

USC School of Social Work
Field Manual
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CHAPTER I

THE ROLE OF FIELD EDUCATION IN THE SCHOOL CURRICULUM

A. INTRODUCTION

Field instruction is an independent and integral sequence of the MSW curriculum. By means of selected and organized opportunities, guided by educational objectives the field practicum seeks to validate, apply and integrate the knowledge, theories and concepts of social work practice being learned throughout the curriculum. In the process, the student is engaged in experiential learning, which requires him/her to bring together and to integrate for professional use: cognitive learning; sense data; professional values; and knowledge, which will enhance his/her skills in and critical analysis of social work practice.

Field instruction takes place in selected and approved agencies and centers, located throughout Los Angeles, Orange, and surrounding counties. These agencies represent a complete range of social services, and are approved based on the quality of their professional practice, their commitment to addressing social problems, their interest in participating in professional education, and their ability to make personnel and material resources available.

The practicum is taught by field instructors who may be employed by either the school or the agency, but who must be recommended and approved by both, and certified by the school for that position. The field instructor is designated as a teacher of this course, rather than a supervisor; and is considered a member of the school's field faculty.

The field instruction process is selective, organized, sequential, and individualized, within the framework of a particular social work agency, and in congruence with the goals and expectations of the School. Over the course of a two-year period, field education is expected to include:

- 1) direct practice interventions with individuals, families and non-related groups;
- 2) indirect practice interventions focusing on community, organizational and/or institutional change;
- 3) a diversity of modalities, populations, treatment issues; and
- 4) a range of theoretical and teaching methodologies and models.

All these are to be presented and practiced within an environment of appropriate professional social work values and ethics, and sensitivity to issues of cultural and ethnic diversity. All these help prepare the student for professional practice, and to take leadership roles within the profession.

Field instruction provides for building on previous life and work experience as well as for the development of new areas of professional competence. During this process, a mutual effort is undertaken by the student, the field instructor, the agency and the field faculty liaison to maximize the learning within the opportunities available.

Each placement in field education is made on an individual basis, and takes into consideration the following: the student's previous experience; his/her future goals; his/her professional interests; the learning experiences provided by the agency; geographic location; stipend requirements; and special needs. Though field experience varies with agency specific circumstances, school expectations and criteria must be met.

The students' learning experiences in agencies are facilitated and monitored by designated field education faculty, who provide consultation, assistance, and evaluation to both the student and the field instructor. The Assistant Dean for Field Education is administratively responsible for all field assignments.

Each student, in consultation with his agency field instructor and school field liaison, writes a learning agreement, specifying his/her own particular learning goals and objectives within the framework of the specified

foundation year or concentration field curriculum objectives. This agreement is signed by both the student and the field instructor, and forms the foundation for evaluation.

The responsibilities and entitlements of all parties in field instruction, school, field education faculty/liaison, agency, field instructor, and student are defined in a placement memorandum of agreement. In addition, the field manual incorporates the school's major administrative policies and procedures regarding field instruction.

B. INTEGRATION WITH ACADEMIC COURSES

Field instruction provides the opportunity for the student to engage in selected and organized activities, with or on behalf of clients, that apply the social work skills, knowledge, and values learned in the classroom. These include knowledge about social welfare programs, policies and issues; the dynamics of organizational behavior and change; a broad array of evidence based social work practice theories addressing work with individuals, families, couples and groups, in crisis, short-term and long term models; the dynamics of human growth and behavior; and social work research methods and their application to practice.

Integration is, and should be, a two-way process. On one hand, field placement is expected to provide "in vivo" experiences relevant to academic content, and the student is expected to apply this content to his/her activities in the field. The student is also expected to share course information with his/her field instructor for purposes of planning and integration, and course syllabi are made available by the school to all field instructors. Conversely, the student is expected to utilize relevant field material in his/her course work through class discussion and case presentation. These activities must be accompanied by two precautions: 1) the protection of client confidentiality; and 2) avoidance of the class instructor "supervising" the student's field practice.

In order to make possible the integration of learning in concurrent field and class settings, constant collaboration between agency and school is necessary. Administrators, field instructors, class teachers, students and liaisons need to share in, and have time for, those activities which will enhance the quality of the total educational program. These activities include new field instructor seminars; continuing field instructor seminars; faculty-field instructor institutes; a variety of collaborative curriculum development activities with faculty and agency social workers; field seminars and brown bags for students. These facilitate the constant exchange of ideas and feedback between the faculty, the practice community and the students.

C. ADMINISTRATIVE REQUIREMENTS

1) Hours in Practicum

The field placement consists of 1050 hours of field practicum, typically divided into two years of study, the first consisting of four hundred-fifty hours and the second of six hundred hours. Students in either three year or four-year part-time programs may vary the manner in which those hours are completed, but all students upon finishing their MSW must have completed a minimum of 1050 hours of field practicum.

Foundation year and concentration placements must be in different agencies, each of which must meet the criteria and objectives for that year of field instruction, a generalist experience in the foundation year and a second year experience in the concentration year.

Field placement days are typically on Mondays and Wednesday and/or Fridays for foundation year students, who spend sixteen hours/week in field; and on Mondays, Wednesdays and Fridays for concentration students, who usually spend twenty hours/week in field placement. Foundation year and Concentration year field placement includes at least one 8-hour day. **THERE IS NO EXCEPTION TO THIS REQUIREMENT!**

2) Integrative Seminars

All foundation year students entering field must attend an integrative seminar that meets regularly throughout the Academic Year on a class day. These seminars carry two units of credit per semester. The grade is CR/NC. The seminars meet weekly for two hours. All concentration students are invited to participate in concentration brown bags throughout the Academic Year.

3) Field Instruction

To qualify as a field instructor a person must have a MSW degree and a minimum of two, preferably three, years post MSW experience, and be available at the agency for students on the days they are in placement. Field instructors must evidence a desire to teach students and the ability and willingness to spend the necessary time in field instruction activities. It is estimated that each student needs approximately four hours of the field instructor's time each week. Individual field instruction must be provided a minimum of one and one-half per week to each student. Additionally, students should receive a minimum of one hour of group supervision every other week. Such group supervision may be facilitated by someone other than the field instructor, that person need not be a MSW. This group supervision may be with other students or a combination of staff and students. It may take the form of didactic presentations, case conferences, process-focused discussions, or any combination of these.

New field instructors must attend a one-semester new field instructor seminar, meeting a total of sixteen hours.

4) Case Assignments

Students need as broad a range of case assignments as possible, related to identified problem, age, gender, sexual orientation, and ethnicity. Following the foundation year guidelines found in Chapter IV, students need both macro and micro practice experiences with individuals, families and groups. Concentration year students follow the guidelines established by their Concentration Curriculum. All field instructors should receive a copy of the appropriate foundation year and/or concentration field curriculum guide.

5) Evaluation

The student receives a grade of credit/no credit for 586a/b field practicum, rather than a letter grade. The awarding of credit is recommended by the field instructor at the end of each semester, but must be approved and certified by the school. It is the Field liaison who actually awards the grade. In order to receive credit for field practicum, the student must not only meet school field objectives, but must also satisfy placement agency requirements.

The student, in close consultation with his/her field instructor, writes a learning agreement in October, which specifies his/her particular learning objectives, as they relate to the five core areas of the field curriculum, and details a plan for meeting these objectives. The field liaison reads each student's learning agreement, and helps the field instructor and the student evaluate his/her success in meeting stated objectives.

The student is formally evaluated, at the end of each semester in five core areas:

- 1) Development of Professional Responsibility and Identity
- 2) Development of Responsibility as a Learner
- 3) Development of Knowledge of the Field Work Agency and the Community
- 4) Development of Organization, Work Management and Communication Skills
- 5) Development of Practice and Intervention Skills.

Each of these core areas contains particular learning objectives and behavioral measures, and can be found in the Field Evaluation Instrument (see Chapter VI). In addition, using the students' learning agreement, objectives and measures may be added in any core area, to reflect the particular student's individualized goals.

Objectives for students in field placement are defined in the school's field instructor manual and student manual, which contain the field course outline for foundation year and for the concentration field courses. Formal evaluations are shared with the school, and constitute the basis for the awarding or withholding of credit. The student is also evaluated informally by the field instructor throughout the course of the placement experience and participates actively in this process.

6) Field Practicum Grades

Students earn credit or no credit in their field courses. A credit grade means the student is performing at a B, or better level in all the core areas in the field practicum. In addition to these credit/no credit grades, students may also receive an Incomplete (Inc) or an In Progress (IP) grade.

The Incomplete grade is given to students, who due to medical reasons, have not completed their field hours at the end of the semester but who are doing passing work. This grade is accompanied by a written contract between the student, field instructor, and field liaison, specifying the reason(s) for the incomplete grade, the number of hours that need to be completed, and a plan for completion of these hours in as timely a manner as possible. Copies of this contract are given to the student, field instructor, field liaison, Assistant Dean for Field Education, and the student affairs office.

Students may also receive an In Progress (IP) grade at the end of the fall semester. The use of the IP grade must be done in consultation with the liaison and with the approval of the Assistant Dean for Field Education. This grade indicates that the student's performance in field placement does not yet meet appropriate expectations for the end of that semester, and that additional time is needed to determine whether credit has been earned or not. Awarding of the IP grade implies that the field instructor and field liaison both believe that with further work there is a good chance the student can bring his/her work up to minimum standards.

7) Contract for In Progress Grade

The significance and conditions of the "IP" grade must be clearly discussed with the student involved. A contract, written by the field liaison, must be developed, and signed by the student, field instructor and liaison, which defines the following:

- a) the field instruction issues focused on;
- b) the goals and expectations to be met;
- c) the tasks and assignments for meeting them;
- d) the way the student's work will be evaluated;
- e) the means of follow-up and review;
- f) the time frame for review; and
- g) specifications of possible consequences.

Copies of this contract are given to the student, the field instructor, the liaison, and the Assistant Dean for Field Education, at the time of its execution. If the student is part of the Orange County Campus, the Assistant Dean for the Orange County Campus should also receive a copy of the contract.

The field liaison is actively involved at this point, facilitating and monitoring the student's progress. The grade earned at the end of the spring semester (credit/no credit) will become retroactive for the entire academic year. It is intended that this special grade be used carefully, selectively and only in special situations, as warranted.

