SDSU School of Social Work    Field Instructor Training Course Live Session One
http://socialwork.sdsu.edu/field

Presented by: Candy Elson, LCSW, Silvia A. Barragan, LCSW

Field Education Seminar 1 Title: Introduction & Overview of Field Instruction and the SDSU Field Education Program. (3 CEU's) August 6th, 2015. 1:00pm to 4:00 pm, 3 hours.

HHSA Health Services Complex, Coronado Room,
3851, Rosecrans St. San Diego CA 92110

Seminar I – Agenda/Outline

1.0 Overview of SDSU School of Social Work & the Field Instructor Training Course

2.0 Field Instruction Design at SDSU Field Education Courses

3.0 Field Education Courses SW 489; 650; 750; 755 10 Core EPAS Competencies

4.0 The Art of Field Instruction

5.0 Supervisory Attachment Patterns in Field Education

OBJECTIVES

1. To understand the role of Field Instructor/Task Supervisor in Social Work Education.
2. Become oriented to the SDSU School of Social Work’s policies and clarify the School's expectations of the field Instructor.
3. Become familiar with the central ingredients that promote learning within the supervisory relationship.
4. Learn skills to assess student’s educational learning needs.
5. Develop an increased awareness of diversity and its role in the supervisory relationship.
6. Become familiar with the use of supervisory learning tools and the timing of their use according to the developmental learning needs of the student.
7. Understand basic concepts of attachment theory and its relevance and application to field instruction and the supervisory relationship.
8. Become familiar with common supervisory attachment patterns and learn skills in assessing attachment patterns and their implications for meeting the students educational needs
9. Learn strategies for handling difficulty attachment patterns to increase attunement and goodness of fit
10. Gain an increased appreciation for the complexity of the supervisory-student relationship.
Biographies of presenters:

Candy Elson, LCSW, was appointed Director of Field Education at SDSU School of Social Work in June 2011. Ms. Elson has been a member of the field faculty team and the Mental Health Training Program Coordinator at SDSU since 2007. Ms. Elson worked for 15 years in the public and private mental health system as a hospital psychiatric social worker for Sharp Healthcare, a Mental Health Conservatorship Clinician with San Diego County and as a psychiatric liaison in the emergency room before returning to SDSU in 2007. Ms. Elson holds Masters degrees from USD and SDSU. For fun, she likes to play golf and play with her Boxer, Zoey.

Silvia A. Barragan is a Licensed Clinical Social Worker with over twenty years experience in the area of Child Welfare. She has served as a Protective Services Worker, Forensic Interviewer, Psychotherapist, Supervisor and Trainer. She has conducted trainings on Child Abuse Multi-disciplinary Teams, Integrated Team Case Management and currently provides trainings on Forensic Interviewing and Cultural Competence. She provides clinical supervision to individuals pursuing licensure and is currently Field Faculty and the SDSU/HHSA Child Welfare Services Liaison at the School of Social Work at San Diego State University.
SDSU School of Social Work
Field Instructor Training
Presented by Candy Elson & Silvia A. Barragan
August 6, 2015

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Seminar One Agenda
- Overview of Field Instructor
- Training Course
- Field Instruction Design at SDSU
- Field Education Courses
- The Art of Field Instruction
- Attachment Patterns in Field Instruction

Objectives of FI Training
Two components
a) On Line Modules in IPT
b) Two live in-person meetings
Must complete both
To understand role of FI Instructor in SW Education
Learn skills in assessing students educational needs
Awareness of diversity & attachment patterns in supervisory relationship, including ethical and legal aspects

Mission of Field Education
- Opportunity to learn by doing.
- Goal is to integrate theory and practice in order to serve client effectively.
- Recall own memories of field experience to inform your field instruction.
- Creating a vision of how you would like to shape your student’s learning.
- What qualities & skills would you like them to demonstrate?

Signature Pedagogy: Field Education
- “Signature Pedagogy represents the central form of instruction & learning in which a profession socializes students to perform the role of practitioner” (CSWE 2008)
- In social work, the signature pedagogy is field education
- Intent of field education is to connect theory & concepts from the classroom with the practical world of the practice setting
FIELD PRACTICUM INTERNSHIP – VITAL ROLE OF SUPERVISION & FIELD INSTRUCTION

The quality of field instruction/supervision is crucial to students overall satisfaction with internships.

Your role is crucial, modeling development of students identity as professional social workers.

Skills include engagement, assessment, planning interventions and termination.

Knowledge of community resources.

Legal and ethical issues.

Field Instruction Design and Accountability

- SDSU – Agency SLA (Service Learning Agreement)
- CSWE-EPAS (Council Social Work Education)
- Educational Policy & Accreditation Standards
- Field Education Roles and Responsibilities
- Director/Coordinators/Field Faculty
- Field Instructors
- Student
- A system of checks and balances

Structure of Field & Integration into the Curriculum

- 2 year and 3/4 year students – varying course load/lifestyle.
- Core Courses: Practice, Policy, HBSE, Research and Electives.
- Specialized Programs: IVE; MHTP; MPH; JD.
- Fall - Aug. 24th to Dec. 10th 2015 (last day of field/classes); (Discuss Winter Break next slide)
- Spring - Jan 20th to May 5th 2015 (last day of field/classes)

Winter Break Expectations

- ** Students who are in field practicum during Winter Recess (a minority) (December 16, 2015 – January 15, 2016) do so on a voluntary basis. Students hours volunteered during this time frame cannot be applied towards required field practicum course hours. We request that students be given a minimum of two consecutive weeks off, during winter break if student is still expected to maintain a positive level of client care during the break. Students are expected to work out a schedule with their field instructor, versus the full 16 or 20 hours. Students may not be in field agency when campus is closed during winter break, December 22nd to December 25th, 2015. Students are covered by the university’s liability insurance during academic break periods, but NOT when the campus is closed. If students volunteer their time over winter break, we encourage FI’s to take that into consideration if students has sick days or holidays to make up field hours.

Structure of Field

- Undergrad (489) and Foundation Year (650)
- 16 hours a week (10 hours first 2 weeks for 650, 16 hours thereafter) Intensive Orientation “Field Readiness” Training
- Generalist - Micro, Mezzo, Macro
- Advanced Clinical Direct Practice (750) and Admin/Community Development (755)- 20 hours a week
- All Field Internships require one hour of face to face supervision per week

School Social Work Field WEB SITE

socialwork.sdsu.edu/field/

- Review – useful resource for FAQ’s, directory
- INTRODUCING INTERNSHIP PLACEMENT TRACKING (IPT)
- https://www.alceasoftware.com/web/login.php
Internship placement tracking
   - The Intern Placement Tracking (IPT) system is a web-based practicum monitoring system designed to keep track of students placed in internship programs with various agencies. We implemented IPT in order to more effectively track student placements while providing students a valuable tool allowing students to research prospective field agencies. IPT also provides a paperless solution for tracking and archiving online field forms.

IPT GETTING STARTED
   - IPT website is located at https://www.alceasoftware.com/web/login.php. Please bookmark this page for easy reference. There are three fields required for login: organization ID, user name, password. All information entered in these fields is upper/lower case sensitive.

Forms on IPT
   - The forms function is one of the most important aspects of the IPT system, and it is imperative that SDSU students and field instructors understand and look for scheduled forms.
   - Forms are online documents that allow students, field instructors, and the field liaisons to complete fieldwork materials electronically rather than in hardcopy form. Several forms will be generated through IPT, and it is each user’s responsibility to complete their portion of a Form in a timely manner.

Internship Placement Tracking
   - The IPT system allows both SDSU and field agencies to communicate with students working in practicum. Because of this, it is essential for students & field instructors to keep all information current. Please become familiar with this system.

IPT continued
   - The Organization ID for anyone using the SDSU IPT system: sdsu
   - The School of Social Work will supply all field instructors with a unique default user name & password.

Forms on ipt
   - Currently, the only forms generated via the IPT system are the Learning Plan and the Comprehensive Skills Evaluation – one integrated document (Self Evaluation in progress)
   - Notifications of when forms are generated are sent via email so it is very important that you keep your email address up to date.
   - It is the student and field instructor's responsibility to complete all forms by the scheduled deadlines. In addition to the email notification, the SDSU School of Social Work will let all of our students know when a Form is generated and ask them to pass the information on to each field instructor.
IPT TUTORIAL
- A FULL TUTORIAL ON IPT IS AVAILABLE ON OUR WEB SITE FOR YOU TO REVIEW AND GET USED TO THE SYSTEM
- http://socialwork.sdsu.edu/field/instructor-resources/ipt-tutorial
- IT IS VERY USER FRIENDLY
- THIS IS OUR THIRD YEAR OF USING IT SO WE ARE WORKING OUT THE GLITCHES – THANKS FOR YOUR PATIENCE

Field Education Curriculum
- Learning Objectives
- Knowledge
- Values
- Skills
- Competencies – demonstrated performance
- Assignments/Readings/Exercise
- NASW Code of Ethics

NASW CODE OF ETHICS
- Preamble
- The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession’s focus on individual well-being in a social context and the wellbeing of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

NASW CODE OF ETHICS
- Social workers promote social justice and social change with and on behalf of clients. “Clients” is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice.

