**FOUR WEEK EDUCATION PLAN**

**Overview**

During the first four weeks of placement, as part of field instruction, Field Instructors and students should collaborate on, and develop a written copy of this Education Plan. This Plan will form the basis of the student’s learning throughout the semester, and may be used as a framework for the mid-term oral evaluation. Once completed, the Plan should be signed by the Field Instructor and student to confirm that both collaborated and developed the Plan, and by the Faculty Field Liaisons to confirm their review. The signatures of all parties verifies agreement regarding the educational strategy for the first semester.

Since the Plan is due to Liaisons by the fourth week of field, a fully developed Plan should prove effective for both Students and Field Instructors during the mid-term oral evaluation in October/November. The Plan will also be the basis for the written evaluation of the student’s performance at the end of the semester. The adherence to an instructionally sound Education Plan allows the agency and the Field Education Department to appropriately monitor and evaluate the education process.

The attached outline provides six areas as topic headings for a paragraph or two that will describe the teaching that will occur during the term. Please insure that all identifying information is completed as requested, and that the completed form is forwarded to the student’s Faculty Field Liaison. Electronic copies are preferable; however hard copies are also acceptable.

**STUDENT NAME** Click here to enter text.

**EDUCATIONAL LEVEL** Choose an item.

**AGENCY** Click here to enter text.

**FIELD INSTRUCTOR** Click here to enter text.

**FACULTY FIELD LIAISON**  Click here to enter text.

**DATE COMPLETED** Click here to enter text.

1. **ASSIGNMENTS**

Describe the range of assignments the student will be afforded, and specific tasks associated with each assignment. Take into consideration areas that are unique to each respective agency, the student's educational level, the agency’s setting and population served. To the extent possible, students should have a range of assignments, with emphasis on the following:

* **Diversity:**
  + Exposure to diverse populations, problems, needs;
  + Exposure to varied resources.
* **Timing and Pacing:**
  + Crisis intervention, brief solution-focused, long-term;
  + Intake/assessment, case management, interdisciplinary collaboration, assessment/referral,
  + assessment/diagnosis;
  + Treatment planning or Individual Action Plans (IAPs), treatment plan reviews, forensic
  + monitoring;
  + Advocacy and empowerment, collateral contacts.
* **Environments:**
  + Experiences that enable students to interact with clients and their environments, such as community and home visits, meetings of community organizations, case conferences, or interagency collaborations.
* **Micro to Macro:**
  + Individuals, pairs, dyads, families;
  + Families, groups;
  + Administration, organizational management, community.

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**2. PROFESSIONAL AND INTERDISCIPLINARY RELATIONSHIPS**

Describe staff (other than the field instructor) with whom the student is expected to interact and with whom they will work in order to complete assignments. Include any assigned task supervision.

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**3. MEETINGS**

Describe the types of meetings the student is expected to attend, for example, case conferences, staff meetings, agency training, and, or workshops, community-based meetings, or student meetings. Note the student’s role at each, i.e., participant, observer, presenter, etc.

Click here to enter text.

4. **SUPERVISION**

Advise the student of your plan for supervisory conferences, providing information on the anticipated frequency and length of these sessions. Describe other opportunities for additional supervision opportunities if they exist. If Task Supervision is a component of this placement, be specific about who will provide task supervision, their qualifications, and the range of responsibility and availability.

Teach students the process of integrating theory and practice.

Click here to enter text.

5. **RECORDINGS**

Discuss the use of Process Recordings during supervisory sessions. Be specific about when you expect to receive process recordings, the anticipated return of recordings to students, and the number of process recordings that are required each week (two (2) recordings per week for all MSW and BSW Seniors; and one (1) per week for all BSW Juniors. Encourage students to operationalize the integration of theory and practice in their recordings.

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**6. INTERNSHIP SCHEDULE**

Provide the student’s schedule for field placement, including days and times. Explain the agency’s and the Adelphi School of Social Work’s policy on student responsibility for making up any hours of placement which are missed.

Click here to enter text.

Click here to enter text.

**STUDENT**

Click here to enter text.

**FIELD INSTRUCTOR**

Click here to enter text.

**FACULTY FIELD LIAISON**

Click here to enter text.

**DATE**