8) Termination from Placement

A student may be involuntarily terminated from field placement due to her inadequate performance or due to agency problems/issues. A student may voluntarily withdraw because of the agency's failure to fulfill its obligations, or for personal reasons. In such situations, either the student is immediately replaced in another field setting to complete his/her field education experience, or the student receives an IN or an IP grade and replacement is done at a later date.

9) Consistency in Grading

Concerns about subjectivity or inconsistency of grading by field instructors are addressed through the close monitoring by field liaisons of the placement process, using agency site visits, meetings with students and field instructors, review of agency material, and review of student material. A common evaluation instrument, measuring student performance, is used by all foundation year field instructors. Each concentration has its own evaluation instrument that is used by all the concentrations' field instructors. Students who feel a grade is given unfairly may, following procedures outlined in the student manual, request a student hearing.

D. OBJECTIVES

Field instruction prepares students for entry into the social work profession by providing: first, an experience that develops the ability to understand and utilize a broad range of modalities and interventions in both micro and macro practice; and second, an experience that develops the special knowledge and depth of skill needed for beginning professional practice in a designated area of concentration.

Foundation Year: The foundation year in field is divided into two components:

Component I: The Field Practicum

The foundation year field practicum focuses on building a generalist first year in social work practice, through providing experiences in a continuum of modalities including; work with individuals, families, small groups, and communities, and with a diversity of client populations, and treatment issues. This generalist approach also encompasses a range of theoretical concepts and models in order to establish a broad base for practice. The generalist experience is defined to include both direct and indirect services, to clients. Breadth of learning is sought through:

- a) becoming a member of an agency and encountering organized services to meet client needs;
- b) engaging in observation and providing direct services, using different methods and modalities of intervention;
- c) Engaging in observation and doing an assessment of the community including
- d) assessing community needs for services;
- e) developing service plans; and
- f) evaluating the services given.

The foundation year field course is that part of the curriculum wherein the student begins his learning through the actual delivery of service in an agency setting, under the direction of a field teacher and the guidance of the field education faculty. The student is continuously working toward integration of thinking, feeling, knowing and doing, thereby establishing groundwork for the development of greater depth and specialization for practice in the concentration year. This professional foundation placement is a prerequisite for entry into the second year concentration field assignment.

Component II: The Integrative Seminar

Students participate in regularly scheduled integrative seminars taught by field faculty who most often serve as the student's advisors and liaisons. These seminars introduce the student to professional social work, the

strengths based perspectives, evidence based practice models, and professional values, ethics and use of self. Student examine impact of culture and class on behavior and access to resources. Students in seminar discuss personal and professional values; look at issues of diversity and culturally sensitive practice; and apply theory to actual work with clients through case presentations, role-plays, and case discussions. These seminars focus on providing a sustained small group experience to encourage self-examination, participation in group learning experiences, and problem solving activities.

Concentration Year

The Concentration Year practicum focuses on the development of special knowledge and skills needed for beginning professional practice in a designated area of concentration. This concentration year experience is designed to build on the foundation of the first year, and to develop skills and knowledge within the concentration that the student has selected as a specific focus of study. In the concentration, both the academic courses and the field experiences are organized around a particular field of practice or method. Each concentration has developed a range of field placement agencies that are approved practicum sites, able to provide the students with experiences appropriate to the expectations of the concentration, and committed to the educational objectives of the concentration's curriculum. In addition, each concentration offers at least two field seminars or brown bags each semester, which focus on issues of particular interest to students in the concentration. Some concentrations/sub-concentrations require the delivery of specified curriculum competencies in the field practicum and in specialized concentration year field seminars and or/meetings.

There are five concentrations, Mental Health; Family and Children; Health, World of Work; and COPA. Please see Chapter V for each concentration's field objectives.

Since each concentration includes only a part of the concentration year student population, it involves a limited number of agencies and field instructors. This has made possible close coordination and communication within the concentrations. Furthermore, the small numbers have enabled each concentration to be very selective in choosing field agencies which best meet their criteria, and in maintaining consistency and quality in these placements. The limited number of students and agencies has permitted the development of placement procedures, which allow considerable student and agency choice and involvement in the process. This, in turn, has facilitated excellent matching, increased satisfaction and fewer replacements, and therefore a more problem-free practicum experience.

In addition to the five concentrations there are four sub-concentrations, each requiring specialized field placements, and integrative academic course work. These sub-concentrations are a part of larger concentrations, and require the student learn both the broader concentration based curriculum, and the more focused, sub-concentration curriculum. The four sub-concentrations are: Work with Schools in the Families and Children or Mental Health Concentrations; Work in Public Child Welfare in the Families and Children or COPA Concentrations; Work with Older Adults, which may be a part of any of the five concentrations, and Work with the Severely and Persistently Mentally Ill, the Mental Health Option, which is part of the Mental Health, Family and Children or COPA Concentrations.

E. PART TIME PROGRAMS

We offer opportunities for students to elect a three-year or four-year part-time option, and offer both day and evening classes. Field instruction in the part-time programs follows the same general design as for the full-time program, except that there may be flexibility in the days students are in placement and there may be some variation in the number of hours/weeks students are in placements.

All students must be in placement a minimum of one full day each week. One thousand-fifty is the minimum number of hours in placement required of all students, 450 hours in the foundation year; and 600 hours in concentration year placement. Practice is always taken concurrently with field placement.

F. FIELD INSTRUCTION IN DUAL DEGREE PROGRAMS

Our school conducts dual degree programs with several other schools: Leonard Davis School of Gerontology; USC School of Urban Planning; USC School of Public Administration; USC School of Law; USC School of Business and Hebrew Union College School of Jewish Communal Service. Students in these programs must meet the basic requirements of both schools, including completion of generalist and advanced field instruction.

Foundation year field placements are administered primarily by the School of Social Work. Our school places the students in approved agencies and monitors the experiences, in close consultation with the collaborating school. In concentration year placements, administrative responsibility varies with the type of dual degree. In most situations, the collaborating school assumes primary responsibility for the assignment and monitoring of field placements, in close consultation with our school.

An exception to this is our dual degree program with Hebrew Union College (HUC). HUC takes primary responsibility for placement and liaisoning of the students in their foundation year. USC takes the primary responsibility in their concentration year. In both years, HUC and USC field faculties work in collaboration. USC field faculty continue to act as the student's academic advisors at the School of Social Work, throughout their course of study.

G. SITES

The University of Southern California School of Social Work operates multiple sites. The largest is our University Park campus. The second location is the Orange County Center, a the third in West Los Angeles at the Skirball Center.

The Orange County campus is located in Irvine. It provides the foundation year course of study, at that site. Students are placed and liaisoned by field faculty assigned to the Orange County Center. In the concentration focused year of study, Orange County students either may stay at the Orange County Center, go to our University Park Campus for classes, or may split their class work between the Orange County Center and the University Park Campus. In the concentration year, students may be liaisoned by either field faculty assigned to the Orange County Center, or by faculty assigned to the University Park Campus, dependent upon their concentration and placement assignments.

The Skirball Campus, located in West Los Angeles, provides a full curriculum in the foundation year. All academic classes are offered in the evenings. Field placement takes place during regularly scheduled field days. Liaisoning and advisement is shared by UPC and Skirball Field Faculty.

H. SECONDARY PLACEMENTS AND PRECEPTORS

Sometimes an agency may not possess the resources to provide all the necessary learning experiences. In such cases, two or more agencies and/or field instructors may collaborate by mutual plan to provide an expanded experience. A large multi-disciplinary agency may contain many different services or systems within its organization that may be combined. Students may be rotated or assigned concurrently in two or more such services to provide expanded learning opportunities. In either of these arrangements, the student is placed primarily in one agency or in one service, which carries the overall responsibility for field instruction.

When using secondary placements, either within or outside the primary agency, a preceptor usually assumes responsibility for the secondary part of the field instruction. A preceptor is defined as a supplementary instructional figure that is responsible for a limited portion of the student's assignment, the role(s) limited in

terms of scope, time and responsibility. The field instructor retains the primary and overall responsibility for the student's learning, evaluation and linkage with the school. The preceptor is selected and certified by the agency and is responsible to the field instructor; the field instructor is approved, certified by, and responsible to the School of Social Work.

Preceptors need not be social workers. The field instructor is responsible for selecting the preceptor, clarifying the preceptor's role and purpose, orienting the preceptor to social work field education and student teaching, helping the preceptor develop realistic and appropriate goals with the student, facilitating the experience, creating an opportunity for evaluation of the experience with both the student and the preceptor, and incorporating this evaluation into the students overall mid-year and end of the year field evaluations.

I. ADMINISTRATION OF FIELD EDUCATION

Field education is administered by the Field Education Department, which includes the Assistant Dean for Field Education, who directs the department, an Assistant Director of Field Education, field education faculty, and administrative coordinators. The Assistant Dean for Field Education is administratively responsible for the department and supervises and evaluates its overall functioning. She holds the final authority in the department regarding policy, procedures and curriculum in field education.

Each field faculty member carries responsibility for coordinating field placements in either or both the foundation year and the concentration programs. In addition to this coordinating function most faculty also carry additional responsibilities. Major responsibilities for field faculty are:

- 1) recruitment, assessment and approval of new agencies;
- 2) evaluation of potential new field instructors;
- 3) placement of students;
- 4) advisement;
- 5) liaisoning;
- 6) participation in appropriate concentration and/or sequence faculty meetings;
- 7) curriculum development;
- 8) facilitating linkages between the academic faculty, the field instructors and the agencies;
- 9) teaching;
- 10) coordination of various workshops, seminars, and meetings;
- 11) development of and facilitation of special projects within field education;
- 12) participation in the field department's planning and coordination activities; and
- 13) professional presentations on field education at local, state and/or national forums.

The Administrative Coordinators help the Field Faculty coordinate a multitude of field education activities, and help to create systems for organizing and monitoring data regarding the field education program.

CHAPTER II

THE CONTENT OF FIELD INSTRUCTION

A. GENERAL TEACHING CONTENT

Field instruction, is a required sequence, composed of four consecutive courses in the MSW curriculum. It takes place in designated agency settings; it is taught by qualified field instructors; it must impart certain knowledge and skills that are expected to be learned and mastered.