Code of ethics continued
- These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals’ needs and social problems.

Social Work Values
- The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession’s history, are the foundation of social work’s unique purpose and perspective:
Examples from your agency / practice?
○ Examples of NASW Code of Ethics embodied in your practice?
○ Social justice and social change?
○ Vulnerable populations?
○ Re-capture our vision of social work – before we are buried in paper work & email!

Social work Core Values
○ Service
○ Social justice
○ Dignity and worth of the person
○ Importance of human relationships
○ Integrity
○ Competence

Core values in practice
This constellation of core values reflects what is unique to the social work profession.
Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

10 CORE COMPETENCY AREAS
Professional Identity
Ethical Practice
Critical Thinking
Diversity in Practice
Human Rights and Justice
Research Based Practice
Human Behavior
Policy Practice
Practice Contexts
Engage, Assess, Intervene, Evaluate

Professional Identity
○ Professional Identity—Identify as a professional social worker and conduct oneself accordingly.
○ Social workers competent in Professional Identity:
○ Serve as representatives of the profession, its mission, and its core values.
○ Know the profession’s history.
○ Commit themselves to the profession’s enhancement and to their own professional conduct and growth.

LEARNING PLAN – COMPETENCY 1
PROFESSIONALISM – SCREEN SHOT OF IPT

COMPETENCY #1 – PROFESSIONALISM
INTERN IDENTIFIES AS A PROFESSIONAL SOCIAL WORKER AND CONDUCTS HIMSELF ACCORDINGLY.

LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #1
Examples of learning activities here……

1. Demonstrates professional social work roles and boundaries.
2. Demonstrates professional demeanor in behavior, appearance and communication.
3. Demonstrates professional time management skills and accountability; punctuality, attendance, paperwork and assignments.
4. Uses supervision and consultation effectively.
Ethical Practice
- Ethical Practice—Apply social work ethical principles to guide professional practice.
- Social workers competent in Ethical Practice:
  - Fulfill their obligation to conduct themselves ethically and to engage in ethical decision-making.
  - Are knowledgeable about the value base of the profession, its ethical standards, and relevant law.
  - Examples from your experience/practice?

Critical Thinking VS. RULE-followers
- Critical Thinking—Apply critical thinking to inform and communicate professional judgments.
- Social workers competent in Critical Thinking:
  - Are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment.
  - Use critical thinking augmented by creativity and curiosity.
  - Understand that critical thinking also requires the synthesis and communication of relevant information.

Diversity / cultural competence
- Diversity in Practice—Engage diversity and difference in practice.
- Social workers competent in Diversity in Practice:
  - Understand how diversity characterizes and shapes the human experience and is critical to the formation of identity.

DIVERSITY – CULTURAL COMPETENCE CONT.
- Recognize that the dimensions of diversity reflect 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.
- Appreciate 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.

Human Rights and Justice & Research Based Practice
- Human Rights and Justice - Intern advances human rights and economic justice (Examples?)
- Research Based Practice Intern engages in research informed practice and practice informed research (Examples from your agency of EBP’s?)

Human Behavior & Policy Practice
- Intern applies knowledge of human behavior and the social environment
- Policy Practice
  - Intern engages in policy practice to advance social and economic well being & deliver effective social work services
  - Note: Undergrads & First Year Grads 25% of their time should be in macro practice
Practice Contexts
Intern responds to contexts that shape practice
Seeks information, resources and is proactive in responding to evolving organizational, community and societal contexts of practice
(Ex. Affordable Care Act; Katie A. Decision; Re-Alignment Other examples?)

Engage, Assess, Intervene, Evaluate
- Engage, Assess, Intervene, Evaluate — Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.
- Social workers competent in the dynamic and interactive processes of Engagement, Assessment, Intervention, and Evaluation apply the following knowledge and skills to practice with individuals, families, groups, organizations, and communities.

Engage, assess, intervene, evaluate
- Identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals
- Using research and technological advances
- Evaluating program outcomes and practice effectiveness
- Developing, analyzing, advocating, and providing leadership for policies and services
- Promoting social and economic justice

Learning Plan Activity/Exercise
- Break in to groups of 2-3
- Choose 2-3 competency areas
- Professionalism – Ethical Practice etc.
- Devise learning activities for your intern
- Give examples of sequence for orientation – shadowing – beginning to practice

Field Education
Courses/Requirements
- 2 components of field – internship hours in agency and Field Seminars (aka Labs) at school
- 650 – weekly for 6 weeks then every other week; (Friday 8 am or 10 am)
- 489 every 2 weeks. (Tues or Thurs afternoons)
- 750/755 Every other week (Monday 11 am)
- Integration of knowledge, skills and values in field, self care, support, connection

Learning Plan & Comprehensive Skills Evaluation
- The Integrated Learning Plan (completed at the start of the semester) and
- Comprehensive Skills Evaluation (end of semester) Both completed via IPT – NO MORE PAPER!
- Organized around the 10 EPAS and competencies are described under each standard
- A move in social work education towards evaluating practice behaviors & competencies
Field Assignments
- Ask intern to share field and practice syllabi
- Orientation to agency – check list
- Agency presentation in class
- Psychosocial assessments
- Process recordings – Minimum of 2 each semester
- Evaluations at end of each semester, Comp Skills Evaluation, Self Evaluation
- SITE VISIT BY FIELD FACULTY

Process Recording 101

- PROCESS RECORDING
  - What is a Process Recording?
  - A process recording is a written record of an interaction with a client.
  - Why are Process Recordings required?

Process Recordings cont.

Process recording is a major learning tool in social work. Social work is unique in its use of process recording to teach intervention skills. Because in social work the practitioner’s major tool is one’s self and one’s ability to interact effectively with clients and other professionals, training must focus on the interactive skills necessary to be effective.

SAMPLE IN PACKET – AND ON WEB SITE

Process recordings continued

Process recordings require that the student attend to interactions on a level not required by verbal review or theoretical analysis. They encourage integration of the multiple levels of learning that a student is exposed to in field and class. Finally, they allow for close oversight of students’ work by both agency and school.
- Audio, Visual or Written components OK

Process Recording

- What do you learn from them?
  - A. To pay attention
  - B. To be aware of your own experience
  - C. To describe behavior, affect, content and recognize its significance
  - D. To analyze your responses and those of your clients
  - E. To recognize the consequences of an intervention
  - F. To develop the ability to intervene purposefully
- Audio/Visual/ recordings & 2 way mirrors recordings are also useful tools / same benefit as process recordings

IMPORTANT Policies & GUIDELINES
- Evening and week end hours
- Minimum 4 hours blocks of time
- No transporting clients in personal cars
- Training/educational conferences
- Bilingual/Bicultural Clients expectations
- Safety informed and aware
- Student must identify self as intern
- Keep supervisory records – did it happen?
- See sample clinical supervision form
The Art of Supervision
Sequencing the learning experience, orientation, shadowing, observation, hands on, feedback, supervision, support
Evolve your own style

Supervision 3 elements
○ 3 components of agency based supervisory practice:
  1. Administrative Function
  2. Educational Function
  3. Supportive Function
(Kadushin, 2002)
○ See Garthwait hand out summary

ELEMENTS OF COMPETENT SUPERVISION DEFINED – NASW
○ Informed consent
○ Identifying errors
○ Knowing when cases need to be reassigned
○ Monitoring competence & addressing impairment or unethical behavior
○ Monitoring boundaries with clients
○ Reviewing and monitoring documentation

Competent Supervision cont.
○ Regular scheduled supervision, documenting supervision
○ Maintain appropriate boundaries with student
○ Provide timely & informative feedback on performance
○ Support, support, support “Safe Haven”

Elements of Effective Supervision
○ Factors related to:
  ○ Agency
  ○ FI Supervisory Skills
  ○ Supervision Hour & other availability
  ○ Administrative and Clinical supervision roles
  ○ Tasks and Assignments

Agency preparation
○ Planning before student arrives
○ Orientation, tour, meeting all the staff, admin support to CEO
○ Make student feel welcome, begin professional identity
○ Protocols, break room, dress code, parking, unwritten rules, communication protocol
**Field Instruction supervision Hour**
- See supervision self evaluation form
- What ARE the important elements in field instruction supervision hour?
  - Your own good and bad experiences?
  - Working within the constraints of your job and agency

