Field Instructor Training Outline

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

Presented by:
Candy Elson, LCSW, Sylvia A. Barragan, LCSW, Amalia Hernandez MSW PPS

Field Education Seminar 1 August 6th, 2012. 12:30 to 3:30 pm, HHSA Health Services Complex, 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
4.0   The Art of Field Instruction
5.0   Supervisory Attachment Patterns in Field Education

OBJECTIVES

1. To understand the role of Field Instructor in Social Work Education.
2. Become oriented to the SDSU School of Social Work and clarify the School's expectations of the field Instructor.
3. Become familiar with the central ingredients which promote learning within the supervisory relationship.
4. Learn skills in assessing 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 will become familiar attachment-based approaches to field instruction.
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. Learn how to help students structure the termination process using attachment theory
11. Gain and increased appreciation for the complexity of the supervisory-student relationship.
FIELD EDUCATION 2012 COMING ATTRACTIONS

ANNUAL FIELD INSTRUCTOR’S MEETING

Thursday August 16th, 2012, 8:30 to AM to 12:30PM
Jacobs Center, 404 Euclid Ave, San Diego, CA 92102
Copy and Paste Directions to browser: http://www.marketcreekeventsandvenues.com/directions.htm

3 CEU’s  Tools for Successful Field Instruction:
Incorporating DBT and MI in Field instruction and working with clients with mental health and substance abuse disorders.
Speakers: Giovanna Zerbi Psy D. and Dr. Mindy Hohman.
See Separate flyer for more details.

Two Required “Live In-Person” Training Seminars for NEW Field Instructors

Training Seminar I:
“Introduction & Overview of Field Instruction & the SDSU Field Program”
Monday, August 6th, 2012; 12:30 PM to 3:30 PM
Health Services Complex, County of San Diego, Coronado Room
3851 Rosecrans Street, San Diego, CA 92110

Training Seminar II:
“Learning, Assessment, Evaluation and Effective Supervision in Field Instruction”
Thursday, October 4th, 2012; 9:30AM - 12:30PM
Health Services Complex, County of San Diego, Coronado Room
3851 Rosecrans Street, San Diego, CA 92110

On-line Modules 0 through 8 for new field instructors
Complete at your own pace within your first year of being a Field Instructor or Task Supervisor with an assigned student. Please take these modules during the 2012-2013 fall semester at www.socialwork.sdsu.edu

(NEW) 0. Social Work Perspective/ Curriculum for Field Instructors and Task Supervisors in Disciplines other than Social Work (for non-BASW or MSW only)

1A. Course Primer
1. The Mission of Field Education
2. Conducting a Successful Agency Orientation
3. Effective Field Supervision
4. Understanding Learning Styles
5. Integrating Theory and Practice
6. Ethical Issues in Field Education
7. Effective Feedback and Evaluation

8 CEU’s will be issued for On-Line Modules TOTAL

Course is required for all new field instructors and task supervisors who have accepted a student intern for the 2012-2013 Academic Year.

The Academy of Professional Excellence, SDSU School of Social Work, (PCE # 3776) will offer Continuing Education Units to field instructors / task supervisors, who are California BBS licensees. Licensed field instructors and task supervisors must register and complete the Academy Trainee Profile sheets to be eligible to receive CEU’s.
SDSU School of Social Work
Field Instructor Training
Presented by Candy Elson, Silvia A. Barragan, Amalia B. Hernandez

Field Education Directory
- Candy Elson, Director of Field Education, MHTP Coordinator
  Candy.Elson@mail.sdsu.edu
- Kim Archuletta, Coordinator Undergrad Education, Field Faculty
  karch@mail.sdsu.edu
- Silvia A. Barragan, Title IVE Field Faculty and HHSA County Liaison
  sbarragan@projects.sdsu.edu
- Amalia B. Hernandez, Title IVE Field Faculty, PPS Coordinator
  amhernandez@mail.sdsu.edu
- Charlene Letourneau, Field Faculty
  cletourn@mail.sdsu.edu
- Marci Siegel, Admin and Gero Field Faculty
  msiegel@mail.sdsu.edu
- Ken Nakamura, Title IVE Coordinator

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
  http://socialwork.sdsu.edu/field/prospective/online-field-instructor-training/online-training-modules/
- 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

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
  - 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

- The quality of field instruction/supervision is crucial to students' overall satisfaction with internship.
- Your role is crucial, modeling "how to be a social worker" not just to do the job.
- 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/life styles.
- Core Courses: Practice, Policy, HBSE, Research and Electives.
- Specialized Programs: IVE; MHTP; MPH; JD.
- Fall - Aug. 27th to Dec. 7th (last day of field/classes); (Discuss Winter Break)
- Spring - Jan 17th to May 8th (last day of field/classes).

### Winter Break Expectations

- **Students who are in field practicum during Winter Recess (December 31, 2012 – January 17, 2013) 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 25th to December 28th, 2012. Students are covered by the university's liability insurance during academic break periods, but NOT when the campus is closed.**

### Structure of Field

- Undergrad (489) and Foundation Year (650) 16 hours a week (10 hrs first 2 weeks, 16 hrs thereafter)
- 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 supervision per week.