The specific teaching content of the foundation year practicum is described in the field course outline that spells out the sequence of assignments, activities and learning goals. The specific content of the concentration year practicum, field assignments and objectives, is included in the field course outline for each concentration. Though particular assignments will vary with particular settings, the following material pertains to general teaching content at all levels of field instruction.

The first requirement is orientation to the professional system of the agency. Since the student is new to the field placement, he/she needs to become informed about, and connected with, the persons and groups who are related to getting started in the field practicum. The student also needs to be made aware of the purpose of the agency, and oriented to the community the agency serves. The student needs to understand agency guidelines, procedures and policies. The student needs to review risk management/ safety policies regarding work in the agency. The orientation should be geared to help the student take first steps as a practitioner in the agency.

The second crucial component is the development of the teaching-learning relationship between the student and the field instructor. This requires that attention be given to clarification of expectations and to an understanding of individual needs and interests so that a framework for the relationship can be established. This is begun at the first contact, and facilitated through regularly scheduled weekly field instruction, and through the development of the learning agreement in the first two months of placement. Educational process recordings are critical to this teaching – learning relationship, and are to be submitted, reviewed and discussed in field instruction regularly.

The third requirement is the development of broad and rich case assignments. The student is expected to engage in Social Work activities from the beginning of the field placement, and this is accomplished through selected and graduated assignments from the first week onward. Direct practice assignments constitute the major focus of the foundation year field curriculum, fifty percent of the students field time is to be spent in direct service. This is true for three of the second year concentration field courses as well. These concentrations are: Family and Children; Mental Health; and Health. Indirect practice assignments are a critical part of both foundation and concentration year curriculum, and in all concentrations. A minimum of ten percent of the student's time must be spent in indirect practice. In the COPA and World of Work concentrations indirect practice assignments are a major emphasis in the curriculum, making up the bulk of the students assignments in COPA, and a significant amount in the World of Work concentration.

Direct practice experiences are to consist of a continuum of modalities, including work with individuals, couples, families, and groups These are to include, but are not limited to, the following:

- 1) differential assessment and diagnosis;
- 2) development of appropriate treatment plans;
- 3) determination of appropriate treatment modalities
- 4) case management activities;
- 5) use of a variety of communication and intervention skills in delivering appropriate services; and
- 6) evaluation of one's work.

These experiences should also include helping clients of different ages, gender/family constellations, sexual orientation, economic, racial and cultural backgrounds in different situations, needing crisis, short-term, long term, therapeutic, concrete or preventive assistance.

Indirect practice experiences may include but are not limited to: community work, advocacy, agency management tasks, staff development, grant writing, program evaluation, research, needs assessment, community resource assessment, inter-agency meetings and activities, and policy making analysis. Assignments in indirect practice should cover a continuum from exposure and observation to shared participation to full responsibility. All such assignments must be purposeful and must be monitored by the field instructor.

The following major learning areas must be part of both direct and indirect practice experiences:

- 1) education for self-awareness as it impacts the student's direct encounters with individuals and groups in practice;
- 2) application of basic theoretical knowledge, concepts, principles and values underlying Social Work practice with diverse populations in urban settings; and
- 3) understanding the process of social work practice encompassing beginnings, middles and endings, and including the issues, skills and tasks of each of these phases
- 4) development of critical thinking skills in assessment treatment planning, service delivery and evaluation

Field instruction is a time bound experience, and the field instructor carries the responsibility for planning and implementing the termination process. This should include tasks and teaching pertaining to the student's termination from the client, the field instructor and the agency. It should also include a review and synthesis of the field instruction experience as well as a final evaluation.

B. GENERAL OBJECTIVES

The foundation and concentration curricula have defined field instruction objectives that are specific to the foundation year and the concentration year. Field placement settings implement these objectives through their own particular situations.

The underlying objective of field instruction throughout both years and across all concentrations is to prepare students for entry level into the Social Work profession through the ability to use a range of professional knowledge and skills in a variety of settings. This broad objective may be delineated in the following terms:

- 1) to teach the student to evolve relevant policy and practice positions in the profession of Social Work within the context of professional social work values and ethics;
- 2) to help the student acquire and test skills relevant to the contemporary practice of Social Work in a diverse urban environment;
- 3) to provide opportunities to learn appropriate content areas related to Social Work practice;
- 4) to provide a sequence of experiences that encourages maximum learning and develops initiative and leadership skills;
- 5) to provide a structure or framework which will emphasize and encourage the integration of learning with the actual practice in the field course;
- 6) to guide the student toward the development and application of such basic concepts as self-awareness and self-discipline in his/her practice experience;
- 7) to provide opportunities for participation in appropriate social systems in the agency and community, emphasizing teamwork and interdisciplinary collaboration; and
- 8) to begin to assess practice through valid research methods.

C. METHODOLOGIES IN FIELD INSTRUCTION

Teaching methodologies in field instruction range all the way from the didactic to the experiential and may include a diversity of structures and techniques. The particular method of instruction selected may vary with the material to be taught, the time and resources available, and the skills, interests and personalities of the teacher and the learner.

Certain instructional methods are required by the school and, therefore, are non-negotiable. The first is the use of regularly scheduled individual conferences between student and field instructor for a minimum of one and one-half

hours per week. These conferences focus on individual student experiences and learning needs, primarily through the use of educational recordings and case review. Second, in placements where there are two or more students, there are to be regularly scheduled group supervision sessions, at least every other week for one hour. Group conferences promote peer interchange and focus on matters of common interest. Third, the school requires one educational recording per week (which may include an audio or video tape with analysis) to be used for educational purposes. Finally, the field instructor must use selected and graduated assignments which take into consideration individual learning needs as well as the expectations outlined in the field course syllabi.

Other teaching methodologies may include:

- 1) discussions, lectures, seminars, staff development sessions, reading assignments, case presentations;
- 2) observational experiences, such as field trips, films, tapes, demonstrations;
- 3) experiential activities such as simulations, and role-playing;
- 4) secondary assignments in other parts of the agency system or in other agencies; and
- 5) use of preceptors or other staff members for supplementary teaching.

D. THE FIELD INSTRUCTION PROCESS

A. Getting to know your student/Pre-placement

1. The pre placement interview: Getting acquainted – preliminary exploration.
 - a. Who is the student?
 - 1) Past experience
 - 2) Goals
 - 3) Reason for choosing social work
 - 4) Expectations of supervision
 - b. Who are you?
 - 1) Past experience
 - 2) Goals
 - 3) Reason for choosing social work
 - 4) Expectations of supervision
 - c. Start date and time, where to park, what to wear, where to eat, etc.
2. Introducing your student to the agency before s/he arrives
 - a. A brief student biography or other introduction
 - b. Setting up space for the student – an office, a desk, a drawer, and a mailbox
 - c. Talking with support staff regarding their role with student
 - d. Talking with professional staff regarding their role with student

B. The First Day

1. Meet your student on time in the morning
2. Introduction to support and professional staff (perhaps a brunch or lunch)
3. Show student their space – office, desk, mailbox, telephone and how to use it.
4. Tour of the agency – give agency manual to student to read
5. Introduction to the community the agency serves

C. The First Two Weeks

1. Continue introductions to staff – help student get a sense of how agency operates
2. Tour of the community: introduce your student to the community your agency serves, help her/him get a feel for the lives of the people coming to you for service
3. Observation – set up opportunities for your student to observe you and other professional staff interviewing clients – have student process record these observation experiences
4. Case Assignment – assign first case to student, be sure to review with student before client is seen, role-play. Concentration year moves faster, cases should be ready for the student in the first week
5. Continue to meet regularly for one and one-half hours per week. Remember to begin process recording as soon as possible. Give lots of feedback, positive and constructive!

6. Review field course outline, and academic course outlines
7. Review learning agreement outline; encourage student to begin to work on developing this in consultation with you

D. On into the Year : Practical Factors Regarding Supervision

1. Continue regularly scheduled field instruction, and use of educational recordings.
2. Continue to assign cases, keeping in mind the educational goals and objectives and how case assignments will further these goals.
3. Develop macro practice assignments with student.
4. Facilitate integration of academic and field assignments
5. Continually evaluate your student's work giving lots of feedback.
6. Maintain close contact with the field liaison.
7. Identify student's strengths and areas for development and incorporate these into your teaching plan, and evaluation sessions.
8. Help student anticipate client and agency needs, as he/she moves through the year.
9. Facilitate the student's evaluation of his professional use of self, his work with clients and staff, and his management of work responsibilities, helping him/her identify his/her development over time.
10. Discuss termination issues with your student related to his clients, the agency, the student and to you, the field instructor.

E. CHALLENGES FOR THE FIELD INSTRUCTOR

The field education experience is one filled with challenges, and you, the field instructor must balance what often seems like opposing forces in your efforts to facilitate the student's educational process. Remember these forces can be complimentary, and only seem to be problems when out of balance for your particular student. Some of these opposing/complimentary forces in your supervision are:

1. **Challenge vs. Support**
You want to offer your student the opportunity to explore his/her thinking, feeling and doing, in an environment that helps him/her feel supported and safe in doing this exploration, yet continues to challenge him/her to grow.

How do you begin to create this climate for your student?

2. **Autonomy vs. Dependence**
You need to find a balance between encouraging your student to rely on you by making a safe environment and affirming the student's actions; and encouraging your student to develop independence, and self-reliance. As your student grows your job is to help him become appropriately self reliant, and take on some autonomy in his professional role.

How might you deal with a student who has to check out EVERYTHING with you first?

How might you deal with a student who NEVER checks anything out with you first?

3. **Learning Objectives vs. Agency Objectives**
You are in the middle, balancing between the needs and demands of the school, the students, and your agency. Often times the agency thinks that the students will be "free" workers, and may pressure you to assign cases/projects that are not in the best interests of the students. Sometimes the amount of time needed for supervision is not clear to the agency director, who may not want to release the supervisor for the necessary time needed for supervision.

How might you prepare your agency for the students, and their role in the agency?

How might you prepare your agency director and or supervisor for the time you will need to supervise students?

What might happen if your student requires more than the one to one and one-half hours of supervision time each week?

4. Authority vs. Mutuality

There is a difference in power between you and your student. You do evaluate the student, and you do have authority in making judgments about his/her performance and his/her assignments. While it is ideal that the student will be allowed to collaborate with you in deciding some issues, and in making many decisions, you are the teacher and the evaluator.