**Elements related to tasks and assignments**
- Clarify purpose of assignments
- Provide detailed directions & instructions
- Task completion / follow through
- Regularly review student's work/work load
- Clarify expectations for student performance
- Provide early opportunities for professional and client contact

**Orientation of Student**
- Setting expectations
- History & philosophy of agency
- Supervisor's expertise/framework
- Community resources and linkage
- Scope of practice
- Ethics/Values
- Evaluation methods
- Conflict resolution (identify back up supervisor)
- Review of documentation

**Supervision continued.**
- Transference and Counter-transference issues. Therapy vs. Supervision
- You are the EDUCATOR in the field
- Parallel process
- Diversity, Cultural Competence
- Self Care / Vicarious Trauma
- Supervisor / Student Evaluations – plan ahead
- Termination process with clients

**ASSIGNMENTS – CASE LOAD**
- Guidelines – awareness of:
  - Knowledge and skill level of student
  - Early opportunities for client contact
  - Cultural competence/diverse case load
  - Ethical dilemmas
  - Evidence Based Practice?
  - MACRO PROJECT – identify early
  - (see lists of ideas)
  - Travel / Home Visits?
Goldilocks principle for Case load
- Not too much – not too little – but just right!
- Realistic Expectations of student and field instructor

Macro Ideas
Administration & Community Development
- “Macro practice is the application of generalist practice skills in a macro (organizational or community) context to pursue planned change on behalf of a macro client system.” (Kirst-Ashman 2001)

Examples of Admin Macro Practice
- Meeting analysis
- Trainings
- Policy Brief
- Needs Assessment
- Public Relations
- Review Agency Policies and Procedures

Macro ideas continued
- Project Development
- Operations Review
- Networking
- Staff Development
- Evaluation
- Technology
- Cultural Competence or Trauma Informed Assessment
- Community Development

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- Project Development
- Operations Review
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- Community Development

Community Development Ideas
Agencies hosting an administration & Community development intern should be able to provide the intern with participation in several of the following activities:
- Facilitate stakeholder meetings with the community regarding volunteer opportunities, community outreach needs and action involving the community within areas they define as “in need.”
- Develop and Implement a program plan for community Civic Engagement.
- Meet one on one with community residents to find out what they feel community needs are, what their strengths are and how the agency and community can benefit from each other.
Community Development Ideas

Create and implement a process and program evaluation.
Coordinate local advocacy by introducing residents to others working on the same issue and facilitate meetings between the two.
Attending community and neighborhood coalition meetings.
Coordinate social change efforts within church and neighborhood groups.
Develop relationships with small non-profits and resident run associations.
Develop long-term plan and strategic efforts to incorporate community involvement into planning and goals of organization.
Develop group of community leaders to plan and implement a community improvement project.

Community Development Ideas cont.

- Coordinate with other local non-profits to develop funding opportunities and facilitate a work plan for the neighborhood. Develop community projects with local residents.
- Develop agency protocol for engaging the community in organizational decisions.
- Collaborate with various San Diego organizations to provide programming.
- Participate in community outreach by walking/driving in the community and visiting local schools, faith-based organizations, and community centers.
- Meet weekly/monthly with community residents to discuss relevant community issues.

Community Development Ideas cont.

- Build Social Capital among the participants of the Civic Engagement Group using strengths based approach.
- Conduct research and gain measurable outcomes providing data for improvements in quality of life among community members.
- Participate in hands on outreach with community (i.e. door knocking).
- Work with residents to implement community change (i.e. lack of sidewalks, graffiti).

Community Development Ideas cont.

- Work with residents and business owners in the revitalization of the community as a whole.
- Develop local community leaders to play active role in agency and community leadership opportunities.
- Actively work with residents to improve the “safe” feeling of the community (i.e. Utility Art Box program which identifies local artists to paint utility boxes beautifying the neighborhood; Community Clean Ups-Each month, elimination of graffiti).

COLLABORATION WITH FIELD FACULTY

- Please keep in touch with us
- If in doubt – call or email with any concerns
- Earlier is better than later
- Performance Agreements – due process for student if issues
- Students have rights regarding course completion / SSW is part of wider university rules, regulations, policies

Vicarious Liability

Partial responsibility for malpractice actions of subordinates, supervisees or interns
Risk management strategies in the field
Follow common sense & follow protocol
Avoid risk where possible
Educate in ethics, safety, harassment
Supervision and trusting relationship is primary tool
Document, document, document – record times/days/content of supervision/any areas of concern
Enjoy being a Field Instructor!

- Have fun – enjoy your professional development & growth as you become a teacher and mentor for your student
- Break ..... Part 2
- Attachment Patterns in the Supervisory Relationship
Attachment: Safe Harbors and Exploring Horizons

Dyads in Field Instruction

Adapted from material by Charlene Letourneau, Ph.D presented by Silvia A. Barragán, LCSW

Attachment Theory

- Internal working models
- Templates for adult relationships
- Findings from research
- Parallels in the supervisory relationship

Highlights from attachment theory and research

- Longitudinal developmental research
- Adult attachment inventory
- Patterns and statistics
  - Secure/autonomous
  - Insecure/Dismissive
  - Insecure/Preoccupied
  - Insecure/Disorganized/Unresolved

Attachment Based Field Instruction

- The Holding Environment
- Attunement to Exploration
- Attunement to Safe Haven needs
- Figure 1: Attachment-Based Approach to Secure Social Work Supervision
- Functions of Supervision
  - Teaching
  - Administration
  - Emotional Support (Kadushin, 2002)

Supervisory Attachment Patterns

- Relational context assumption
- Parallel process
- Contextual factors
  - Temperament
  - Social skills
  - Race, Class, Ethnicity, Gender, and Sexual Orientation
  - Personality clashes

The Autonomous Student and Supervisor

- Foundation and Advanced Year
- Direct Practice and Administration
- Ideal and the real
Insecure Patterns

- Dismissing student and supervisor
- Preoccupied student and supervisor
- Unresolved student and supervisor
- Sculpting the Dyads
- Table 1: Patterns of Adult Attachment Behavior within Supervisor-Student Field Instruction (Bennett and Saks, 2006)

Illustrations from the Field

- Preoccupied Student-Dismissing Field Instructor Dyad
- Case illustration and discussion
- Recommendations

Dismissing Student-Autonomous Field Instructor Dyad

- Case illustration and discussion
- Recommendation

Autonomous Student-Preoccupied Field Instructor Dyad

- Case Illustrations and Discussion
- Recommendations

Unresolved Student-Autonomous Field Instructor Dyad

- Case Illustration and Discussion
- Recommendations

Conclusion

- Goodness-of-fit
- Balance between attunement to exploration and emotional support
- Growth can be/is often painful
- Mediation and gatekeeping
Field Instructor Training Course-References


_Safe Harbors & Exploring Horizons reference:_

_A conceptual application of attachment theory and research to the social work student-field instructor supervisory relationship_. Bennett, Susanne Saks, Loretta Vitale

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Macro Project Ideas

The San Diego State University, School of Social Work requires each intern to complete 25% of their total practicum hours on a Macro project.

Here are some Macro projects ideas which will benefit your intern and your agency:

- Engage local businesses to partner with your non-profit or social service agency
- Research similar program models across the United States to compare to agency work and evaluate
- Strategize on funding opportunities to support programming
- Participate on a grant writing team
- Analyze agency strategic plan and look at where goals are being completed and need support
- Evaluate program effectiveness. What evaluation tools are in place and are they producing the necessary outcomes?
- Participation in a variety of committees/task forces/program planning activities within field practicum
- Serve as an agency representative in community meetings, then identify 2-3 community organizations to partner with that will benefit the agency’s mission
- Develop community projects with local residents
- Project development – design and implementation of a new project
- Meet one on one with community residents to find out what they feel community needs are, what their strengths are and how the agency and community can benefit from each other
- Develop a relationship with small non-profits and resident-led associations
- Read a current grant/contract of the organization, identify responsibilities of program managers
- Develop long-term plan and strategic efforts to incorporate community involvement into planning and goals of organization
- Outreach to residents for participation at agency level
- Create new collaboration with other San Diego organizations or non-profits
- Develop group of community leaders to plan and implement a community improvement project
Fall 2015 New Field Instructor Training

Thursday, August 6th, 2015 from 1:00pm -4:00pm

Talking Points for two small break out-group sessions – peer support/networking and Learning Plan Exercise.

1. Introductions (Name, Title, Agency, Years in that position, what level student, undergrad/first or second year grad?)

2. What are you memories/experiences of the best and worst supervisors you have had as a student or employee? What sort of field instructor (characteristics) would you like to be?

3. What would you like to gain from this opportunity to interact with fellow new field instructors? What are you excited or anxious about having accepted an intern?