### SSW WEB SITE

- socialwork.sdsu.edu/field/
- Review – useful resource for FAQ’s, forms, directory
- INTRODUCING INTERNSHIP PLACEMENT TRACKING (IPT)
- https://www.alceasoftware.com/web/login.php
IPT

- 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.

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

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.
- Currently, the only forms generated via the IPT system are the Midterm Progress Report and the Final Field Evaluation.
- 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 WILL BE AVAILABLE ON OUR WEB SITE FOR YOU TO REVIEW AND GET USED TO THE SYSTEM
- IT IS VERY USER FRIENDLY
- THIS IS OUR FIRST 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 wellbeing 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.

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:
  • Service
  • Social justice
  • Dignity and worth of the person
  • Importance of human relationships
  • Integrity
  • Competence
  • 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.

MSW Curriculum based on 10 EPAS – Field focuses on:

  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

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. 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.

BASW Field Education Curriculum

• 6 Core Learning Areas: Development of:
  • Awareness of self in process of intervention
  • Application of generalist practice skills to enhance the well being of people
  • Development of professional communication skills
  • Commitment and participation in learning
  • Knowledge of and compliance with agency policy

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.
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.

Critical Thinking

- 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

- 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.
  - Recognize that the dimensions of diversity reflect the intersection 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 & Justice & Research Based Practice

Intern advances human rights and economic justice

Research Based Practice
Intern engages in research informed practice and practice informed research

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

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
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.
- 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

Field Education Courses/Requirements

- 2 components of field – internship hours in agency and Field Seminars (Labs) at school
- 650 and 489 – weekly for 6 weeks then every other week
- 750/755 Every other week
- 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)
- 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
- Psychosocial assessments
- Process recordings – 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 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. Process recordings require that the student attend to interactions in 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.

- 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 & two-way mirrors recordings are also useful tools / same benefit as process recordings

Process Recording

- Field Assignments
- Learning Plan & Comprehensive Skills Evaluation
- Engage, Assess, Intervene, Evaluate
- Process Recording 101
Additional Field Instructor Important Info

- Evening and weekend 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?

The Art of Supervision

- Sequencing the learning experience, orientation, shadowing, observation, hands on, feedback, supervision, support

Elements of Competent Supervision Defined – NASW

- Informed consent
- Identifying errors
- Knowing when cases need to be re-assigned
- 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

- 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
FI Supervisory Skills

- Clarify roles of FI and student
- Assess strengths and weaknesses
- Expectations and learning Objectives
- Communication – phone, email, text, instant messaging. Generational themes
- Feedback – consistent, objective, supportive
- Validate students feelings – reassure can succeed
- Clear, mutual, written objectives

Field Instruction 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

- 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 / Students Case Load

- Guidelines – awareness of:
  - Knowledge and skill level of student
  - Early opps for client contact
  - Cultural competence/diverse case load
  - Ethical dilemmas
  - Evidenced Based Practice?
  - How complex is case load
  - MACRO PROJECT – identify early (see lists of ideas)
  - Travel / Home Visits?
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)
- Meeting analysis
- Trainings
- Policy Brief
- Needs Assessment
- Public Relations
- Review Agency Policies and Procedures
- Project Development
- Operations Review
- Networking
- Staff Development
- Evaluation
- Technology
- Cultural Competence or Trauma Informed Assessment
- 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.
- 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.
- Attend 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.
- 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.
- 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 and business owners in the revitalization of the community as a whole.
- Work with residents to implement community change (i.e. lack of sidewalks, graffiti).
- 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

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

Enjoy being a Field Instructor!

- Have fun – enjoy your student
- Break before part 2 – Attachment Patterns in the Supervisory Relationship
Attachment: Safe Harbors and Exploring Horizons
Dyads in Field Instruction
By Charlene Letourneau, Ph.D

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


**Attachment – 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* Pub Date: 09/22/2006 Journal of Social Work Education

Publisher: Council On Social Work Education: COPYRIGHT 2006 Council On Social Work Education

ISSN: 1043-7797 Issue: Date: Fall, 2006 Source Volume: 42 Source Issue: 3
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 field faculty 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 liason 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.

Amalia B. Hernandez has over 20 years’ experience in schools, early education and family support services. She has served in various capacities – classroom teacher, School Social Worker, Mental Health Consultant and Behavior Intervention Case Manager. Amalia also worked closely with teachers and administrators to create Bully-Free school programs and conflict resolution training for children and adolescents. Currently, Amalia is Title IV-E Field Faculty and is a University Lecturer for the PPSC (Pupil Personnel Services Credential) specialization at SDSU School of Social Work.

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.
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
Talking Points for small groups – peer support/networking

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 weeks at your agency? Describe some of the learning activities / you have planned for the student to help them integrate theory (knowledge, skills and values) and practice.