How would you deal with a student, who despite your instructions, does not follow through on a directive, i.e., does not turn in process recordings on time?

How would you deal with a student who is habitually late to field placement or to supervision?

How would you help a student become more of a partner with you in his learning process?

5. Education vs. Training

Teaching your student to integrate knowledge and skills learned in the classroom and in the field is an important role. It is you, who will help the student to connect feeling, knowing and doing. You will continually focus on the learning objectives developed in the beginning of the year, based on the five core areas of learning identified by the School. At the same time, you will have to teach agency-specific information to your students, training him/her on the use of particular forms and job-related tasks and rules. Sometimes field is ahead of classroom and you may need to teach your student practice theory and skills in a particular area like how to start a group, select members, create goals, focus, and facilitate interaction.

How would you help a beginning student link up the particulars of a case to understanding broader issues in the client's behavior patterns and in his own?

How would you help the student connect her feelings with what is happening in her work with clients?

How would you help a student think about what to look for in the assessment of particular client?

How would you help a student meet the agency's requirement for a psychosocial assessment completed after the first session?

F. THREE ESSENTIAL COMPONENTS TO SUPERVISION

1. Case and Project Analysis/Individual Field Instruction

More than just a case conference, this is a discussion with the student to help him examine his work from multiple perspectives, addressing the learning objectives outlined in the learning agreement, and contained in the evaluation instrument. These discussions should help the student examine his work in relation to theory, to current policy, to his own and to professional values, to diversity variables, and to his own feeling and attitudes. The purpose is to help the student connect the doing with the knowing and the feeling, and to grow in his understanding and application of practice theory and principles. This is where educational process recordings are invaluable. Here you might also use role-playing, video/audio taping and observation, as ways to enrich the students learning.

2. Personal and Professional Issues

You need to offer your students opportunities to examine themselves in relation to their work with clients, and in relation to you, their supervisor. Clearly, you are not their therapist, but you are their instructor, and you must facilitate their close examination of themselves, as this relates to their work. It is your responsibility to help the student identify feelings, attitudes, and prejudices that affect their work with clients systems, and/or work with you and other professionals. Ours is a value-laden profession and identifying one's own values and the value dilemmas is essential. Again process recordings will be a wonderful asset as well as role-plays, tape recordings, and other experiential learning exercises. It is your job to help the student identify blocks to learning and to effective practice, it is the student's job to work to remove these blocks. Time management, the student's use of supervision, and the development of an active learning process are important parts of professional development that you must facilitate and evaluate.

3. Feedback on the Student's Performance/Evaluation

Evaluation is an ongoing process, beginning on the first day of field placement and continuing throughout the course of the field instruction experience. Feedback helps the student understand where he is in the learning process, and helps him use each experience to further his growth. Most of this feedback will be on the process recordings and in the supervision conference. Feedback needs to be:

- Timely - given as soon after the event as possible
- Clear - stated directly, so that it is easily understood
- Balanced - including both positives and negatives
- Focused - on the goals set by you and the student: even though you may see a dozen points to comment on, only focus on those that relate to the goals of this particular session.
- Useful - helps the student look at alternatives and options
- Relevant - relates to a specific event or action
- Reciprocal - invites the students' reactions, and feedback

Example: "Your interview skills need work." Looking at the above guide points, what can you, the field instructor say to make this feedback more useful?

Example: "You need to learn how to deal with anger." Again, how might you make this feedback more useful?

The student is formally evaluated twice, once at the end of each semester. It is the field instructor's job to continually give the student feedback regarding her performance so that these semester end evaluations are merely a formalized written form of the feedback the student has been receiving from the field instruction throughout the placement experience.

G. USE OF STUDENT TIME

Foundation year students are usually in field placement two days per week (sixteen hours), and concentration year students two and one half days (twenty hours). Students are expected to observe agency time schedules, lunch hours and other attendance policies. Field placement time is to be used for appropriate field education tasks and activities exclusively. Students receive one optional day per semester. Students observe the University school calendar. If the agency is closed on a day that is not a University Holiday, the student is expected to make that time up. Students may, with prior notification, take off religious holidays, and are expected to make these hours up in the field.

In first year field instruction and in concentration year micro practice focused concentrations, students are expected to spend approximately half of their placement time in direct practice. Direct practice assignments are defined in terms of number of hours per week rather than number of cases. Students are also expected to spend an average of one to two hours per week in indirect practice assignments. In the concentration year COPA and ISW concentrations, different expectations for direct and indirect practice experiences are defined. (see Chapter 5).

In addition, students' field time is expected to be used as follows:

- 1) a minimum of one and one half hours in regularly scheduled individual supervision;
- 2) a minimum of one hour in-group supervision at least every other week in multiple student placement situations;
- 3) agency meetings;
- 4) staff development or other training sessions;
- 5) professional consultations; and
- 6) agency and education recordings.

Time management of all these tasks is the joint responsibility of the student and the field instructor, and may require prioritizing or special scheduling. Agency recordings must be done on agency time, but educational recordings may have to be written at home (especially after case-load or field assignments have been maximized), comparable to

homework for an academic class. Student attendance at agency meetings may have to be on a selective or optional basis, depending on the nature of the meetings or the student's time schedule. The field instructor should have flexibility to assist the student with time management.

H. SAFETY CONSIDERATIONS

We recognize that students cannot be insulated from the risks in providing services to people, institutions, and communities in crisis. Students frequently lack the experience and skills that help seasoned practitioners assess risk and take appropriate precautions. The School reviews with students basic safety measures they can take to make themselves as safe as possible when entering new communities, and situations in which they might be at risk. We review with them ways to assess a client's level of stress, ways that they can attempt to de-escalate an agitated person, and ways in which they can maximize their personal safety. This serves to sensitize the students to risk, and needs to be reinforced and expanded upon in their field placements. We ask that the field instructor insure that each student is provided information on basic safety and emergency procedures, early in placement (the first two weeks). These procedures should be carefully discussed with the students, and reviewed periodically.

- 1) Field work agencies should have a written policy available for students regarding:
 - a) building and office security (including that the student may not be alone in the building with a client);
 - b) emergency procedures, including when and how to summon security or police assistance;
 - c) staff responsibilities and procedures for management of violent, or potentially violent clients, including reviewing with the students what to do if a client becomes agitated in the interview, how to structure the office environment to maximize safety, use of panic buttons, etc;
 - d) safety on home visits, including when, where, and under what conditions visits should or should not be made, when the student should be accompanied, and how backup is provided;
 - e) use of automobile to transport clients, understanding risk to student and insurance requirements; and
 - f) procedures for reporting sexual harassment.
- 2) The Field Instructor and field placement agency should insure that each student is provided with copies of the above policies and, as a part of the student orientation, should provide training on safety issues and procedures most relevant to the agency setting and clients served.
- 3) The student's Field Instructor should know where the student is during field work hours, and should discuss with her/him procedures for office check-in, when the student is out in the community. The Field Instructor should anticipate with the student any activities that may require special planning with regard to the safety of both clients and students.
- 4) The Field Instructor should be sure that the student knows how to summon help, if it is needed, both in the office, and in the community. Professional back-up must be available to students working in the office, as well as to those working in the community.
- 5) The Field Instructor should thoroughly prepare students for home visits, and particularly consider and/or emphasize the following:
 - a) selection of clients and home environments that are not presumed to be dangerous to the student;
 - b) provision of a safe means of transportation, whether by agency vehicle, the student's vehicle, or public transportation;
 - c) discussion of neighborhood, including any potentially dangerous areas, times to be there, etc.
 - d) discussion of appropriate risk-reducing behaviors in the neighborhood and in the client's home;
 - e) clarification of the purpose of the home visit, and the development of a clear plan;
 - f) discussion of what to do should the client or anyone else presents a threat to the student;
 - g) provision of appropriate support and back-up to the student, this might range from accompaniment by another worker or police officer to the availability of telephone consultation.

I. SEXUAL HARASSMENT

Sexual Harassment

USC is committed to providing an environment free of harassment of any kind. The most frequent complaints filed about harassment involve charges of sexual harassment. Sexual harassment in educational institutions is not simply wrong and inappropriate behavior, it is against the law.

State and federal laws prohibit sexual harassment. At the federal level, sexual harassment of employees is considered a form of sex discrimination that violates Title VII of the Civil Rights Act of 1964. The state law which governs sexual harassment is the Fair Employment and Housing Act. Sexual harassment of students is a violation of Title IX of the 1972 Education Amendments in that it constitutes differential treatment based on sex. Title IX applies to any educational institution which receives federal funds and protects both employees and students.

USC has a policy which prohibits sexual harassment and provides procedures for solving complaints. This information may be found in the Faculty Handbook, Scampus,

Supervisor's Manual, and Staff Handbook. The University's policy and procedures are in compliance with state and federal law and have been established to enable employees and students to take the appropriate steps to eliminate sexual harassment throughout the University.

Any member of the University community who believes he/she has experienced harassment has the right to seek the help of the University.

What is Sexual Harassment?

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- Submission to such conduct is either explicitly or implicitly made a term or condition of an individual's employment, appointment, admission, or academic evaluation;
- Submission to such conduct is used as a basis for evaluation in personnel decisions or academic evaluations affecting an individual;
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment: or

- Such conduct has the purpose or effect of interfering with a student's academic performance, creating an intimidating, hostile, offensive, or otherwise adverse learning environment.

Examples of Sexual Harassment

Specific examples of sexual harassment include, but are limited to, making written, verbal, physical, and/or visual contact of a sexual nature.

Written examples: suggestive or obscene letters, notes;

Verbal examples: derogatory comments, slurs, jokes, or epithets of a sexual nature or sexist remarks, requests for sexual favors, repeated and unwelcome propositions for dates:

Physical examples: assaults, impeding or blocking movement, touching, or body contact;

Visual examples: sexual gestures, inappropriate display of sexually explicit objects, pictures, cartoons, posters, or drawings with sexist implications.

Retaliation: It is illegal and against University policy to retaliate against a person who has complained and/or has cooperated in the investigation process.

What You Can Do

Be supportive of those who complain about sexual harassment. We are all responsible for creating and maintaining an environment free of this behavior.