4. What is your plan for orientation and the first 2-4 weeks at your agency? Do you have any practical/ logistical challenges – Example MIS /Data base, Anasazi/CWS-CMS Training/ phone & computer access / space?

5. For 650 (foundation year grads) and 489 (undergrads) students – do you have a group facilitation opportunity for your student? Ideas for a macro project? (SW 755 is 100% macro and community development)

6. Learning Plan Exercise – see sample – brain storm learning activities at your site for 2-3 core competencies
Attachment Patterns in Supervision

Secure Student and Supervisor

- Similar pattern for Foundation and Advanced Year (BASW, MSW)
- Students are able to tolerate normal anxiety and have realistic and clear ideas about their learning needs
- Willing to ask for help and open to feedback and instructions
- Explore the field setting with confidence, welcome new experiences and meeting new challenges
- Self-reflective about their own work
- Discuss tough issues in their clinical and macro projects
- Clear and organized in presentations

Supervisor Behavior

- Dependable, responsive, and empathic
- Recognize and normalize student anxiety
- Supportive of student needs for support and guidance and pushing them toward increasing independence
- Willing to hear and validate new ideas
- Willing to let go and provide closure as termination approaches
Dismissive Student and Supervisor

Student Behavior

• More comfortable with exploration side of attachment
• Student Minimizes need for help or need for supervision. Function too independently
• Student hides their mistakes/mask insecurity

Supervisor Behavior

• Supervisor inattentive/unresponsive to the students needs. May dismiss the student’s anxiety or legitimate need for guidance
• Give the student too much independence beyond their capacity
• Tends to be hypercritical, comments on deficits, but not strengths. “That was good, but”
Preoccupied Student and Supervisor

Student Behaviors
- Cling to supervisor for support, anxious beyond what is expected of inexperienced students
- Distinguish between pervasive anxiety and common anxiety
- Minimize what they know and exaggerate their incompetence/power

Supervisor Behaviors
- Intrusive and micromanage student’s learning, may doubt their own ability to supervise
- Feel validated when students need them
- Dyad may be locked into safe haven position
Unresolved Student and Supervisor

Student Behavior
- Fearful and stressed
- Reacts and becomes personally overwhelmed by triggers from past
- Difficulty maintaining boundaries
- Requires a great deal of attention
- Verbally threatening
- Incoherent when speaking

Supervisor Behavior
- Problems maintaining boundaries with students
- Disorganized in discussing placement, student, and learning plan
- Deny or become threatening in response to feedback
<table>
<thead>
<tr>
<th>Stage</th>
<th>Associated Concerns</th>
<th>Response Strategies</th>
</tr>
</thead>
</table>
| Anticipation  | Positive expectations  
Acceptance  
Anxieties  
Self  
Supervisor  
Co-workers  
Field Site  
Clientele  
Community  
Life context | Examine and critique assumptions  
Develop key relationships  
Acknowledge concerns  
Clarify role and purpose  
Make an informed commitment  
Develop a learning contract |
| Disillusionment | Unexpected emotions  
Frustration  
Anger  
Confusion  
Panic  
Adequacy of skills  
Breadth of demands  
Relationship with clientele  
Operating values of Organization  
Disappointment with Supervisor/co-workers | Acknowledge and clarify feelings  
Acknowledge gap between Expectations and reality  
Normalize feelings and behaviors  
Acknowledge and clarify specific Issues |
| Confrontation  | Achieve independence  
Gain confidence  
Experience effectiveness  
Changes in opportunities  
Interpersonal issues  
Intrapersonal blocks | Reassess goals and expectations  
Reassess support systems  
Reassess role and purpose  
Develop specific strategies |
| Competence     | High accomplishment  
Investment in work  
Quality supervision  
Ethical issues  
Worthwhile tasks  
Home/self/career issues | Develop coping strategies  
Share concerns openly |
| Culmination    | Redefine key relationships  
Termination with patients or clients  
Transfer of case management  
Collegial gatherings  
End of studies  
Post-internship plans | Set final supervisor meeting  
Identify feelings  
Engage in introspective/reflective writing |

SECURE SUPERVISOR-STUDENT
SUPERVISORY RELATIONSHIP

Student Exploratory Needs
- Assure my safety and that of the client.
- Allow me to observe you.
- Observe my interactions.
- Provide back-up.
- Be pleased with my success.
- Let me go when it is time.

Student Safe Haven Needs
- Appreciate my vulnerability.
- Listen, reflect, and clarify.
- Help organize my feelings.
- Provide perspective.
- Provide reassurance.
- Affirm my strengths.

"Secure Base"

"Safe Haven"
Student:
Field Instructor:
Date:

<table>
<thead>
<tr>
<th>Topics discussed:</th>
<th>Duties &amp; expectations</th>
<th>Comprehensive skills eval</th>
<th>Information &amp; referral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism</td>
<td>Process recording</td>
<td>High Risk issues</td>
<td>Evaluation issues</td>
</tr>
<tr>
<td>Judgment</td>
<td>Decision making</td>
<td>Progress notes</td>
<td>Termination</td>
</tr>
<tr>
<td>Communication skills</td>
<td>Problem solving</td>
<td>Goals &amp; objectives</td>
<td>Diversity issues</td>
</tr>
<tr>
<td>School topics &amp; deadlines</td>
<td>Initiative</td>
<td>Treatment planning</td>
<td>Mezzo practice issues</td>
</tr>
<tr>
<td>Attitude</td>
<td>Flexibility</td>
<td>Crisis intervention</td>
<td>Macro practice issues</td>
</tr>
<tr>
<td>Time management</td>
<td>Self awareness</td>
<td>Practice/intervention skills</td>
<td>Ethical issues</td>
</tr>
<tr>
<td>Learning plan</td>
<td>Accountability</td>
<td>Specific EBP techniques</td>
<td>Other:</td>
</tr>
</tbody>
</table>

Comments:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Student Strengths:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Challenges:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Tasks to be completed by the next supervision session or date specified:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Student Signature: ________________________________
Field Instructor Signature: __________________________
Level 2 = Intern understands the concept and is beginning to demonstrate the skill in this area, however, the intern's performance is uneven
Level 3 = Intern understands the concept and demonstrates the skill with consistency
Level 4 = Intern demonstrates a high level of skill development and has exceeded expectations in this area

Fall Semester Students should be at Level 2 or Level 3. Please contact Field Liaison if student is below Level 2 in any objective.
Spring Semester Students should demonstrate skills at least at the Level 3 or 4. Please contact Liaison if student is below Level 3 in any objective.

NARRATIVE SECTIONS:
Please comment on areas that need work, as well as on strengths. It is essential for both the Student and the School to have this section completed. Comments are required when using 0 and 4.

Hours completed for Fall Semester: 300 300 hours required for Fall.
Hours completed for Spring Semester: 300 300 hours required for Spring.
Hours completed for Summer Semester: (if applicable)
2 process records completed and reviewed. RL (field instructor's initials)

LEARNING AGREEMENT INSTRUCTIONS: The shaded areas under each competency are the Learning Agreement Plan activities. At the beginning of the academic year, the Student and Field Instructor will identify planned learning activities specific to the agency. The activities will provide opportunities to achieve each competency. A minimum of two activities must be listed for each competency. You may add more rows if needed.

COMPETENCY #1 – PROFESSIONALISM:
INTERN IDENTIFIES AS A PROFESSIONAL SOCIAL WORKER AND CONDUCTS HER/HIMSELF ACCORDINGLY

LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #1

• Provide effective and empathetic triage, case management and psychotherapy services in the Walk-in Clinic and for individuals referred for psychotherapy and social services.
• Collaborate in professional manner with clients, families, clinical staff, and agencies in support of client needs.
• Participate in a professional manner as part of multi-disciplinary treatment team and collaborative care team.
• Participate actively in supervision, seminars and training opportunities.

Click to add other activities

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spr.</th>
<th>Sum.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Demonstrates professional social work roles and boundaries. 
   Level 3  
   Level 3

2. Demonstrates professional demeanor in behavior, appearance and 
   communication. 
   Level 3  
   Level 3

3. Demonstrates professional time management skills and accountability: punctuality, 
   attendance, paperwork and assignments. 
   Level 2  
   Level 3

4. Uses supervision and consultation effectively to advance his/her existing social 
   work skills. 
   Level 2  
   Level 3

5. Actively seeks-out and acts upon opportunities in social work practice. 
   Level 2  
   Level 3

Comments (required for ratings of 0 and 4):

Fall: 

Spring: 

Summer: 

COMPETENCY #2 – ETHICS: 
INTERN APPLIES SOCIAL WORK ETHICAL PRINCIPLES TO GUIDE HER/HIS 
PROFESSIONAL PRACTICE 

LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE 
COMPETENCY #2 

• Utilize supervision as venue to discuss values, reactions, and ethical issues.  
• Provide social work input to multi-disciplinary team and Walk-in Clinic. 