5. Share resources and examples / ideas for:
   Assessing when the student is ready to start working more independently
   How will you provide group experience (for undergrads and first year grads)
   Ideas for Macro projects (undergrad, first year grads and 2\textsuperscript{nd} year admin)
   Do you have any practical/ logistical challenges – Example MIS /Data base, Anasazi/CWS-CMS Training/ phone & computer access / space?
   Ideas for familiarizing your student with community resources
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<td>Supervisor</td>
<td>Make an informed commitment</td>
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<td></td>
<td>Co-workers</td>
<td>Develop a learning contract</td>
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<td></td>
<td>Field Site</td>
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<td></td>
<td>Clientele</td>
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<td></td>
<td>Community</td>
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<td></td>
<td>Life context</td>
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<tr>
<td>Disillusionment</td>
<td>Unexpected emotions</td>
<td>Acknowledge and clarify feelings</td>
</tr>
<tr>
<td></td>
<td>Frustration</td>
<td>Acknowledge gap between Expectations and reality</td>
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<td></td>
<td>Anger</td>
<td>Normalize feelings and behaviors</td>
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<td></td>
<td>Confusion</td>
<td>Acknowledge and clarify specific Issues</td>
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<td>Panic</td>
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<td>Adequacy of skills</td>
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<td>Breadth of demands</td>
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<td></td>
<td>Relationship with clientele</td>
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<td></td>
<td>Operating values of Organization</td>
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<td></td>
<td>Disappointment with Supervisor/co-workers</td>
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<tr>
<td>Confrontation</td>
<td>Achieve independence</td>
<td>Reassess goals and expectations</td>
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<td></td>
<td>Gain confidence</td>
<td>Reassess support systems</td>
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<td></td>
<td>Experience effectiveness</td>
<td>Reassess role and purpose</td>
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<td>Changes in opportunities</td>
<td>Develop specific strategies</td>
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<td>Interpersonal issues</td>
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<td>Intrapersonal blocks</td>
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<tr>
<td>Competence</td>
<td>High accomplishment</td>
<td>Develop coping strategies</td>
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<td></td>
<td>Investment in work</td>
<td>Share concerns openly</td>
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<td>Quality supervision</td>
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<td>Ethical issues</td>
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<td></td>
<td>Worthwhile tasks</td>
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<td></td>
<td>Home/self/career issues</td>
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<tr>
<td>Culmination</td>
<td>Redefine key relationships</td>
<td>Set final supervisor meeting</td>
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<td>Termination with patients or clients</td>
<td>Identify feelings</td>
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<td></td>
<td>Transfer of case management</td>
<td>Engage in introspective/reflective writing</td>
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<td>Collegial gatherings</td>
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<td>End of studies</td>
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<td></td>
<td>Post-internship plans</td>
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</tr>
</tbody>
</table>

