

## EDUCATION PLAN

Students and their Field Instructors prepare, and Students write up, Education Plan for review and approval by Advisors. In fact, all three sign the Plan to signify that Students and Field Instructors have worked on it, that the Advisor has reviewed it, and that all concur that it is a sound educational strategy for field education for the year.

### OVERVIEW

During the first three weeks of Field, as part of supervision, Students and Field Instructors should work on the Education Plan. The Plan covers six specific areas, outlined below. Use each area as the heading of a paragraph or two and be as specific as possible in your description.

Attention should be paid to the sections in the *Field Education Manual* that describe the appropriate assignments expected for each student according to their year and method. The Manual also describes minimum standards for supervision and suggests several options for recording. Use the Manual fully in developing the Education Plan for Field.

Since the Plan is due to Advisors by the third week of field they should serve students and Field Instructors well in doing 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. Further, by noting the Field Instructor's and the agency's willingness to develop, and adhere to, an instructionally appropriate Education Plan the Field Department can ensure the continued appropriate use of a particular field site.

At the top of the Education Plan note:

1. Student Name
2. Year
3. Method
4. Agency
5. Field Instructor
6. Field Advisor
7. Date completed

At the bottom leave space for three signatures (Student, Field Instructor and Advisor).  
In the middle, follow the outline.

Please submit two (2) copies of the completed Education Plan to the Field Education Department.

## OUTLINE

PLEASE USE THE FOLLOWING SIX AREAS AS TOPIC HEADINGS FOR A PARAGRAPH OR TWO DESCRIBING THE TEACHING AND LEARNING THAT WILL OCCUR DURING THE YEAR.

### 1. ASSIGNMENTS:

Describe the types of assignments the student will be afforded. See pages 16 and 17, and the specific pages according to the student's Method, in the *Field Education Manual*. Describe the types of clients, the options for interventions, the expected duration of service, and the opportunities to self-evaluate the work. Include anything in this section that is unique or particular about your setting that must be taken into account 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.

### 2. PROFESSIONAL AND INTERDISCIPLINARY RELATIONSHIPS:

Describe the staff with whom the student is expected to interact and with whom she/he will work in order to complete assignments.

### 3. MEETINGS:

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

### 4. SUPERVISION:

Describe who you, the Field Instructor, are and how often and how long supervisory conferences are anticipated to be. See pages 14 and 15 in the *Field Education Manual*. 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.

### 5. RECORDINGS:

Describe the type of Recordings (i.e. Process Recordings, Logs, Reflective Journals, etc.) that will be used. See pages 19 and 20 and the relevant recording sections according to the student's Method in the *Field Education Manual*. 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.

### 6. 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 Field Instructor when she/he is not on site. Explain the agency policy on student responsibility for making up any hours of placement which are missed.