Say no. Often the harasser thinks he or she is being entertaining. Tell the individual that the behavior is inappropriate and unwelcomed and you want it to stop.

Keep a record. If the harassing behavior continues, a record of the incidents is helpful in case a formal complaint is filed.

Talk to someone. Ask for advice from your friends, colleagues or supervisors. Many people have experienced harassment and may have useful suggestions for solving the problem. The Student Counseling Center of the Faculty/Staff Counseling Center can provide useful ideas for solving the problem.

Get help. There are offices on campus that you can contact in order to get objective assistance. They are listed below under "Where to Go for Help on Campus."

Typical Sexual Harassment Cases

- A faculty member indicates that he/she would be willing to give a better grade in exchange for sexual favors
- A senior faculty member harasses a non-tenured junior faculty member or graduate student

- A supervisor offers job benefits in exchange for sexual favors
- A supervisor allows an atmosphere to exist in the workplace where sexual or sexist jokes and innuendo's are common and accepted conduct
- A faculty member and a student or a supervisor and an employee are involved in a consensual relationship that adversely impacts other students in the classroom or employees in the workplace
- An individual with authority makes a habit of touching members of the opposite sex and making sexually suggestive remarks
- Where touching and sexist remarks form a pattern of behavior, even though no direct request for sexual favors is made, such behavior may become the basis for a charge of sexual harassment
- When an individual witnesses the sexual harassment of another victim (e.g., colleague in the workplace, fellow student in the classroom) and this individual reasonably believes that he/she will be the next victim of the perpetrator and experiences emotional distress from this belief, such behavior may constitute sexual harassment.

Where to Go for Help on Campus

In addition to the suggestions listed above, an employee or student may seek help from their Dean, Supervisor, or the following (213) area codes:

- Director, Affirmative Action, at 740-5086
- Vice Provost, Faculty Affairs at 740-5086
- Office for Women's Issues, Student Affairs, at 740-5693
- Executive Director, Personnel Services, at 740-7953

For more information, please contact Linda Nolan, Director of Affirmative Action at 740-5086.

Possible Liability

The University may be found liable for acts of harassment, particularly sexual harassment that occurs if a faculty member, administrator, or supervisor is the harasser, or a non-supervisory employee, outside vendor, donor, or student was the harasser and the University's representative had knowledge or should have known of the harassment. The harasser, as well as any management representative who knew about the harassment and condoned it, can be personally held liable. No person will be retaliated against for filing a complaint of sexual harassment or participating in the investigation of such a complaint. All University faculty, administrators, and staff should be familiar with the University's policy and promptly report and possible problems to one of the campus offices listed above.

J. DISCRIMINATION

Any student who believes she/he is being discriminated against due to race, ethnicity, religion, sexual preference, or gender should report this immediately to:

Linda Nolan, Director, Equity and Diversity
Office of the General Counsel/Office of Equity and Diversity
University of Southern California
109 Figueroa Building
Los Angeles, CA 90089-1261
Lnolan@usc.edu
213-740-5086

and may report this to his/her Field Liaison and/or the Assistant Dean for Field Education and/or the Vice Dean at USC School of Social Work.

CHAPTER III

FIELD AGENCIES AND FIELD INSTRUCTORS

A. SELECTION OF FIELD AGENCIES

Field Placement takes place in a designated agency, or cluster of agencies, that provides social work services to, or on behalf of clients. Placements are made in a broad array of agencies including: public; private; multidisciplinary and solely social work. They include inpatient; outpatient; community care; psychiatric settings; health settings; job sites; medical and rehabilitation hospitals; schools; child guidance clinics; family service agencies; hospices; community mental health agencies; industries; and forensic facilities.

The following are criteria for the selection of field placement agencies.

- 1) defined function as service to clients, and commitment to social work values and ethics;
- 2) willingness to provide qualified personnel and time for supervision of students and continuity of field instruction;
- 3) willingness to make available for field instruction, client, agency and community resources for use in the assignment of work to students;
- 4) provisions of adequate space, clerical supports, and other resources for students;
- 5) interest in working with the school on issues of basic education for Social Work; and
- 6) commitment to professional standards of practice.

The agency is responsible for providing the learning opportunities and resources necessary for an effective educational experience for students. The agency is expected to subscribe to the educational objectives of the School of Social Work and to treat the students as learners while, at the same time, according them the resources necessary to do their assignments.

The agency applies to become a placement site for our students, and the application process consists of:

- 1) the agency requesting consideration as a field placement site,
 - 2) exchange of information between the agency and the school,
 - 3) a site visit by a member of the school field faculty to the agency to review their application;
- and
- 4) an interview with the prospective field instructor.

The agency and the school review criteria and expectations to arrive at a mutual decision. This may be:

- 1) acceptance of the agency as a field placement for foundation year or for a specific concentration, and a specification of the number of students that the agency may accept;
- 2) acceptance with certain conditions that are clearly articulated;
- 3) deferral of a decision until some future time to permit resolution of some identified issues;
- 4) rejection of the agency as a placement site due to inability to meet the school's requirements for field instruction.

(See Chapter III - Memorandum of Agreement for additional information, regarding the formal agreement between the agency and the school for provision of field instruction).

Sometimes an agency may be approved but, by itself, may not possess the resources to provide all the necessary learning experiences. In such cases, the agency may collaborate with other settings, either within or outside its own organization, to provide the additional experience. The primary agency retains overall responsibility and must clearly define the terms of this sub-contract arrangement: nature of assignments, time involved, supervision, evaluation, and communication. Arrangements for such secondary placements are the responsibility of the primary agency in consultation with the school's field faculty. These plans must be approved by the field faculty liaison assigned to work with the agency.

B. SELECTION OF FIELD INSTRUCTORS

The field instructor must be a member, volunteer or staff, of the designated placement agency or of the School of Social Work. If an agency staff person, he/she may be recommended by the agency, but must be approved by the school.

The field instructor carries the major responsibility for planning, implementing and evaluating the student's educational program. The following criteria are used for the selection of field instructors:

- 1) possession of an MSW from an accredited school plus a minimum of two years post master's experience, preferably at least 6 months in current setting;
- 2) sufficient Social Work experience to assure security and competence in practice;
- 3) conviction about and identification with Social Work as a profession;
- 4) demonstrated independence, creativity and flexibility in work role;
- 5) knowledge and capacity to deal with students with a wide range of backgrounds and interests;
- 6) potential for teaching:
 - a) ability to conceptualize theory and practice;
 - b) interest in designing and organizing courses in field instruction;
 - c) commitment to increasing knowledge;
 - d) willingness to collaborate as a faculty member in the development of the curriculum of the school; and
 - g) agreement to attend the seminar for new field instructors in the first year of teaching.

A person designated as a preceptor may be involved either within or outside the primary agency. A preceptor is defined as a supplementary instructional figure who is responsible for a limited portion of the student's assignment, limited in terms of scope, time and responsibility. The field instructor retains the primary and overall responsibility for the student's learning, evaluation and linkage with the school. The preceptor is selected and certified by the agency and is responsible to the field instructor; the field instructor is approved and certified by both the agency and the school and is responsible to both.

C. EDUCATION OF FIELD INSTRUCTORS

New field instructors are required to take a special course concurrent with the first semester of field instruction. This consists of bi-weekly two hour seminars throughout the fall semester. During the spring semester, optional seminars are offered for new field instructors.

The objectives of this field instruction course are:

- 1) to establish a sound base for the practice of field instruction through examining the role, responsibilities and the teaching process;

- 2) to identify and apply relevant knowledge and skills needed in the practice of field instruction;
- 3) to provide a strong linkage between the field instructor out in the community and the School of Social Work.

The content of the field instruction course includes the following:

- 1) the role and tasks of the field instructor;
- 2) advance planning and the beginning phase;
- 3) stages, patterns and characteristics of adult learners;
- 4) principles of teaching-learning;
- 5) differential teaching methodologies;
- 6) use of recordings in field instruction;
- 7) evaluation processes in field instruction;
- 8) middle phase in teaching-learning;
- 9) working with problem students; and
- 10) the termination process in field instruction.

The format consists of:

- 1) presentation of content;
- 2) group discussion of the application of content to the teaching-learning transaction; and
- 3) presentation of current concerns by field instructors.

In addition, there is on-going training for continuing, as well as for new field instructors. Such training includes:

- 1) annual field education institutes;
- 2) foundation and concentration year field-faculty meetings; and
- 3) workshops on designated topics relevant to practicum teaching.

Field instructors receive copies of the school field manual and are kept informed through periodic field education bulletins and other pertinent communication about current school activities.

D. ROLES IN FIELD EDUCATION AND CODES OF ETHICS

1. Academic Advisor Role:

The academic advisor is a member of the field education faculty. This person is to be available to students to support and assist with issues which can effect academic performance and professional development. These issues may include learning difficulties, interpersonal/emotional issues and/or life situation or crisis events.

- a. Meet with students at least once per semester, or as needed to monitor progress and assist with problems.
- b. Advise with regard to academic progress by providing general oversight and addressing issues raised by students or instructor.
- c. Meet with students when two or more grades of B- are received or the GPA falls below 3.0. The purpose of the meeting will be to identify issues effecting the educational process and develop a plan to address them.

- d. Assist with the stresses inherent in graduate professional education as well as provide support and guidance in the transition from an academic to a professional situation.

2. Field Education Liaison Role:

The field liaison is a member of the field education faculty who coordinates, monitors and evaluates the field education experience to insure that conditions are present to encourage optimal learning and professional development. Her responsibilities are listed below.