## Field Education Calendar*  2012-2013 Academic Year

### 2012 Fall Semester
Classes / Field held: Monday, August 27th – Friday, December 7th, 2012

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mon. August 6</strong></td>
<td>New Field Instructor's Training # 1. 12:30 pm to 3:30 pm 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</td>
</tr>
<tr>
<td><strong>Thurs. August 16</strong></td>
<td>Annual Field Instructors Meeting – for all field instructors assigned students. 3 CEU’s. 8:30 am to 12:30 pm. Jacobs Center, 404 Euclid Ave, San Diego CA 92102 Tools for Successful Field Instruction – Incorporating DBT and MI in field instruction and dual diagnosed clients. Giovanna Zerbi and Melinda Hohman.</td>
</tr>
<tr>
<td><strong>Tues. August 21</strong></td>
<td>General Orientation for incoming MSW Students and Field Practicum Orientation HH 130 General School of Social Work Orientation 8:30 am to 12:00. Field Orientation 2:00 pm to 4:00 pm (NOTE NEW TIME)</td>
</tr>
<tr>
<td><strong>Mon. August 27</strong></td>
<td>First Day of Field &amp; Classes for Fall 2012 Semester</td>
</tr>
<tr>
<td><strong>Fri. August 31</strong></td>
<td>First SW650 Extended Field Seminar 9:00 a.m to 12 noon. All sections meet together for skills training. Note OFF CAMPUS LOCATION Health Services Complex, 3851 Rosecrans St, San Diego CA 92110 (Close to Old Town Trolley by public transport)</td>
</tr>
<tr>
<td><strong>August 27 – September 9th</strong></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><strong>Mon. September 3</strong></td>
<td>Labor Day - Campus closed. No field or classes.</td>
</tr>
<tr>
<td><strong>Mon. September 10</strong></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><strong>September 10 – September 30</strong></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><strong>October 1 – December 7</strong></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><strong>Week of Sept. 24</strong></td>
<td>MSW Field Students with agency practicum calendar different from SDSU calendar (usually K-12 schools) – approval plan due to Field Faculty. Include dates and required signatures.</td>
</tr>
<tr>
<td><strong>Thurs. October 4th</strong></td>
<td>2012 New Field Instructor Course, Seminar # 2. “Learning, Assessment, Evaluation and Successful Supervision in Field Instruction.” (Required) 9:30am – 12:30am; Health Services Complex, 3851, Rosecrans St. 3 CEUs being offered.</td>
</tr>
<tr>
<td><strong>Mon. October 8</strong></td>
<td>Columbus Day – Campus Open. Field and Classes held.</td>
</tr>
<tr>
<td><strong>October 15-19</strong></td>
<td>Confirm with Field Faculty for specific date due depending on field seminar day. 2012-2013 Student Learning Agreements &amp; Student Orientation Checklists Due to Field Faculty.</td>
</tr>
<tr>
<td><strong>Week of October 15</strong></td>
<td>Confirm with Field Faculty for specific date. Mid-Semester Evaluations Due – only required for SW 489A (BASW) students. Required for MSW Field Students only when there are performance concerns.</td>
</tr>
<tr>
<td><strong>Mon. November 12</strong></td>
<td>Veteran’s Day Observed - Campus closed. No field or classes.</td>
</tr>
<tr>
<td><strong>November 19 week of</strong></td>
<td>All Field Students Self-Evaluation assignment due to Field Instructor for review and discussion. Practicum Evaluation Process between Fi and student begins.</td>
</tr>
<tr>
<td><strong>November 22-23</strong></td>
<td>Thanksgiving Holiday - Campus closed. No field or classes.</td>
</tr>
<tr>
<td><strong>November 26 – December 7</strong></td>
<td>ALL Field Evaluations Due Include Time Sheets, signed and dated, with Comp Skills Evaluations and Self Evaluation. Turn in last field seminar, unless field faculty requests earlier.</td>
</tr>
<tr>
<td><strong>Fri. December 7</strong></td>
<td>Last day of classes and field</td>
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<tr>
<td>Date</td>
<td>Event</td>
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<td>---------------------</td>
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</tr>
<tr>
<td>December 8-15</td>
<td>Finals week – no class or field</td>
</tr>
<tr>
<td>December 25-28</td>
<td>Holiday - Winter Break - Campus closed</td>
</tr>
<tr>
<td>December 31</td>
<td>Last day of fall semester 2011.</td>
</tr>
<tr>
<td>Tue. January 1</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.*

**SDSU Campus Open**

1. **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 25-28. 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, 2012 – January 17, 2013)** 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 25th to December 28th, 2012. Students are covered by the university’s liability insurance during academic break periods, but NOT when the campus is closed.

**2013 Spring Semester Dates will be added to calendar as they are confirmed. The dates below are known.**

**Classes / Field held: Thursday, January 17 – Wednesday, May 8, 2013**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>Thurs. January 17</td>
<td>First Day of Field &amp; Classes for Spring 2013 Semester</td>
</tr>
<tr>
<td>Mon. January 21</td>
<td>Martin Luther King Jr. Day - Campus closed.</td>
</tr>
<tr>
<td>Fri. January 18</td>
<td>Placement Planning Meeting for SW 650 students re. 2nd year advanced field practicum placement process. SW489 Meeting 12-2pm. Same location</td>
</tr>
<tr>
<td>January 18</td>
<td>“Request for Interns” forms due from field instructors. (Email or fax back to field office.) <a href="mailto:swfield@mail.sdsu.edu">swfield@mail.sdsu.edu</a>. This information is vital to help our planning and student placement for Fall 2013. Please request a form if your agency did not receive one.</td>
</tr>
<tr>
<td>January 25</td>
<td>Agency Fair – Future 489 and future 750 students only. Jacobs Center Agencies MUST RSVP to ensure space</td>
</tr>
<tr>
<td>February TBA</td>
<td>MSW Foundation Year Students – Placement Planning Meeting – planning for internship. Future MSW SW 650 students. 3/4 year students going into field Fall 2013.</td>
</tr>
<tr>
<td>February 18</td>
<td>Presidents’ Day Observance – Campus Open. Field and Classes held.</td>
</tr>
<tr>
<td>April 1 – April 5</td>
<td>Spring Recess – No field or classes.</td>
</tr>
<tr>
<td>Mon. April 1</td>
<td>Cesar Chavez Day Observance - Campus closed.</td>
</tr>
<tr>
<td>May 8</td>
<td>Last Day of Field &amp; Classes.</td>
</tr>
<tr>
<td>May 5 to 9</td>
<td>Comprehensive Skills and Self Evaluation turn in to field faculty at last field seminar this week unless requested earlier by field faculty.</td>
</tr>
<tr>
<td>May 17</td>
<td>IVC Commencement</td>
</tr>
<tr>
<td>May 17-19</td>
<td>SDSU Commencement Days</td>
</tr>
</tbody>
</table>

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. 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 any time during Winter Recess do so, on a voluntary basis.**

Student’s hours volunteered during this time frame cannot be applied for 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 25th to December 28th, 2012. Students are covered by the university’s liability insurance during academic break periods, but NOT when the campus is closed.**
### SW 489 Overview / Curriculum