Click to add other activities

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spr.</th>
<th>Sum.</th>
</tr>
</thead>
</table>
| 1. Applies knowledge regarding the value base of the profession and makes ethical 
   decisions by applying standards consistent with the NASW Code of Ethics and 
   other guidelines/principals of the profession. | Level 3  
| Level 3 |

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spr.</th>
<th>Sum.</th>
</tr>
</thead>
</table>
| 2. Recognizes and manages personal values and biases in ways that allow 
   professional values to guide practice. | Level 2  
| Level 3 |

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spr.</th>
<th>Sum.</th>
</tr>
</thead>
</table>
| 3. Recognizes and tolerates ambiguity in resolving ethical conflicts. | Level 2  
| Level 3 |

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spr.</th>
<th>Sum.</th>
</tr>
</thead>
</table>
| 4. Applies strategies of ethical reasoning to arrive at principled decisions. | Level 3  
| Level 3 |
1. Seeks information, resources and is proactive in responding to evolving organizational, community and societal contexts of practice.

2. Continuously discover, appraise and attend to changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant services.

3. Demonstrates beginning leadership behaviors in promotion of social change as it relates to the agency's mission in regard to serving individuals and families.

Comments (required for ratings of 0 and 4):

Fall:

Spring:

Summer:

COMPETENCY #10 – PRACTICE SKILLS:
INTERN ENGAGES, ASSESSES, INTERVENES AND EVALUATES INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #10

• Is able to form effective and compassionate alliances with clients and with other staff members, agencies, and family members to enhance the support of clients.
• Provides triage services including initial screenings to Walk-In Clinic clients.
• Demonstrates clinical ability to complete bio-psychosocial assessments.
• Provides clinical case management services to clients on collaborative care team caseload.
• Provides individual supportive psychotherapy services for 6-8 clients.
• Co-facilitates a weekly TAY supportive psychotherapy group.

Click to add other activities

(A): ENGAGEMENT

1. Engage individuals, families and communities to identify clients' goals and wishes while building upon the strengths of individuals, families and communities.

2. Develop a collaborative/mutually respectful relationship (self-determination of individuals, families, communities, organizations.)

(B): ASSESSMENT

1. Seeks information on the strengths of individuals, families and communities.
| 2. Applies multidisciplinary, multidimensional and multicultural assessment methods. | Level 2 | Level 3 |
| 3. Uses standardized (as available and appropriate), culturally-sensitive assessment tools to make meaningful discriminations for intervention planning. | Level 2 | Level 3 |

**C: PLANNING & INTERVENTION**

1. Knows, applies and/or advocates for prevention strategies (e.g., mother-infant care, Healthy Start, parent education, youth development programs, couples education, senior socializing programs) | Level 2 | Level 3 |

2. Seeks-out, critiques and applies evidence-based (published research studies) prevention, intervention, or recovery programs | Level 2 | Level 4 |

3. Adapts treatment and prevention models (while maintaining fidelity to research tested protocols) relevant to the target populations. | Level 2 | Level 4 |

4. Applies prevention, intervention, and/or recovery strategies at the appropriate intervention levels (individual, family, school, agency community, or larger context.) | Level 2 | Level 3 |

5. Plans and/or facilitates appropriate transitions and endings and, when available, evidence-based protocols. (e.g. relapse prevention) | Level 2 | Level 4 |

**D: EVALUATION**

1. Calculates the impact of treatment, prevention and recovery programs by assessing progress, outcomes and maintenance of gains over time. | Level 2 | Level 3 |

2. Applies objective and systematic evaluation strategies and as appropriate, standardized tools. | Level 2 | Level 3 |

**Comments (required for ratings of 0 and 4):**

**Fall:**

**Spring:** Meredith has been able to successfully engage a diverse client caseload and provide effective clinical interventions to clients with complex clinical profiles.

**Summer:**

---

2nd YEAR COMPREHENSIVE SKILLS EVALUATION

**Fall Semester:**

Summarize overall assessment strengths and areas needing further development:

Meredith is a conscientious, intelligent and compassionate person, which serves her well in the social work profession. Although Meredith has had a slow start in meeting clinic role expectations, due to the effects of a physical health problem, it has been impressive to see how she has responded to constructive criticism.
### 2015 Fall Semester

**Classes / Field held:** Monday, August 24th – Thursday, December 10th, 2015

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thurs. – Aug. 6</td>
<td>New Field Instructor’s Training #1. 1:00pm to 4:00pm 3 CEU's offered. “Introduction &amp; Overview of Field Instruction &amp; SDSU Field Program” Required for new Field Instructors, Health Services Complex, 3851 Rosecrans St. San Diego, CA 92110 (Coronado Room)</td>
</tr>
<tr>
<td>Week of Monday Aug. 25</td>
<td>New Field Instructors begin online “Field Instructor Training Modules” Training &amp; Quizzes embedded in Field Instructor's IPT account. On Line Training modules must be completed by December 10th, 2015</td>
</tr>
<tr>
<td>Fri. – Aug. 14</td>
<td>Annual Field Instructors Meeting – required for all Field Instructors assigned students Fall 2015. 3 CEU’s, 8:30am to 12:30pm. (Program begins at 9:00am) Montezuma Hall, SDSU Campus. Critical Thinking for Field Education in the Digital Age. Working with Millennial Generation Interns. Guest speaker, Dr. Jean Twenge, SDSU Professor, author of “Generation Me.” Plus Updates from School of Social Work and Field Department.</td>
</tr>
<tr>
<td>Tues. – Aug. 18</td>
<td>General Orientation for incoming MSW Students and Field Practicum Orientation. General School of Social Work Orientation 8:30am to 12:00. Field Practicum Orientation 1:00pm to 4:00pm for 2 year students &amp; 3 year students.</td>
</tr>
<tr>
<td>Mon. – Aug. 24</td>
<td>First Day of Field &amp; Classes for Fall 2015 Semester</td>
</tr>
<tr>
<td>Aug. 25 – Sept. 5</td>
<td>Syllabi Discussion with Field Instructor (student to provide copy of syllabus to FI). Students will review field course and practice course syllabi with Field Instructor.</td>
</tr>
<tr>
<td>Mon. - Sept. 7</td>
<td>Labor Day – Campus closed. No Field or classes</td>
</tr>
<tr>
<td>Mon. - Sept. 8</td>
<td>SW 650 Students begin 16 hrs. per week in field practicum. (First 2 weeks, in field 10 hrs a week only)</td>
</tr>
<tr>
<td>Sept. 8 – Sept. 25</td>
<td>All Field Students begin receiving initial caseload and/or project assignments within the first 2-4 weeks of Fall Semester, following orientation and training at internship.</td>
</tr>
<tr>
<td>Oct. 1 – Dec. 10</td>
<td>Agency Site Visits scheduled: Field Faculty-Field Instructor-Student Meeting to discuss student’s progress and learning experience. Meeting held at agency site.</td>
</tr>
<tr>
<td>Wed. - Sept. 23</td>
<td>2015 New Field Instructor Course, Seminar #2 “Learning, Assessment, Evaluation and Successful Supervision in Field Instruction.” (Required for NEW Field Instructors) 2:00pm-4:00pm; Health Services Complex, 3851 Rosecrans St. 2 CEU’s (San Diego Room)</td>
</tr>
<tr>
<td>Mon. Oct. 12</td>
<td>Columbus Day – Campus Open. Field and Classes held</td>
</tr>
<tr>
<td>Oct. 12-16</td>
<td>Confirm with Field Faculty for specific date due depending on field seminar day</td>
</tr>
<tr>
<td>2015-2016 Student Learning Plan &amp; Student Orientation Checklists should be completed via IPT</td>
<td></td>
</tr>
<tr>
<td>Wed. Oct. 28</td>
<td>2015 New Field Instructor Course, Seminar #3 “Trauma Informed Field Instruction” (Required for NEW Field Instructors) 2:00pm-4:00pm; Health Services Complex, 3851 Rosecrans St. 2 CEU’s (San Diego Room)</td>
</tr>
<tr>
<td>Wed. – Nov. 11</td>
<td>Veteran’s Day Observed – Campus closed. No field or classes</td>
</tr>
<tr>
<td>Week of Nov 16</td>
<td>Practicum Evaluation Process between FI and student begins. Field Instructors begin review &amp; grading of Comprehensive Skills Evaluation via IPT. Students begin Self Evaluation</td>
</tr>
<tr>
<td>Thurs/Fri Nov 26-27</td>
<td>Thanksgiving Holiday – Campus closed. No field or classes</td>
</tr>
<tr>
<td>Thurs - Dec. 10</td>
<td>Check with specific field faculty if earlier due date</td>
</tr>
<tr>
<td>ALL Field Evaluations must be completed by Field Instructor via IPT. Field Instructors document completion of field hours, process recordings. Student completes self-evaluation paper</td>
<td></td>
</tr>
<tr>
<td>Thurs. – Dec. 10</td>
<td>Last day of classes and field for Fall semester</td>
</tr>
<tr>
<td>Thurs. – Dec. 10</td>
<td>All new field instructors &amp; task supervisors should have completed on line field instructor training modules by this date or over Winter Break at latest.</td>
</tr>
<tr>
<td>Dec. 11-17</td>
<td>Finals week – no class or field (unless specific arrangements made with field instructor and field faculty)</td>
</tr>
<tr>
<td>Fri. – Jan. 1st</td>
<td>New Year’s Day Observed - CAMPUS CLOSED</td>
</tr>
</tbody>
</table>

*Please check back frequently. SDSU Field Education Calendar will be updated as dates are revised and/or added. Refer to respective Field Course Syllabus for other specific assignment due dates.*
1. SDSU Campus Open

When an agency is closed for a holiday and SDSU Campus is open for this holiday, e.g. Columbus Day, President’s Day, etc. and the student has scheduled internship hours on the day the agency is closed, the student is responsible for making-up those hours (sometime during the semester) to meet the required curriculum hours in the field education course.