- a. Advise and assist in placement selection congruent with student's interests and learning needs, and the agency's needs.
- b. Monitor the internship through liaison visits, student and field instructor feedback and faculty consultation.
- c. Assist with the development of learning contracts in order to structure the internship to address foundation year and concentration objectives and student educational goals.
- d. Supplement learning through the coordination of presentations, provision of information and referral to additional resources.
- e. Liaison between student and field instructor and address issues of concern that may impact the learning process and to facilitate problem solving.
- f. Mediate conflict in the field education practicum.
- g. Grade student's performance based on field instructor evaluations and liaisons' assessments

Field Faculty Code of Ethics:

- a. Maintain and promote an environment in which each student is treated with respect throughout interactions in the office, the classroom, and the community.
- b. Be punctual in meeting with your scheduled classes, and in your appointments with students, field instructors, and community members. Inform the Assistant Dean for Field Education, students, and/or Field Instructors of anticipated absences as early as possible. In case of an emergency absence or lateness contact your field support staff person and direct him/her to inform students, field instructors, and/or others in as timely a manner possible.
- c. Keep office hours. Return phone calls from students and community members with two days, and be responsive to students' needs for field and academic guidance as they develop their professional role.
- d. Learn and remember students' names.
- e. Be prepared for class and field.
- f. State course expectations, class rules, and field expectations in course syllabus, and student field manual.
- g. Teach material in accordance with the course syllabus, the students' Learning Agreements, and the field course objectives.
- h. Return students' classroom assignments within two weeks. Give timely feedback to students regarding field assignments, including learning agreements and process recordings.
- i. Give adequate feedback on students' field work and participation in Field Seminars.
- j. Give appropriate grades consistent with the grading policy.
- k. Met deadlines for submission of final grades.
- l. Keep appropriate professional boundaries and maintain confidentiality in student relationships in order to maintain your role as an educator.
- m. Promote and maintain a respectful, professional, collaborative environment regarding student issues.

3. Field Instructor Role:

The Field teacher, is a member of the agency in which the student is placed.

The Field Instructor responsibilities include:

- a. Holds responsibility to the School of Social Work for setting up the student's overall educational program in the field following the schools guidelines, in consultation with the field liaison.
- b. Develops a plan for orientating the student to the agency and to the community the agency serves.
- c. Provides ongoing, regularly scheduled, weekly individual field instruction; including case assignments, review of agency policies and requirements, review of students goals, and evaluation for the student's performance.
- d. Aids intern in integrating classroom learning with field experience.
- e. Facilitates student attendance at agency meetings, seminars, etc. as vehicles for teaching.
- f. Provides adequate resources to the student to enable him to work productively (i.e., space, clerical support, cases).
- g. Maintains communication with the school through regular contact with liaison.
- h. Regulates the size and variety of student's caseload and work responsibilities towards maximizing intern's growth, and meeting his/her learning objectives.
- i. Facilitates a group supervision experience for the student.
- j. Helps the student develop her/his learning agreement and incorporate the five core skill areas.
- k. Reviews required educational process recordings, make comments and returns them to student for discussion in a timely manner.
- l. Continually evaluates student's performance and professional growth and helps student work through whatever stands in the way of his/her growth.
- m. Assists student in developing self-awareness.
- n. Completes the mid year and final evaluations, using the comprehensive skills evaluation instrument, and fully discusses this evaluation with the intern, in a timely manner. facilitates termination process.
- o. Facilitates termination process.

A Code of Field Instructor Ethics:

Maintain and promote an environment in which each student is treated with respect throughout interactions in the office and the community.

Be punctual in meeting with your students for regularly scheduled field instruction, for a minimum of one and one-half hour weekly, and in meeting with the USC Field Liaison.

Maintain professional back-up availability to the student and enforce safety procedures.

Be prepared for field instruction by:

- a) assuring sufficient number and variety of cases/assignments to student;
- b) consistently reading and commenting on process recordings;
- c) reviewing records and other recordings; and
- d) following up on student questions/concerns in a timely fashion.

Teach material in accordance with the course syllabus, the students' Learning Agreement, the field and classroom course objectives.

Give timely feedback to students regarding field assignments.

Give appropriate grades consistent with the grading policy.

Meet deadlines for submission of field evaluations each semester.

Keep appropriate professional boundaries and maintain confidentiality in student relationships in order to maintain your role as an educator.

Promote and maintain a respectful, professional, collaborative environment regarding student issues.

4. Preceptor:

An agency member who, under direction of the field instructor, takes responsibility for a piece of the student learning. The Preceptor's responsibilities to interns may include:

- a. Provision of an additional practitioner role model/work relationship.
- b. Teaching a specific expertise, skill, function.
- c. Meeting with student regularly for on-the-job assistance.
- d. On-site task focused supervision..
- e. Feedback to student and field instructor regarding assignment and work progress.

5. Student Interns:

The learner, placed by the school in an agency site, to learn and integrate the knowledge, skills, and values of the Social Work profession, under the direction of the Field Instructor, following the USC Field Education Department's field curriculum, and guided by the school Field Liaison.

Student Responsibilities:

- a. Follow school guidelines for placement.
- b. Be on time for placement, and field instruction, and field seminars.
- c. Follow NASW Code of Ethics in placement.
- d. Complete all assignments on time.
- e. Be open to constructive feedback.
- a. Be pro-active in your role as learner identify learning needs, and seek to meet them.
- b. Maintain agency standards and practice guidelines.
- c. Share concerns/issues/questions promptly with your field instructor and/or field liaison.
- d. Complete and submit process recordings on time to your field instructor.
- e. Be self-reflective; take time to process feelings, thoughts, and actions.

E. TEACHING GUIDELINES FOR FIELD INSTRUCTORS

The following are some general guidelines for teaching and supervising students in the field practicum. They are directed at establishing a supportive learning and working environment as well as to avoid common pitfalls in supervision.

1. Adhere to regularly scheduled field instruction conferences with your student. Students need to know they can count on you, that you value them, and will give them the time they need to discuss their work in a structured, predictable way.

2. Create a supportive environment and a positive relationship: A supportive relationship is the key ingredient to supervision in the helping professions. People learn best in an environment in which they feel valued and respected. Students and workers will persevere even under the most difficult circumstances, alter behavior and modify attitudes, when they perceive positive support from their supervisor.
3. Be aware that you are the model for client relationship and interaction. Students tend to transmit the attitudes and interaction style of their supervisor to their clients.
4. Avoid personalizing authority-dependency conflicts. The rekindling of authority-dependency conflicts is a normal part of the social work learning process. Classroom as well as practicum experiences foster this process.
5. Establish your role as both supervisor and teacher early in the relationship. The field instructor is responsible for student growth and meeting agency requirements. Early recognition of these responsibilities by the student helps minimize authority-dependency conflicts by providing the structure students need for managing real-world expectations.
6. Make assignments, maintain the individual conference schedule and utilize process recordings early in the relationship. These are the elements of learning the practice of social work. They provide the crucible for relationship building and the structure for focusing on process.
7. Focus on process, not content: Make judicious use of your conference time. Use your scheduled conference time to focus on process, the dynamic underlying feelings, thought, and behaviors. Avoid getting caught up in the case content or diverted by the student's early concern about agency procedures, forms or desire for quick-fixes. You may need to schedule additional meetings. Use preceptors, or have an "open-door" to answer procedural questions.
8. Balance performance monitoring with positive supportive feedback and genuine praise. Performance monitoring is a regular part of the supervisor's job, and will need to be balanced by positive support. What makes positive reports motivating is the regard demonstrated by the supervisor; and when the report is negative, support is needed to create a learning experience. From time to time, you will need to guide the student in the do's and don'ts of the agency.
9. Deal with the student's feelings through cases; refer out of agency if personal therapy is needed. For many students, the social work educational process, in the classroom and in practicum, serves to surface unresolved personal issues. Most are resolved in the case discussion, and student utilizes his/her new self-awareness in a productive manner. When the conference is absorbed by the student's own personal needs, the supervisor should listen empathetically and refer out of agency. The University's counseling center may be an appropriate resource.
10. Introduce audio taped or video recordings by mid-year. Learning is enhanced when students hear and/or see themselves in the treatment process. Tapes provide additional opportunities to dialogue about student-client interaction.
11. Help the student focus on the learning cycle. Help the student to explore feelings about a situation, the meaning of those feelings, what has been learned by the experience and what changes can be made. This models the problem-solving cycle in his/her work with clients and systems.

F. THE IDEAL FIELD INSTRUCTOR

After interviewing all the students in the School during the month of May, in some mythical year on the characteristics they desired in a field instructor, it was possible to determine that the ideal field teacher, as described by the students, is one who:

- * Is very knowledgeable but never tells a student what he already knows
- * Is very supportive of a student but allows him maximum independence and autonomy
- * Provides a well-defined structure for learning but is never rigid in expecting the student to observe or relate his activities to it

- * Individualizes the student and provides him insight into his foibles and short-comings but at not time “caseworks” him
- * Knows and reinforces in field teaching all the content taught elsewhere in the curriculum but never repeats to the student anything he has already heard
- * Is warm as a person with willingness to share of himself with the student but keeps his distance out of respect for the student’s privacy
- * Is honest and direct in his criticism but never tells the student anything with which the student not fully agrees
- * Sets high standards for achievement but makes exceptions for the student’s mistakes
- * Provides the students answers in all the difficult case decisions but leaves him totally free otherwise to find his own answers
- * Is a model for the student but does not expect him to think or do as the instructor does
- * Allows the student to be free to use whatever exists in the agency to facilitate his learning, especially his critical faculties, but protects him from all stresses and limitations in the agency
- * Lets the student elect what he wishes to learn but guarantees he has been taught all that he needs to know

G. MAL-PRACTICE INSURANCE

All students enrolled in field education must be included in the blanket school policy for malpractice liability. Each student must pay their required malpractice insurance fee prior to their placement in a field agency.

H. EVALUATION OF AGENCIES AND FIELD INSTRUCTORS

Field placements are monitored by school liaisons through periodic agency visits, student-field instructor meetings, telephone calls and other contacts. Informal evaluation continues throughout the year. Formal written evaluations of all the parts of the placement experience are completed at the end of the year by students, liaisons and field instructors.

After the completion of field placement and the final evaluation of the student’s performance, the student fills out a comprehensive questionnaire which reviews and evaluates the total practicum experience. The liaison also fills out an evaluation document, which incorporates the students' data along with her/his own evaluation of the agency and the field instructor. The field instructor completes a short written evaluation of the field liaison.

These evaluations are reviewed by the field faculty and by the Assistant. Dean for Field Education and are used by the school:

- 1) to identify any strengths or weakness in the placement or the liaisoning and provide any needed consultation; and
- 2) to evaluate the experience in order to plan appropriately for the future.

The summary evaluation may be shared by the liaison with the agency administrator and/or field instructor for purposes of their own future educational planning. Data from the student evaluations are summarized, before either the liaison or the field instructor see it, to protect, to the degree possible, the anonymity of the student.