<table>
<thead>
<tr>
<th>Course Requirements</th>
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</thead>
<tbody>
<tr>
<td><strong>Hours Required:</strong></td>
</tr>
<tr>
<td>Fall Semester: 16 hours per week in agency</td>
</tr>
<tr>
<td>Spring Semester 16 hours per week in agency</td>
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<tr>
<td>(Check Attendance Policies for holidays, illness, etc.)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SDSU Field Seminars</th>
<th>Mandatory:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar 1: Week Before School</td>
<td></td>
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<tr>
<td>2 Hour Field Seminars – Fall Semester - 8 seminars – Facilitator – Assigned Field Faculty</td>
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<tr>
<td>2 Hour Field Seminars – Spring Semester – 8 seminars – Facilitator – Assigned Field Faculty</td>
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<tr>
<th>Supervision</th>
<th>Minimum:</th>
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<tbody>
<tr>
<td>1 hour per week of formalized individual supervision by Field Instructor.</td>
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<table>
<thead>
<tr>
<th>Practice Approach</th>
<th>=&gt; Generalist</th>
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</thead>
</table>

| 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. |

| Diversity Focus | => In micro, mezzo & macro caseload/activities. |
| (Students must have assignments/ caseload that differs from self.) | => 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) | => 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;

**Macro Experiences Continued:**

- 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.  
  
  Author of Macro: M. DeGennero
**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>
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<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td>10 agency hours for Week 1 and 2. 16 hours agency hours per week for Week 3 through Week 15. Agency practicum hours = 210 hours.</td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
<td>16 agency hours per week for 15 weeks. Agency practicum hours = 240 hours. SW 650 total practicum agency hours = 450 hours.</td>
</tr>
</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.

**Assignments**

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

*Refer to course syllabus and field education calendar for detailed requirements.*

**Foundation Program Objectives**

In field education, students will be required to (but not limited to), demonstrate the ability to:
- 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.

*Field Instructors will provide assignments and client cases that differ from student.*

- 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.
- 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.

**Foundation Year Practice**

Generalist Intervention Practice Model
- Crisis Intervention
- Case Management
- Client-Centered

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 | 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 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. 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.  |
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.
- Agency practicum hours = 300 hours 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.
  - Participating 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.*

### 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:
- 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.

2012 - M.W. Siegel, Course Instructor/Macro Task Group
SW 650
LEARNING AGREEMENT

AND

FOUNDATION (1st) YEAR COMPREHENSIVE SKILLS EVALUATION
Learning Agreement Outline (To be completed at the beginning of the Academic Year)

I. IDENTIFYING INFORMATION

<table>
<thead>
<tr>
<th>Academic Year:</th>
<th>Please check:</th>
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<tbody>
<tr>
<td></td>
<td>□ Foundation Year/1\textsuperscript{st} Year</td>
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<tr>
<td></td>
<td>□ IVE Child Welfare</td>
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<td></td>
<td>□ MSW/JD</td>
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<td></td>
<td>□ MSW/MPH</td>
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</tbody>
</table>

| Fall Start Date: | Spring/ End Date: |

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Field Faculty:</th>
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<tbody>
<tr>
<td>E-mail:</td>
<td>E-mail:</td>
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<tr>
<td>Phone number:</td>
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<table>
<thead>
<tr>
<th>Agency Name:</th>
<th>Field Instructor:</th>
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<tr>
<td>E-mail:</td>
<td>E-mail:</td>
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<td>Phone number:</td>
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<tr>
<th>Task Supervisor:</th>
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<td>E-mail:</td>
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<td>Phone number:</td>
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<table>
<thead>
<tr>
<th>Agency Address:</th>
<th>City:</th>
<th>Zip:</th>
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</table>

| Telephone: | Fax: |

II. THE AGENCY AND THE COMMUNITY

(Agency)

A. Describe the agency’s mission:

B. Describe the organizational structure:

C. List the services provided to community:

D. Describe the general demographics (ethnicity, race, socio-economic status, age) of the agency’s clients:
**E. Describe the geographic location of your agency:**

**F. Describe the general demographics (ethnicity, race, socio-economic status, age) of the community (if different from D above):**

**G. Describe the community’s need for resources (in addition to what the agency provides):**

**H. Describe the community’s perception of the agency:**

**I. List other agencies to which referrals are made:**

**J. Who (Field Instructor?) or what (agency brochure?) were your sources of information:**

### III. GENERAL TIME MANAGEMENT

**A. List the days and hours in field placement:**

**B. List the day and time that process recordings are due:**

**C. List the day, time, and length of individual field instruction:**

**D. List the day and time of group supervision conference, if applicable:**

**E. List the name(s) of Task Supervisor(s) and/or contact person in Field Instructor’s absence:**

**F. If the plan is for you to rotate or change programs in the agency, specify the time frame for the rotation:**

**G. Please describe your plans for coverage over the winter break between fall and spring semester, if required**
IV. FIELD EDUCATION ASSIGNMENTS
Check those learning activities to which the student will be exposed during the field work placement.