2. SDSU Campus Closed

When SDSU campus is closed, the student shall not conduct internship hours on that day (even if the Agency is open), e.g. Veteran’s Day, Friday after Thanksgiving Holiday, Xmas break Dec 22-25. If the student has scheduled internship hours on that day, the student is responsible for making-up those hours to meet the required curriculum hours in the field education practicum course. **Students who are in field practicum during Winter Recess (December 31, 2014 – January 17, 2015) do so on a voluntary basis.** Student’s hours volunteered during this time frame cannot be applied towards required field practicum course hours. We request that students be given a minimum of two consecutive weeks off, during winter break. If students do volunteer their time for continuity of client care during the academic break, a modified schedule is usually worked out with their field instructor, versus the full 16 or 20 hours. Students may not be in field agency when campus is closed during winter break, December 22th to December 25th, 2015. Students are covered by the university’s liability insurance during academic break.
## 2016 Spring Semester

Dates will be added to calendar as they are confirmed. The dates below are known.

Classes / Field held: Wednesday, January 20 – Thursday, May 5, 2016

### Spring 2016 Semester University Dates

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon. – Jan. 18th</td>
<td>Martin Luther King Jr. Day (Campus closed)</td>
</tr>
<tr>
<td>Wed. – Jan. 20th</td>
<td>First day of Field &amp; Classes</td>
</tr>
<tr>
<td>Fri. – Jan. 22nd</td>
<td>2nd Year Field Placement Planning Meeting - for current SW 650 Students - Information Meeting about 2nd Year Field Practicum Selection Process - location TBA Graduates - 9:00am to 11:00am Undergraduate - 12:00noon to 2:00pm, Field Experience Orientation Meeting for future SW 489</td>
</tr>
<tr>
<td>Fri. – Jan. 30th</td>
<td>AGENCY FAIR – Montezuma Hall, SDSU Campus, 9:00am to 12noon (students) – Set up time for agencies 8:30am for future 2nd year field practicum students and future Undergraduate BSW Seniors, to explore Advanced Year Field Practicum Agency, Gerontology undergrads also welcome to attend. Held jointly with USC &amp; CSU San Marcos. SDSU Agencies MUST RSVP to ensure a table. Space is limited</td>
</tr>
<tr>
<td>Mon. – Feb 8th</td>
<td>Future 2nd year field application due via IPT</td>
</tr>
<tr>
<td>@ Feb. 16 – Apr. 1st</td>
<td>Advanced year students referrals, interviews, confirmations for Fall 2016</td>
</tr>
<tr>
<td>Thurs. Feb. 11</td>
<td>Placement Planning Meeting for 3 and 4year students planning for first year field placement in Fall 2016. 3:00 to 3:55 pm. Field policies, application process, due dates reviewed. Room TBA on campus.</td>
</tr>
<tr>
<td>@ Feb. 24 – May 1st</td>
<td>3 &amp; 4 year students referrals, interviews for Foundation field placements Fall 2016</td>
</tr>
<tr>
<td>Feb. – Date to be confirmed</td>
<td>Optional ALL - New and Experienced Field Instructor Training – Make Up “live” Training for New Field Instructors</td>
</tr>
<tr>
<td>Mon, Mar. 28th to Friday Apr. 1st</td>
<td>Spring Break</td>
</tr>
<tr>
<td>Thurs. - Mar 31st</td>
<td>Cesar Chavez Day (campus closed)</td>
</tr>
<tr>
<td>Apr. 5 to Jul 30</td>
<td>In-Coming 2 year students referrals, interviews &amp; confirmations for SW 650 Foundation field placements</td>
</tr>
<tr>
<td>Apr. (date TBA)</td>
<td>Lobby Days. Sacramento</td>
</tr>
<tr>
<td>Mon. – Apr 4th (date to be confirmed)</td>
<td>Comprehensive Exam for Final Year Students</td>
</tr>
<tr>
<td>Week of May 4th (date to be confirmed)</td>
<td>Field Instructor’s Appreciation Lunch 11:30am to 1:30 pm Mission Trails Park. Presentation, networking &amp; lunch.</td>
</tr>
<tr>
<td>Thurs. - May 5th</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>May 13-15</td>
<td>Commencement Days</td>
</tr>
</tbody>
</table>
Overview – Refer to Course Master and Supplemental Syllabi for detailed information.

<table>
<thead>
<tr>
<th>Hours Required: Fall Semester: 16 hours per week in agency;</th>
<th>Spring Semester 16 hours per week in agency</th>
</tr>
</thead>
</table>

(Check Attendance Policies for holidays, illness, etc.)

### SDSU Field Seminars

Mandatory:
- Seminar 1: Week Before School
- 2 Hour Field Seminars – Fall Semester - 8 seminars – Facilitator – Assigned Field Faculty; 2 Hour Field Seminars – Spring Semester – 8 seminars– Facilitator – Assigned Field Faculty

### Supervision

Minimum:
- 1 hour per week of formalized individual supervision by Field Instructor.

### Practice Approach

⇒ Generalist

### Field Assignments

⇒ Learning Plan, Orientation Checklist, Mid-Term Self Evaluation (Fall semester only, unless otherwise specified), End of semester Evaluations (Evaluation of Field Faculty, Field Instructor, Agency and Field Experience), Biopsychosocial Assessments, Process Recordings, Asset Mapping of Agency, and other assignments as may be determined.

⇒ **NOTE: All forms are completed electronically via IPT**

http://socialwork.sdsu.edu/field/instructor-resources/ipt-tutorial/

### Diversity Focus

(Students must have assignments/ caseload that differs from self.)

⇒ In micro, mezzo & macro caseload/activities.

⇒ Awareness, sensitivity & experience with, but not limited to, the following: women, the elderly, gays, lesbians, bisexuals, physically or mentally challenged, ethnicities, classes, religions & cultures.

### Caseload/ Activity Expectations (throughout the Academic year)

Students should receive initial caseload and project assignments between 2 to 4 weeks in placement in Fall Semester.

⇒ **Micro:** 3 - 5 Individual cases (not in same family or household)

⇒ 9 to 10 hours per week are in direct service provision

⇒ Completion of comprehensive psychosocial assessments on each client

⇒ 1 Process Recording per semester

⇒ Assignment of at least 1 on-going, long-term case.

⇒ 1 Family case (in Spring)

⇒ Participation in case conferences.

⇒ Collaborative experiences with other members of interdisciplinary team in the Agency.

⇒ **Mezzo:** 1 Group experience*

Participation in a group experience is **highly recommended**, including:
- Educationally focused groups (e.g. parenting class);
- Therapeutically focused groups;
- Socialization groups; discussion groups.

* Student must have an **active** role in the group and should not just be an observer or passive member of the group.
Macro: 25% of Field Experience each week is Macro Practice Experiences/ Activities. (Integrate social work knowledge from course work with communities, institutions, etc.) Examples may include:
- Community organization / collaborative work;
- Attending & brief summaries of Meetings, e.g. Community Collaborative, Trainings and providing a report or training;
- Needs assessments – grant or contract proposals;
- Public Relations & marketing;
- Project development –design & implementation of a new project;
- Networking-participate in or coordinate networking session with other agencies around a shared concern;
- Operations Review-review agency’s operations manual and recommend revisions if appropriate;
- Technology update-assist agency in improving its use of technology;
- Evaluation-conduct literature search on outcomes and write summary paper in evaluating agency programs.