CHAPTER IV

FOUNDATION YEAR FIELD INSTRUCTION

A. GENERALIST GUIDELINES

Foundation year field instruction provides selected and organized experiences, within agency settings, that apply to the foundation year knowledge and practice skills taught in the school curriculum. The objective of foundation year placement is to build a generalist foundation year through breadth of learning experiences and development of skills common to basic Social Work practice. This means the student needs exposure to a continuum of modalities, diversity of client populations and treatment issues, and a range of theoretical models. The generalist foundation year is defined as including both direct and indirect services, services with clients.

In addition, CSWE mandates that the field placement experience, in both its direct and indirect service components, must include active..."consideration of **Social Work values and ethics**"...and their application in professional practice.

Though foundation year field experiences may vary with different settings and different agency specific task and goals, they have to be organized to meet the school's educational objectives and individualized to meet the student's special learning needs. It is considered the shared responsibility of all those involved in this education process; school, liaison, agency, student, field instructor; to work toward implementing these guidelines.

Direct Services:

Direct services comprise approximately half of the student's field placement time and encompass the major modalities, i.e. individual, family and/or couples, and small groups. These modalities are flexibly defined to permit a broad range of experiences. Couples may include any of the following: premarital, marital, cohabiting. Families may represent a variety of combinations, ranging from intact nuclear families to multi-generational relationships to an individual plus at least one significant other from the nuclear or extended family. Groups should involve experience with dynamics and process, but need not be limited to therapy groups they may be task centered psycho-educational activity, information, training, topical, time-limited or open-ended.

Within these major modalities, there is to be client diversity reflecting a range of socioeconomic, gender, racial, cultural and ethnic backgrounds, a range of developmental stages or age groups. The field placement must provide opportunities to work with ethnic minorities of color and women, and should include exposure to special population groups that have been consistently affected by social, economic and legal bias or oppression.

Direct practice experiences are also to represent a variety of presenting problems and treatment issues that require a range of services, strategies and interventions. Assignments should demand different treatment durations ranging from intake through middle phase and termination. To further maximize student learning, at least one assignment is to involve exposure to and/or experience with a form of professional collaboration.

Direct practice constitutes one half of the student's placement time; this requirement is defined in terms of number of hours rather than number of cases because different situations may involve different time commitments. This optimal case-load should be implemented no later than the beginning of the spring semester, and culminate a process of gradual sequenced assignments. In

order to maximize integration with the Practice curriculum, group work may focus on observation and/or planning in the fall semester with implementation and direct experience in the spring semester. All foundation year field placements are to provide the students with some form of experience in all of these direct service modalities, though not necessarily in equal or prescribed amounts.

Indirect Services:

It is expected that students will devote an average of one to two hours per week throughout the academic year to assignments related to indirect services. Indirect services include one or more of the following: work with administration, community, advocacy, program development and, where appropriate, staff development. In addition, in the spring semester, when the students take their first research class they would benefit from some research related experience, which might involve exposure to, rather than, participation in research production.

Assignments related to indirect services must be purposeful; they should be task oriented and be followed up in supervision. In the fall semester, the assignments should expose students to a range of indirect services and may be observational in nature, whereas in the spring semester, the emphasis should be on providing experience in carrying out the community recording assignment. By the end of the first year, students should have undertaken at least two or more of the following tasks or activities:

- 1) make site visits to assess community resources;
- 2) become familiarized with the client community;
- 3) participate in agency and inter-agency meetings;
- 4) describe agency's formal and informal structure and decision making process;
- 5) be involved in the planning or implementation of some service or program;
- 6) be involved in an agency based research project; and/or
- 7) be involved in an agency outreach program.

B. COURSE OUTLINE

The first year field instruction course is designed to provide sequenced field experiences and learning objectives, on a month by month basis, throughout the foundation year practicum. The course outline is planned on a sequential and progressive basis, proceeding from simpler to more complex assignments and from beginning to more sophisticated expectations.

The course outline represents the general recommended progression of first year activities, assignments and expectations in field placement. However, it is understood that these general guidelines may be subject to many agency specific circumstances that will have varying degrees of impact. These circumstances include:

- 1) the nature of the client population served;
- 2) the nature of the services mandated or permitted by the agency;
- 3) the nature of the treatment approaches available or permitted in the agency;
- 4) the nature of the treatment modalities possible in the agency;
- 5) the role and mandate of Social Work in certain host settings; and
- 6) the sequencing of clients, or events over which there is no control.

In addition to these agency related circumstances, there are also variables stemming from the particular student and field instructor:

- 1) the level of the entering student's skills, interest, goals and capacity for learning;
- 2) the extent of the field instructor's professional knowledge and expertise;
- 3) the degree of the field instructor's teaching skill, experience and commitment; and
- 4) the relationship between the student and the field instructor.

Clearly, with all these variables operating, there will be differences between field placements, not to mention differences in degree of integration with academic curriculum in different courses. However, despite expected variations and differences in sequencing, by the end of the foundation year of field instruction, students should have participated in some way in the experiences, and minimally met the expectations indicated in these guidelines.

C. PERFORMANCE EXPECTATIONS

Expectations of student performance in the foundation year practicum are defined in five core areas:

- 1) development of professional responsibility and identity
- 2) development and responsibility as a learner
- 3) development of knowledge of the field work agency and the community
- 4) development of organization, work management and communication skills
- 5) development of practice and intervention skills.

The student is expected to be an active learner in field instruction; to participate in and accept the teaching and evaluation of the field instructor; to integrate theory with practice; and to articulate his/her own learning needs and responsibilities.

The student is expected to demonstrate an understanding of basic concepts as applied to practice; to develop and sustain professional relationships with clients; to utilize a variety of interviewing and communication skills; to obtain appropriate data for beginning assessment and treatment planning; to utilize several modalities and strategies of intervention; and to facilitate the termination process.

The student is expected to function appropriately as a social work student in an agency setting; to build accurate knowledge about the community served and utilization of community resources; to develop a sense of professional identity including understanding, accepting and applying professional ethics and values, and to develop sensitivity to ethnic and culture diversity.

The student is expected to be self reflective, and to develop knowledge about his own attitudes, feelings and values as they impact on his work with clients. The student must demonstrate integration of professional value and ethics in his practice.

D. PLACEMENT PROCEDURES

The school exercises full responsibility for the placement of all foundation year students. These assignments are made by field faculty. Placement decisions are guided by the following consideration:

- 1) the goals of first year field instruction;
- 2) the expressed interest and career goals of the particular student;
- 3) the expressed needs and interests of the agency
- 4) the prior work and life experience which the student brings;
- 5) geographic location;
- 6) the special needs of the student;
- 7) the special characteristics of the student;
- 8) the special characteristics of the field instructor; and
- 9) stipend requirements, if any.

The main source of student information for the Field Education Department is the field placement form, which the student submits at the time of acceptance into the program. Therefore the more information the student provides on this form, the more suitable the field assignment can be. The field placement form is shared with the field instructor.

Placement decisions are communicated to the field instructors and agencies as soon as possible in the Summer months.

Placement assignments are announced to students at the time of orientation in August, and students are instructed to schedule a pre-placement visit to their assigned agencies prior to the actual start of the practicum. The purpose of this visit is to begin the introduction and orientation process. If any serious questions regarding fit are identified at this first contact, the student's Field Liaison or The Assistant Dean for Field Education should be consulted immediately.

E. INTEGRATIVE SEMINARS

All foundation year field students enroll in Integrative Seminars. These seminars meet regularly throughout Fall and Spring semesters, and are facilitated by University Field Faculty.

The purpose of these seminars is to provide students opportunities to examine their own attitudes and values within the context of the profession's value base; to explore cross-cultural issues, to integrate academic coursework and field experiences and to engage in problem solving. These goals are accomplished through readings, class discussion, role play, case presentation, and experiential exercises, within a small group setting.

F. EVALUATION

Evaluation of the student's performance in the first year field courses are based on both performance in the field practicum placement and in the field seminar.

G. FOUNDATION YEAR FIELD COURSE OBJECTIVES

Foundation year field course objectives include, but are not limited to, the following:

1. Socialize to the role of social work in the agency setting, including the professional role with clients, agency staff and other professionals;
2. Demonstrate professional identity, including understanding, accepting and applying professional ethics and values;

3. Demonstrate an active and self-evaluative learning role;
4. Develop and sustain relationships and communication with clients;
5. Obtain, organize and communicate accurate information;
6. Begin to apply theory to practice and to engage in orderly thinking, utilizing at least one theoretical framework;
7. Demonstrate assessment skills understanding and conducting a bio-psycho-social history;
8. Demonstrate treatment planning skills based on information, assessment, and resources;
9. Demonstrate a variety of interventions utilizing basic interviewing skills (such as clarifying, interpreting, problem solving, resource linkage, advocacy, etc.);
10. Perform accurate and concise case presentations from a theoretical perspective;
11. Demonstrate and understand professional use of self;
12. Demonstrate knowledge of field placement agency and utilization of community resources;
13. Begin to develop leadership skills in identifying problems/issues and suggest appropriate strategies for change in both practice and policy arenas.