A. Check all direct practice field education assignments

- [ ] Adults
- [ ] Individuals
- [ ] Information and Referral
- [ ] Discharge Planning
- [ ] Diagnostic Assessment
- [ ] Families
- [ ] Advocacy
- [ ] Treatment Planning
- [ ] Older Adults
- [ ] Crisis Intervention
- [ ] Children
- [ ] Groups
- [ ] Community Networking Linkages
- [ ] Inter/Multidisciplinary Team Meetings
- [ ] Short Term Intervention
- [ ] Adolescents
- [ ] Couples
- [ ] Case Management
- [ ] Psychosocial Assessment
- [ ] Long Term Intervention
- [ ] Other (specify)

B. Check all macro practice field education assignments

- [ ] Task Forces
- [ ] Quality Assurance
- [ ] Inter/Multidisciplinary Team Meetings
- [ ] Fiscal Budgetary Issues
- [ ] Committee Assignments
- [ ] Grant Writing
- [ ] Agency Staff Meetings
- [ ] Community Networking Linkages
- [ ] Program Development
- [ ] Consultation
- [ ] Macro Project (specify)
- [ ] Program Evaluation
- [ ] Case Conferences
- [ ] Other (specify)

C. Check other learning experiences

- [ ] Seminars, In-Service Training/Conferences
- [ ] Other (specify)

V. SELF-AWARENESS ASSESSMENT

A. In terms of “self-awareness”, what do you know about yourself and your interactions with others/your emotions/etc. that will make you a more effective social worker?

B. In what ways/areas do you need to enhance your self awareness to become a more effective social worker?
<table>
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<tr>
<th>VI. STUDENT’S EXPECTATIONS FOR SUPERVISION IN FIELD/INSTRUCTION</th>
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<tbody>
<tr>
<td>A. Describe your expectations of the supervision process:</td>
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<tr>
<td>B. Describe your expectations of yourself in supervision:</td>
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<td></td>
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<tr>
<td>C. Describe your expectations of your Field Instructor:</td>
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<td></td>
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<tr>
<td>D. Describe your expectations of your task supervisor (if applicable):</td>
</tr>
</tbody>
</table>
### VII. FIELD INSTRUCTOR TEACHING PLAN (To be written by the Field Instructor)

1. Detail your expectations of your student in supervision:

   

2. How do you structure your weekly field instruction? Briefly describe your teaching plan. Please include how you plan to maximize diversity in your case assignments for each student.

   

3. Describe your plan for use of a task supervisor with your student (If applicable)
   
   a. Role of task supervisor:

   

   b. Detail your plan for monitoring and evaluating this experience

   


ORIENTATION CHECKLIST

Agency Overview
- Review agency vision and mission/purpose statement
- Tour of agency
- Introductions to colleagues, support staff, and administration
- Review organizational structure
- Review the role of the agency in relation to the community and its resources
- Review security and/or safety procedures and protocol

Agency Policies and Protocols
- Review office procedures, supplies, and provisions
- Review telephone and communication/computer utilization
- Review intake/admissions/eligibility policy and procedures
- Review internal communication
- Review parking details
- Review mileage policy
- Review agency, department, and/or unit meeting schedule
- Review client record/charting, policies and procedures
- Review forms for documentation/accountability
- Review regulations regarding confidentiality, release of information, etc.
- Review client fees/payment schedule
- Review client emergency protocol
- Review work schedule, including lunch and breaks
- Review information/referral policy
- Review agency policy regarding harassment
- Review agency policy regarding discrimination
- Review agency policy regarding the Americans with Disabilities Act
- Review agency policy regarding OSHA
- Review agency policy regarding HIPPA

Field Instructor/Student Responsibilities
- Review expectations for supervision and schedule
- Review educationally based recording schedule
- Review use of Preceptor (if applicable)
- Review plan for diversity/multi-cultural experiences
- Review plan for monitoring of student hours (by both Field Instructor and student)
- Review agency training or staff development opportunities
- Review student’s personal safety issues and concerns and strategies to deal with them

SIGNATURES:

_________________________________________ Date
Field Instructor (Agency) & Task Supervisor

_________________________________________ Date
Student

_________________________________________ Date
Field Faculty (SDSU)
SW 650 FOUNDATION YEAR COMPREHENSIVE SKILLS EVALUATION
(To be completed at the end of each semester)

_____FALL  ___ SPRING  ____SUMMER

INSTRUCTIONS FOR RATING INTERNS:
Level 0 = Intern has not met the expectations in this area and there is not much evidence that the expectations will be met in the near future
Level 1 = Intern has not yet met the expectations in this area, but there is evidence that the expectations will be met in the near future
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 1 or Level 2. Please contact Field Liaison if student is at Level 0 in any objective.
Spring Semester Students should demonstrate skills at least at the Level 2 or 3. Please contact Liaison if Student is below Level 2 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: _____________ 210 hours required for Fall.
Hours completed for Spring Semester: ____________ 240 hours required for Spring.
Hours completed for Summer Semester: ___________ (if applicable)

2 process records completed and reviewed. _______ (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

<table>
<thead>
<tr>
<th>Learning Opportunity</th>
<th>Student Activity</th>
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</table>
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.