Professional Identity
Ethical Practice
Critical Thinking
Diversity in Practice
Human Rights and Justice
Research Based Practice
Human Behavior
Policy Practice
Practice Contexts
Engage, Assess, Intervene, Evaluate

The Student’s Learning Plan and Comprehensive Skills Evaluation is based around these 10 Core Areas.
Overview – Refer to Course Master and Supplemental Syllabi for detailed information.

**Field Instruction**

Field Education is an integral part of the MSW program curriculum. Each yearlong field course includes two major components: the practicum agency internship and the practicum school-based labs. It provides the social work student with an opportunity to integrate and apply course theoretical knowledge and engage in social work practice in a community-based agency setting with supervised field experience.

**Foundation Year Field Instruction and Practice**

Generalist Practice – micro, mezzo, and macro practice caseload and activities assigned.

Students will be required to demonstrate the ability to apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes, e.g. individuals, groups, families, organizations, and communities.

The student is expected to demonstrate foundation competency in generalist practice reflecting core-learning areas in the SW 650 Field Practicum curriculum.

Refer to course syllabus for objectives, competencies, and requirements.

**Supervision**

Minimum of 1 hour per week of formalized individual, face-to-face supervision by Field Instructor. Regularly scheduled.

**Agency Field Practicum Hours***

<table>
<thead>
<tr>
<th>Semester</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>Fall Semester</td>
<td>10 agency hours per Week 1 and 2. 16 hours agency hours per week for Week 3 through Week 15. Agency practicum hours = 210 hours.</td>
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<tr>
<td>Spring Semester</td>
<td>16 agency hours per week for 15 weeks. Agency practicum hours = 240 hours. SW 650 total practicum agency hours = 450 hours.</td>
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</tbody>
</table>

Student shall be in internships a minimum of 4-hours at a time. No weekend availability.

*Refer to course calendar and attendance policies for holidays, university break periods, student illness, etc.

**Field Practicum Orientation and Labs**

Field Practicum Orientation (Mandatory) – 1 week before field instruction begins in Fall Semester.

Fall Semester – 10 Labs. Spring Semester – 9 Labs.

School-based Labs are taught by field faculty and will focus on experiential skill application, development, and training, utilizing small groups, role-playing, live supervision, vignettes, and exercises.

**Practice Expectations Caseload/ Activity Expectations**

Micro: Minimum of 50% (9 hours per week) in direct service provision.

- **4-6 Individual cases** (not in same family or household).
- Completion of biopsychosocial assessments for each client.
- Assignment of at least 2 on-going, long-term clients.
- Participation in case conferences, including case presentations.
- Collaborative experiences with other members of interdisciplinary team in practicum agency.
- 1-2 Family cases in Spring semester.
Students receive initial caseload and project assignments within **weeks 2 to 4 in Fall Semester.**

Field Instructor is responsible for assigning all client cases, projects, groups, and activities to meet course requirements.

**Mezzo:**
- 1 Group experience (required in spring semester). Group may be educationally focused group, e.g. parenting class, therapeutically focused group, socialization group, or discussion group. Student has an active role in the group and should not just be an observer or passive member of the group.

**Macro:** Minimum of 20-25% (3-4 hours per week) in macro practice experiences and activities.

Integrate social work knowledge from course work with communities, organizations, etc. Examples may include:
- Attending & brief summaries of meetings, e.g. Community Collaboratives, Trainings;
- Community organization / collaborative work;
- Needs assessments – grant or contract proposals;
- Public Relations & marketing;
- Project development – design & implementation of a new project;
- Networking-participate in or coordinate networking session with other agencies around a shared concern;
- Operations Review-review agency’s operations manual and recommend revisions if appropriate;
- Technology update-assist agency in improving its use of technology;
- Evaluation-conduct literature search on outcomes and write summary paper in evaluating agency programs. - DeGennaro 2003

**Administration:** 3-4 hours per week includes supervision, staff meetings, case conferences, etc.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Practicum Agency Internship Course Assignments can include:</th>
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<tbody>
<tr>
<td></td>
<td>Biopsychosocial Assessments – each client;</td>
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<tr>
<td></td>
<td>Learning Plans / Educational Contracts;</td>
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<td></td>
<td>Student Orientation Check List;</td>
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<td></td>
<td>Community and Agency Description – macro assignment - Fall;</td>
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<td></td>
<td>In-service Training – Process of Evidenced-Based Practice - Spring semester;</td>
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<td></td>
<td>Process recordings;</td>
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<td></td>
<td>Field Faculty-Agency-Student Site Visit;</td>
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<td>Educational-based recordings;</td>
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<td>Student Self-Assessment / Evaluation Review in Comp Skills Evaluation;</td>
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<td></td>
<td>Comprehensive Skills Evaluations.</td>
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</tbody>
</table>

**NOTE:** All forms are completed electronically via IPT. http://socialwork.sdsu.edu/field/instructor-resources/ipt-tutorial/

<table>
<thead>
<tr>
<th>Foundation Program Objectives</th>
<th>In field education, students will be required to (but not limited to), demonstrate the ability to:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Practice without discrimination and with respect, knowledge, and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender identity and expression, marital status, national origin, race, religion, sex, and sexual orientation. Students will learn how to define, design, and implement strategies for effective practice with persons from diverse backgrounds.</td>
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<td>Field Instructors will provide assignments and client cases that differ from student.</td>
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<td></td>
<td>Be aware of personal values; develop, demonstrate, and promote the values of the profession; and analyze ethical dilemmas and the ways in which these affect practice, services, and clients. Understands, respects, and integrates social work values, NASW Code of Ethics, and legal issues regulated by and associated with social work practice and the profession.</td>
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<td>Integrate empirical based interventions and practice-based knowledge.</td>
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<td>Apply strategies of advocacy and social change that advance social and economic justice.</td>
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<td>Apply critical thinking skills within the context of professional social work practice.</td>
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<td>Apply research findings to practice, and evaluate their own practice interventions.</td>
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<td>Use communication skills and supervision in social work practice and professionally function within the structure of organizations and service delivery systems.</td>
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<tr>
<th>Foundation Year Practice</th>
<th>Generalist Intervention Practice Model</th>
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<tr>
<td></td>
<td>Crisis Intervention</td>
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<td></td>
<td>Case Management</td>
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<td></td>
<td>Client-Centered</td>
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</table>

| Cognitive Behavioral Therapy |
| Short Term Psychodynamic    |
| Solution Focused            |
Overview – Refer to Course Master and Supplemental Syllabi for detailed information.

### Field Instruction
Field Education is an integral part of the MSW program curriculum. Each year-long field course includes two major components: the practicum agency internship and the practicum school-based seminars. It provides the social work student with an opportunity to integrate and apply course theoretical knowledge and engage in social work practice in a community-based agency setting with supervised field experience.

### Supervision
Minimum of 1 hour per week of formalized individual, face-to-face supervision by Field Instructor. Regularly scheduled.

### Agency Field Practicum Hours*
Fall Semester and Spring Semester:
- 20 agency hours per week for 15 weeks each semester.
- Agency practicum hours = 300 hours per semester.
- SW 750 total practicum agency hours = 600 hours.

*Refer to field education course calendar and attendance policies for holidays, university break periods, student illness, etc.

### Advanced Field Practicum Seminars
Fall and Spring Semesters – Bi-weekly seminars held.
- 8 -9 Advanced Field Practicum Seminars for each semester.
- School-based Seminars are facilitated by field faculty and will focus on advanced experiential skill application, development, and training, utilizing small groups, role-playing, live supervision, vignettes, and exercises.

### Practice Expectations Caseload Expectations
Students receive initial caseload and project assignments within weeks 2 to 4 in Fall Semester.
- Field Instructor is responsible for assigning all client cases to meet course requirements.

#### Micro:
- 14 -16 hours per week in direct service provision.
  - 7-10 Individual cases (not in same family or household).
  - Completion of biopsychosocial assessments for each client.
  - Assignment of at least 2 on-going, long-term clients (if possible).
  - Participation in case conferences, including case presentations.
  - Collaborative experiences with other members of interdisciplinary team in practicum agency.
  - 2-3 Family cases.

Field Instructors and students will ensure that assignments and client cases differ from student in background and diversity issues.

#### Mezzo: Group experience
Group experience is optional.

Micro / mezzo practice only.
*Macro practice is in the context of the individual, group, and family clients systems.*

Administration: 3- 4 hours per week includes supervision, staff meetings, case conferences, etc.

### Assignments
Advanced Practicum Agency Internship Course Assignments include:
- Biopsychosocial Assessments – each client;
- Learning Plans / Educational Contracts;
- Student Orientation Check List;
- Process recordings;
- Educational-based recordings;
- Field Faculty-Agency-Student Site Visit;
- Student Self Assessment / Evaluation Review in Comprehensive Skills Evaluation;
- Comprehensive Skills Evaluations.

