DATE: ________________

SIXTH WEEK EDUCATIONAL PLAN
GRADUATE STUDENTS

Please Print:

Name of Student: _______________________________________________________

1st Year: _____ 2nd Year: _____ Specialization: ______________________________

Field Instructor: _______________________________ __________________________

Name of Agency: ______________________________________ Phone #: __________

Hours in Field: ____14 ____21 Hours Completed to date __________

Indicate time and day of regularly scheduled supervision: ______________________
(Note: 14 hour students = 1 hour of field education supervision, 21 hour students = 1 ½ hours of field education supervision)

I. ASSIGNMENTS:

1) Briefly describe student’s current assignments including the number/type of individual, family, group cases and/or macro projects/assignments.

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

2) Briefly describe anticipated assignments.

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________
3. Process Recordings (SBU SSW template on website)

(First year students are required to complete 1-3 process recordings per week and second year students are required to complete 1-2 per week)

Are they utilized on a regular basis in supervision? ________Yes ________No

Are they handed in on a timely basis? ________Yes ________No

Number handed in per week __ 1 __ 2 __ 3

4. Will the student have the opportunity to work with oppressed and devalued populations? ________Yes ________No

II. CORE COMPETENCIES

Directions: Core competencies, as outlined by Council on Social Work Education, identify behaviors and skills social work students are expected to demonstrate. Based on your interactions and observations over the last 6 weeks please assess the students’ current level of competency utilizing the key below:

1= Developing – Learning Core Competency;
2=Enhancing – Improving Core Competency;
3=Consolidating – Consistently Applying Core Competency;

<table>
<thead>
<tr>
<th>1. Identify as a professional social worker and conduct oneself accordingly.</th>
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<th>2</th>
<th>3</th>
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<tbody>
<tr>
<td>The student will learn to serve as a representative of the profession, its mission, and its core values. The student commits to enhancing the profession by her/his own professional conduct and growth. The Student will demonstrate professional demeanor in behavior, appearance, and communication;</td>
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<tr>
<th>2. Apply social work ethical principles to guide professional practice.</th>
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<tr>
<td>Student will gain knowledge about the value base of the profession, its ethical standards, and relevant law. Student will learn to respond and act ethically and to engage in ethical decision-making.</td>
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<tr>
<th>3. Apply critical thinking to inform and communicate professional judgments.</th>
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<td>The student will use critical thinking, augmented by creativity and curiosity. S/he will be able to distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom. The student will recognize and demonstrate that critical thinking requires the synthesis and communication of relevant information. Student will effectively produce oral and written communication in working with</td>
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individuals, families, groups, organizations, communities, and colleagues.

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<th>4. Engage diversity and difference in practice</th>
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<td>Student will learn how diversity characterizes and shapes the human experience and is critical to the formation of identity. The student will express an understanding of the dimensions of diversity: the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Student will recognize that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.</td>
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<th>5. Advance human rights and social and economic justice.</th>
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<td>Student will learn to practice following the belief that each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Student will describe the global interconnections of oppression, discuss theories of justice, and demonstrate strategies to promote human and civil rights. Student will gain an understanding of the ways social justice practices should be incorporated into organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.</td>
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<th>6. Engage in research-informed practice and practice-informed research</th>
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<td>From practice experience, the student will be able to discuss research, will use evidence-based interventions, and evaluate own practice. Student will be able to discuss ways research findings may improve practice, policy, and social service delivery with the population being served. Student will be able to distinguish quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.</td>
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<th>7. Apply knowledge of human behavior and the social environment</th>
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<td>Through practice and supervision the student will gain knowledge about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Student will apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.</td>
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<th>8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</th>
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<td>Student will identify the ways that policy affects service delivery. Students will learn about the agency’s history and current social policies and services,</td>
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the role of policy in service delivery; and the role of practice in policy development with the populations served.

9. Respond to contexts that shape practice
Student will become informed and resourceful in responding to ever evolving organizational, community, and societal changes and trends at all levels of practice. Student will recognize that practice is dynamic, and use knowledge and skill to respond proactively.

10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
Professional practice involves the dynamic and interactive processes of engagement, interviewing, assessment, intervention, and evaluation with various client systems at multiple levels. Student will gain the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Student will gain practice skills including identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; advocacy; use research and technological advances; evaluate outcomes and practice effectiveness; develop, analyze, and demonstrate beginning leadership skills for policies and services; and promote social and economic justice.

III. COMPETENCIES
1. The field instructor and student understand that the 10 Core Competencies will be integrated into supervisory discussions. ________Yes ________No

IV. FIELD INSTRUCTOR COMMENTS:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
1. Please indicate any concern held by either you or the student regarding the progress of the field experience.
________________________________________________________________________
________________________________________________________________________
2. Does the student agree with the learning plans?
Yes ___  No ___  (Please comment if you checked No)

COMMENTS:
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

3. Would you like a member of the Field Education Faculty to contact you at this time?
Yes ___  No ___

V. STUDENT COMMENTS:
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

Field Instructor's Signature  __________________________________________________________________ Date  ______
Student's Signature  ______________________________________________________________________ Date  ______

Please mail to:
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