Comments (required for ratings of 0 and 4):

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

LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #2

1. Is knowledgeable about 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.

2. Recognizes and manages personal values and biases in ways that allow professional values to guide practice.

3. Recognizes and tolerates ambiguity in resolving ethical conflicts.

4. Applies strategies of ethical reasoning to arrive at principled decisions.

Comments (required for ratings of 0 and 4):

________________________________________________________________________________________
________________________________________________________________________________________
______________________________________________________________________________

COMPETENCY #3 – THINKING & JUDGMENT:
INTERN APPLIES CRITICAL THINKING TO INFORM AND COMMUNICATE PROFESSIONAL JUDGMENTS

LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #3
<table>
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<tr>
<th></th>
<th>Fall</th>
<th>Spr.</th>
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<tbody>
<tr>
<td>1.</td>
<td>Uses critical thinking augmented by creativity and curiosity.</td>
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<tr>
<td>2.</td>
<td>Is able to comprehend, appraise and integrate multiple sources of knowledge; including research-based knowledge and practice wisdom.</td>
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<td>3.</td>
<td>Utilizes appropriate models of assessment, prevention, intervention and evaluation.</td>
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<tr>
<td>4.</td>
<td>Demonstrates effective oral communication in working with individuals, families, groups, organizations, communities and colleagues.</td>
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<tr>
<td>5.</td>
<td>Demonstrates effective written communication in working with individuals, families, groups, organizations, communities and colleagues.</td>
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**Comments (required for ratings of 0 and 4):**

____________________________________________________________________________
____________________________________________________________________________

**COMPETENCY #4 – CULTURAL COMPETENCY:**
**INTERN ENGAGES DIVERSITY AND DIFFERENCE IN PRACTICE**

**LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #4**

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spr.</th>
<th>Sum.</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Is knowledgeable about and respectful of clients who differ by factors such as age, class, color, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.</td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
<td>Recognizes the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power in shaping life experience.</td>
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<tr>
<td>3.</td>
<td>Demonstrates self-awareness in eliminating the influence of personal biases and values in working with diverse groups, including treating clients with dignity and respect.</td>
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<tr>
<td>4.</td>
<td>Views self as a student of cultural differences and those s/he works with as cultural experts.</td>
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**Comments (required for ratings of 0 and 4):**

____________________________________________________________________________
____________________________________________________________________________

page 10 of 15
**COMPETENCY #5 – SOCIAL JUSTICE: INTERN ADVANCES HUMAN RIGHTS AND SOCIAL AND ECONOMIC JUSTICE**

**LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #5**

1. Recognizes 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.

2. Identifies the forms, mechanisms and interconnections of oppression and discrimination, and is knowledgeable about theories of justice and strategies to promote human and civil rights.

3. Is skilled at advocating for, and engaging in, practices that promote social and economic justice.

Comments (required for ratings of 0 and 4):

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

**COMPETENCY #6 – EVIDENCE BASED PRACTICE: INTERN ENGAGES IN RESEARCH-INFORMED PRACTICE AND PRACTICE-INFORMED RESEARCH**

**LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #6**

1. Employs evidence-based interventions and policies.

2. Integrates research findings and professional judgment to improve practice, policy and social service delivery.

3. Evaluates their own practice for effectiveness and improvement.

Comments (required for ratings of 0 and 4):

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
### COMPETENCY #7 – PERSON IN ENVIRONMENT:
INTERN APPLIES KNOWLEDGE OF HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT

**LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #7**

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spr.</th>
<th>Sum.</th>
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<tbody>
<tr>
<td>1.</td>
<td>Demonstrates knowledge of human behavior across the life course.</td>
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<tr>
<td>2.</td>
<td>Understands social systems and how they promote, or inhibit, people in maintaining or achieving health and well-being.</td>
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<tr>
<td>3.</td>
<td>Demonstrate knowledge of person-in-environment, including: biological, social, cultural, psychological and spiritual development of clients/client systems.</td>
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<tr>
<td>4.</td>
<td>Utilizes a range of theoretical frameworks to guide the processes of assessment, intervention and evaluation.</td>
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Comments (required for ratings of 0 and 4):

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### COMPETENCY #8 – POLICY:
INTERN ENGAGES IN POLICY PRACTICE TO ADVANCE SOCIAL AND ECONOMIC WELL BEING AND DELIVER EFFECTIVE SOCIAL WORK SERVICES

**LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #8**

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<tr>
<th></th>
<th>Fall</th>
<th>Spr.</th>
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<tbody>
<tr>
<td>1.</td>
<td>Demonstrates understanding of the role of policy in service delivery, and the role of practice in policy development.</td>
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<tr>
<td>2.</td>
<td>Analyzes and advocates for policies that promotes social well-being for individuals, families, groups and communities.</td>
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<tr>
<td>3.</td>
<td>Recognizing the importance of collaboration with colleagues and clients for effective policy action.</td>
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Comments (required for ratings of 0 and 4):