**NOTE: All forms are completed electronically via IPT.**

[http://socialwork.sdsu.edu/field/instructor-resources/ipt-tutorial/](http://socialwork.sdsu.edu/field/instructor-resources/ipt-tutorial/)

Refer to course syllabus and comprehensive skills evaluation for detailed requirements.
| Advanced Year Practice | Advanced theoretical models; Fall – Individual. Spring – Family. The advanced direct practice social work field practicum provides supervised practice assignments designed for continuation and intensification of experiences in application of social work objectives, principles and skills in service to individuals, families, groups and communities.  
  - Developmental, Humanistic Theory, Psychodynamic, Cognitive Behavioral, Brief Therapy, Attachment theories.  
    - Family System Theories - Bowen, Minuchin, Structural  
The student is expected to demonstrate and apply the knowledge, skills, and competencies of advanced social work practice in the Direct Practice/Clinical concentration, reflecting core-learning areas in the SW 750 Advanced Field Practicum curriculum.  
Refer to course syllabus for objectives, competencies, and requirements. |
| Advanced Field Curriculum Objectives | In the advanced field practicum, students will be required to (but not limited to), demonstrate the ability to:  
  - Build on the foundation of knowledge, values, and skills achieved during the first year / foundation year of generalist practice.  
  - Advanced field curriculum and cases are addressed in greater depth and specificity, which supports advanced practice.  
  - Practice without discrimination and with respect, knowledge, and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation. Students will learn how to define, design, and implement strategies for effective practice with persons from diverse backgrounds.  
  - Understand, respect and integrate social work values, NASW Code of Ethics, and legal issues regulated by and associated with social work practice and the profession.  
  - Demonstrate knowledge of the range of practice interventions, reflecting the continuum of social work practice information and referral, advocacy, case management, crisis intervention, short-term psychotherapy models and long-term intervention, cognitive-behavioral models, systems, and psychodynamic theory. Conceptualize and analyze these models with the student’s experiences.  
  - Develop and provide differential diagnoses based on DSM IV-TR, case conceptualization, and identify advanced intervention theories and models for best practice.  
  - To identify and assess situations currently affecting the family.  
  - Maintain professional responsibility and professional identity by the ability to distinguish between personal and professional role, e.g. as exercised in boundary issues; countertransference-transference issues; scope of practice; etc.  
  - Integrate empirical based interventions and practice-based knowledge.  
  - Apply strategies of advocacy and social change that advance social and economic justice.  
  - Apply critical thinking skills within the context of professional social work practice.  
  - Apply research findings to practice, and evaluate their own practice interventions.  
  - Use communication skills and supervision in social work practice and professionally function within the structure of organizations and service delivery systems. |
**Overview – Refer to Course Master and Supplemental Syllabi.**

**Field Instruction**
Field Education is an integral part of the MSW program curriculum. Each year-long field course includes two major components: the practicum agency internship and the practicum school-based seminars. It provides the social work student with an opportunity to integrate and apply course theoretical knowledge and engage in social work practice in a community-based agency setting with supervised field experience.

**Supervision**
Minimum of 1 hour per week of formalized individual, face-to-face supervision by Field Instructor. Regularly scheduled.

**Agency Field Practicum Hours**
- **Fall Semester and Spring Semester:** 20 agency hours per week for 15 weeks per semester.
- **SW 755 total practicum agency hours:** 600 hours.

*Refer to field education course calendar and attendance policies for holidays, university break periods, student illness, etc.

**Advanced Field Practicum Seminars**
- **Fall and Spring Semesters – Bi-weekly seminars held.**
- 8-9 Advanced Field Practicum Seminars for each semester.

School-based Seminars are taught by field faculty and will focus on skill application, development, and training, utilizing small groups, role-playing, vignettes, and exercises.

**Practice Expectations Caseload/Activity Expectations**
Students receive administration project assignments within weeks 2 to 4 in Fall Semester.

Field Instructor is responsible for assigning all projects/activities to meet course requirements.

**Minimum of 16 hours in administration and community development assignments:**
- Assessment of a community/organizational issue using needs assessment and asset mapping methodologies.
- Extensive involvement in at least one model of macro practice (i.e., administration, community development).
- Management: strategic planning, program design; proposal/resource development; entrepreneurial initiatives; marketing; financial management; information systems; human resource management; program evaluation; project management; and diversity.
- Developing intra/interorganizational relationships around networking or coalition building.
- Participation in a variety of committees/tasks forces/program planning activities, including serving as an agency or unit representative.
- Analysis of agency policies, programs, systems, and processes (e.g., a management audit) with reference to effectiveness and best practices standards.
- Exposure to agency processes and systems regarding ethics and values.
- Primary responsibility for development & implementation of a special project.
- Attend and participate in administrative meetings.

**Administration Students:**
- Exposure to and involvement with
  - agency leadership models and styles
  - vision setting and implementation
  - organizational change processes and activities
  - organizational culture dynamics
  - organizational learning processes
  - supervision

**Community Development Students:**
- Facilitate stakeholder meetings with the community regarding volunteer opportunities; community outreach needs and action involving the community within areas they define as "in need".
- Meet one on one with community residents to find out what they feel community needs are, what their strengths are and how the agency and community can benefit from each other.
- Coordinate local advocacy by introducing residents to others working on the same issue and facilitate meetings between the two.
- Coordinate social change efforts within church and neighborhood groups.
- Develop relationships with small non-profits and resident run associations.
- Develop long-term plan and strategic efforts to incorporate community involvement into planning and goals of organization.
- Coordinate with other local non-profits and San Diego organizations to develop funding.
opportunities and facilitate a work plan for the neighborhood.
- Develop agency protocol for engaging the community in organizational decisions.
- Conduct research and gain measurable outcomes providing data for improvements in quality of life among community members.
- Work with residents to implement community change (i.e. lack of sidewalks, graffiti).
- Work with residents and business owners in the revitalization of the community as a whole.
- Develop local community leaders to play active role in agency and community leadership opportunities.

**General Internship Administration:** 3-4 hours per week includes supervision, staff meetings, projects and conferences, etc.

### Assignments

- Learning Plans / Educational Contracts;
- Student Orientation Check List;
- Administration Process recordings;
- Field Faculty-Agency-Student Site Visit;
- Administrative facilitation of practicum seminars;
- Student Self Assessment / Evaluation Review in Comprehensive Skills Evaluation;
- Comprehensive Skills Evaluations.

Refer to course syllabus and comprehensive skills evaluation for detailed requirements.

**NOTE:** All forms are completed electronically via IPT.

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### Advanced Administration-Community Development Practice

This advanced social work administration-community development field practicum consists entirely of administration and community development content, activities, assignments, training, and supervision.

The student is expected to achieve competence in a large volume of macro practice activities, projects, and assignments, utilizing administrative and community development knowledge acquired in classes and the practicum site and to develop increased insight and understanding of agency, organization, community, and client systems, reflecting the core-learning areas in the SW 755 Advanced field practicum curriculum.

Refer to course syllabus for objectives, competencies, and requirements.

### Advanced Field Practicum Objectives

In the advanced field practicum, students will be required to (but not limited to), demonstrate the ability to:

- Build on the foundation of knowledge, values, and skills achieved during the first year / foundation year of generalist practice.
  - Practice without discrimination and with respect, knowledge, and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender identity and expression, marital status, national origin, race, religion, sex, and sexual orientation.
  - Understand, respect and integrate social work values, NASW Code of Ethics, and legal issues regulated by and associated with social work practice and the profession.
  - Understand policies and procedures of the agency’s human resource management system, including hiring, supervision, and performance appraisal, discipline, rewards, confidentiality, affirmative action, and benefits programs.
  - Use organization systems theory and contingency theory to describe agency dynamics.
  - Describe and critique the agency’s governance structure, and planning systems, including Board policies, strategic plans, goals, objectives, timelines, and implementation strategies.
  - Understand the agency’s structure, functions and outcomes of major programs.
  - Design or improve key aspects of the agency’s or program management information system.
  - Assist in developing and writing a grant proposal.
  - Analyze agency and/or program data with reference to goals and objectives to determine program effectiveness, and cost effectiveness.
  - Describe and assess the agency’s policies, strategies, and programs to enhance social and economic justice for the client populations.
  - Assists in the design and development of a new program or the refinement of an existing program, including proposal development and/or project implementation.
  - Demonstrates a leadership role in a task force, or other project such as a change implementation, in-service training, grant proposal, etc.
  - Use communication skills and supervision in social work practice and professionally function within the structure of organizations and service delivery systems.

Describe the agency’s financial management system including major funding sources and their requirements, agency and/or program budgets, budget development, and monitoring mechanisms such as audits, agency annual reports.
What went well with this event?

: Introduction & Overview of Field Instruction and the SDSU Field Education Program

What upgrades would you suggest for this event?