• create a mental health/life-skills resource page for the website, where teen leader employees can receive resources about college, mental health and essay writing

Groups • help plan and coordinate teen leadership enhancement workshops
• help with recruiting for workshops
• create game night

Organizations • participate in all program team meetings
• review and interpret data that informs program design and delivery

Communities • recruit teen leaders who learn job skills while increasing literacy among K-2 students
• create game night