________________________________________________________________________________________
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COMPETENCY #9 – CURRENT TRENDS:
INTERN RESPONDS TO CONTEXTS THAT SHAPE PRACTICE

**LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #9**

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<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spr.</th>
<th>Sum.</th>
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<tbody>
<tr>
<td>1.</td>
<td>Seeks information, resources and is proactive in responding to evolving organizational, community and societal contexts of practice.</td>
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<tr>
<td>2.</td>
<td>Continuously discovers, appraises and attends to changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant services.</td>
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Comments (required for ratings of 0 and 4):
________________________________________________________________________________________
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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**

(A): ENGAGEMENT

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<tr>
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<th>Fall</th>
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<tbody>
<tr>
<td>1.</td>
<td>Develops rapport and addresses confidentiality appropriately with individuals, families, groups, organizations and/or communities.</td>
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<tr>
<td>2.</td>
<td>Uses empathy and other interpersonal skills (e.g. attending behaviors and basic interviewing skills.)</td>
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<tr>
<td>3.</td>
<td>Develops a mutually agreed-upon focus of work and desired outcomes.</td>
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(B): ASSESSMENT

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<tr>
<th></th>
<th>Fall</th>
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<tbody>
<tr>
<td>1.</td>
<td>Collects, organizes and interprets client system/organizational data.</td>
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</tbody>
</table>
2. Assesses client/client systems strengths and limitations.

3. Develops mutually agreed upon intervention goals and objectives, and selects appropriate intervention strategies.

(C): PLANNING & INTERVENTION
1. Initiates actions to achieve goals within the context of the organization.

2. Incorporates prevention interventions to enhance client capacities.

3. Assists clients/client systems in problem resolution and desired outcomes.

4. Negotiates, mediates and advocates for clients/client systems.

5. Facilitates transitions and endings.

(D): EVALUATION

2. Utilizes evaluation data to revise interventions.

Comments (required for ratings of 0 and 4):

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

1ST YEAR COMPREHENSIVE SKILLS EVALUATION
Summarize overall assessment strengths and areas needing further development:
________________________________________________________________________________________
________________________________________________________________________________________
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Fall Semester:
_________________________  ________________________
Field Instructor Signature Date

_________________________  ________________________
Task Supervisor Signature Date

_________________________  ________________________
Student Signature Date
(Student's signature acknowledges that the student has participated in a discussion of this evaluation and has reviewed the evaluation.)
Spring Semester:

_________________________________________  ________________________
Field Instructor Signature Date

_________________________________________  ________________________
Task Supervisor Signature Date

_________________________________________  ________________________
Student Signature Date

(Student's signature acknowledges that the student has participated in a discussion of this evaluation and has reviewed the evaluation.)
Weekly Clinical Supervision

Student: 
Field Instructor: 
Date: 

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

Kim Archuletta, LCSW
Evaluation
Course Title: Introduction & Overview of Field Instruction & the SDSU Field Program. Plus - Attachment Patterns in Field Instruction.

Fi Training Course, Seminar I 2012

Instructor(s): Candy Elson LCSW & Silvia A. Barragan, LCSW

Course Date: August 6th, 2012 12:30 pm to 3:30 pm, HHSA Health Services Complex, 3851, Rosecrans St. The Coronado Room

<table>
<thead>
<tr>
<th>A. Content of the Training:</th>
<th>Strongly Agree (5)</th>
<th>Agree (4)</th>
<th>Neutral (3)</th>
<th>Disagree (2)</th>
<th>Strongly Disagree (1)</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Learning objectives and competencies were clearly identified.</td>
<td></td>
<td></td>
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<tr>
<td>2. Content was related to my responsibilities as a field instructor / task supervisor.</td>
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<td>3. Content was logical, coherent, and well developed.</td>
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<td>4. Content was appropriate for my skill level.</td>
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<tr>
<td>5. Workshop/Exercises supported the skills taught.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Trainer(s):</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>6. Trainer(s) presented the content of the training clearly and effectively.</td>
<td></td>
</tr>
<tr>
<td>7. Trainer(s) displayed a clear understanding of the subject matter.</td>
<td></td>
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<tr>
<td>8. Trainer provided opportunity for participant input.</td>
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</tr>
<tr>
<td>9. Trainer(s) provided examples of best practice concepts.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Effectiveness of Methods:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Lecture / Facilitated Discussion</td>
<td></td>
</tr>
<tr>
<td>11. Case Examples / Role-Plays / Small-Group Breakouts</td>
<td></td>
</tr>
<tr>
<td>12. Technology / Handouts</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>D. Overall Ratings:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Overall rating of the trainer(s).</td>
<td></td>
</tr>
<tr>
<td>14. Overall rating of the course.</td>
<td></td>
</tr>
</tbody>
</table>
Evaluation

The School welcomes your constructive comments:

1. Suggestions for improving the content of this training?

2. Items liked about the trainer’s or group’s presentation?

3. Additional Comments:

Thank you for your time! We enjoyed having you join us!

6/09 -MWS