H. FOUNDATION YEAR FIELD INSTRUCTION COURSE OUTLINE

<u>TIME PERIOD</u>	<u>ACTIVITIES/ASSIGNMENT</u>	<u>LEARNING OBJECTIVES/ EXPECTATIONS</u>	<u>CORE AREA</u>
<u>AUGUST</u> Objectives: 1	1) foundation year field orientation .	1) understand field instruction program, including roles expectations, responsibilities and entitlements	I
<u>SEPTEMBER</u>			
Objectives: 1, 2	1) field placement begins Wednesday after Labor Day	1) begin to review and develop skills in five core areas, preparing for learning agreement developed by the student in conjunction with the field instructor.	I - A, B II - A, B, C

Objectives: 1, 12	2) orientation to agency, staff, community.	2a) learn about agency's mission, service, and structure, role of agency in community and role of social work within agency. Learn about community served. 2b) understand risk factors and strategies for minimizing risks in carrying out agency functions both in the agency and in the community served by the agency	III - A III - A
Objectives: 1, 2, 3	3) orientation to working with field instructor.	3a) Understand student role as learner and field instructor role as teacher in the field placement, 3b) develop educational relationship with field instructor, explore expectations, teaching styles and set field instruction schedule to include, but not limited to, one and one half (1 ½) hours of individual field instruction time.	II - A, B, C
Objectives: 1, 2	4) orientation to Social Work role.	4a) explore social work role and identity as a social work student – expectations, values and responsibilities. 4b) explore with field instructor the definition of helping others and the role of a social worker.	I - A, B
Objectives: 1, 12	5) begin macro assessment discussion.	5a) become familiar with the interactions between the agency needs, client needs, and community resources. 5b) explore application of policy to practice	V - E
Objectives: 1, 3	6) observation of client interviews/process recording and discussion of observations	6) observe client interviews by clinical staff to understand the therapeutic process and prepare for first interview. PROCESS RECORD OBSERVATIONS.	II - A V - C

Objectives: 1, 2, 3, 4, 5, 9	7) assign first direct service case(s) equaling TWO (2) hours per week	7) begin engagement with clients through demonstrating an understanding of the agency mission, the purpose of the interview, and beginning interviewing skills. PROCESS RECORD SESSIONS!	III - A V - C
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<u>TIME PERIOD</u>	<u>ACTIVITIES/ASSIGNMENT</u>	<u>LEARNING OBJECTIVES/EXPECTATIONS</u>	
<u>OCTOBER</u>			
Objectives: 1, 2, 3, 5	1) continue writing process recordings of interviews (MINIMUM ONE PER WEEK SUBMITTED TO FIELD INSTRUCTOR PRIOR TO WEEKLY FIELD INSTRUCTION).	1) develop skills in accurate recall and written communication, share information and learning experiences with field instructor.	IV - A
Objectives: 1, 2, 3, 5	2) continue with one and one half (1 ½) hours of individual field instruction incorporating process recordings for teaching and case review purposes.	2) continue to develop relationship with field instructor; follow agency procedures and instructions accurately. Bring concerns to field instructor and identify learning objectives, and plans for meeting them.	II - B, C
Objectives: 1, 2	3) discuss values and value dilemmas.	3a) understand and apply social work values and explore ethical dilemmas. 3b) begin to develop professional value base, professional role, understanding of professional relationship, and a respect for client self determination.	I - A, B
Objectives: 1, 2, 3, 5, 12	4) In conjunction with the field instructor, review the 1 st Year Comprehensive Skills Evaluation (Mid-Year Evaluation) document and incorporate the five core areas in creating an individualized learning agreement, which will act as a guide to field experiences.	4) clarify expectations for student's learning and field instructor's teaching.	II - B, C IV - A

Objectives: 1, 2, 3, 10	5) develop group supervision to be held at least one hour, every other week (when there is more than one student); can be facilitated by an allied professional.	5) opportunities for case presentation, discussion, role play, didactic presentation in group setting.	II - A, B
Objectives: 1, 2, 3, 4, 5, 7	6) continue direct service practice and assign two additional case(s) which complement, but differ from, initial assignments in ethnicity, gender, socioeconomic status, age, treatment issues. Student should be carrying case(s) equaling FOUR (4) hours per week by the end of October.	6a) acquire necessary assessment skills, such as, data gathering, history collection, identifying concrete needs, recognizing psycho-social needs to conduct a psychosocial assessment; 6b) identify strengths and resources when working with a diverse population.	V - C, D
Objectives: 1, 2, 3, 4, 5, 7, 8, 9, 12	7) focus on beginning phase of direct practice.	7a) begin to develop familiarity with basic assessment and skills in communication and interviewing in cross cultural context, using eco-systems and strengths-based models; 7b) begin contracting process with clients, setting goals; 7c) begin to understand clinical case management skills.	V - A, C, D
Objectives: 1, 2, 3, 5, 7, 9, 12	8) liaison conducts agency visit and conference with student, field instructor, and if applicable, preceptor (October through December)	8) participate in educational planning with liaison and field instructor; review learning agreement and performance to date, identify issues/concerns.	II - A, B, C
Objectives: 1, 5, 12	9) discussion of macro project assignment and time table.	9) develop awareness of importance of macro practice and begin discussing macro project options (Refer to foundation year macro project assignment in field manual).	III - A, B V - E

<u>TIME PERIOD</u>	<u>ACTIVITIES/ASSIGNMENT</u>	<u>LEARNING OBJECTIVES/EXPECTATIONS</u>	
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<u>NOVEMBER</u>			
Objectives: 1, 2, 3, 5, 7, 9, 12	1) liaison visits continue.	1) participate in educational planning with liaison and field instructor; review learning agreement and performance to date, identify issues/concerns.	II - A, B, C
Objectives: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12	2) continue with one and one half (1 ½) hours of individual field instruction incorporating weekly process recordings for teaching and case discussion.	2a) participate more actively in supervisory conferences, bring questions, and demonstrate application of learning to work with clients. 2b) begin to practice case presentation skills with field instructor.	II - A, B, C
Objectives: 1, 2, 3, 10	3) continue group supervision to be held at least one hour, every other week (when there is more than one student); can be facilitated by an allied professional.	3) opportunities for case presentation, discussion, role play, didactic presentation in group setting.	II - A, B
Objectives: 1, 2, 5, 12	3) attend agency staff meeting/development/training.	3a) relate professionally to other staff in agency and in community; 3b) expand understanding of agency program functions and requirements.	I - B III - A, B IV - B III A
Objectives: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12	4a) continue direct service practice and assign two additional case(s) which involves increased complexity of client issues and treatment plans. Student should be carrying case(s) equaling SIX to SEVEN (6-7) hours per week by the end of November. 4b) introduce either family or group modality, in addition to individual cases	4a) expand variety of clients and treatment modalities. 4b) expand and continue to improve communication and interviewing skills. 4c) continued focus on assessment skills, treatment planning, and service delivery. 4d) begin to understand and work within new treatment modality.	V - A, B, C, D

Objectives: 1, 5, 12	5) continued discussion of macro project assignment and time table.	5) begin looking at agency gaps in preparation for macro project assessment (Refer to foundation year macro project assignment in field manual).	III - A, B V - E
Objectives: 1, 2, 3, 4, 11	6) integrate professional values into practice	6a) maintain a respect for client self-determination; 6b) identify ethical dilemmas and boundary conflicts within a professional relationship; 6c) begin discussing transference and counter-transference issues.	I - A, B V - A
Objectives: 1, 2, 4, 5, 8, 9, 11, 12	7) begin preparation for winter recess by mid November.	7) review termination issues and impact on clients and agency of planned absence. Review "holiday" issues with clients.	V - D

<u>TIME PERIOD</u>	<u>ACTIVITIES/ASSIGNMENT</u>	<u>LEARNING OBJECTIVES/EXPECTATIONS</u>	
<u>DECEMBER</u>			
Objectives: 1, 2, 3, 5, 7, 9, 12	1) liaison visits continue.	1) participate in educational planning with liaison and field instructor; review learning agreement and performance to date, identify issues/concerns.	II - A, B, C
Objectives: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12	2) expand use of weekly process recordings.	2a) share and risk more actively and openly for purposes of evaluation and learning. 2b) begin to understand and recognize process as well as content in interviews. 2c) begin to recognize and understand patterns, themes, and defense mechanisms within the therapeutic process 2d) begin to integrate theory with practice. 2e) begin to understand the purposeful use of self in work with clients.	II - A, B, C V - D V - D V - B V - A, B, D

Objectives: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12	3) continue with one and one half (1 ½) hours of individual field instruction incorporating weekly process recordings for teaching and case discussion.	3a) participate more actively in supervisory conferences, bring questions, and demonstrate application of learning to work with clients. 3b) continue to practice case presentation skills with field instructor.	II - A, B, C
Objectives: 1, 2, 3, 10	4) continue group supervision to be held at least one hour, every other week (when there is more than one student); can be facilitated by an allied professional.	4) opportunities for case presentation, discussion, role play, didactic presentation in group setting.	II - A, B
Objectives: 1, 2, 3, 4, 5, 7, 8, 9, 11, 12, 13	5) Mid Year Evaluation to be reviewed between student, field instructor, and, if applicable, the preceptor. (Each person keeps a copy. The field instructor retains signed original and a copy is submitted to school with process recording log and macro-project topic and timeline).	5a) Students prepare for mid-year evaluation meeting with field instructor by independently completing the evaluation form and assessing their strengths and weaknesses. 5b) engage in evaluation process with field instructor and participate in planning for further learning in Spring semester.	II - B, C IV - A, B
Objectives: 1, 2, 3, 8, 12	6) continued group work assignment discussion	6) student should be developing a plan for a group to start in Spring semester, if not already working with a group.	II - A V - D
Objectives: 1, 2, 3, 8, 9, 12, 13	7) finalize macro-project plan.	7) Identify macro-project topic and tools needed to conduct the assessment.	V - E
Objectives: 1, 2, 3, 4, 8, 9, 11, 12	8) finalize preparation for winter recess (student, client, agency).	8) review issues of planned absence with field instructor and clients and the impact this may have on clients, self and agency.	I - A, B V - A, C, D

<u>TIME PERIOD</u>	<u>ACTIVITIES/ASSIGNMENT</u>	<u>LEARNING OBJECTIVES/EXPECTATIONS</u>	
<u>JANUARY</u>			

Objectives: 1, 2, 3, 6, 11, 13	1) review educational goals for Spring semester, utilizing learning agreement and Mid-Year Evaluation forms.	1) continue to focus on learning objectives with field instructor and develop an educational plan to accomplish objectives.	II - A, B, C V - A - E
Objectives: 1, 2, 3, 4, 5, 7	2) continue direct service multi-modality practice. Assign two additional hours, which includes group work assignment. Student should have maximum case load of SIX to EIGHT (6-8) hours per week. Fifty percent (50%) of time is spent in direct practice.	2a) manage increased assignments and expectations efficiently. Continue work on direct practice skills in assessment and treatment. 2b) begin to understand and exercise skills and knowledge related to group experience.	V - A, B, C, D
Objectives: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12	3) on-going work with clients and client systems.	3) maintain and deepen relationships with client systems: a) continue to deepen and improve diagnostic skills. b) elicit deeper and more sensitive issues and feelings in all modalities. c) integrate understanding and recognition of transference/counter-transference issues.	V - A, B, C, D
Objectives: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13	4a) continue to submit weekly process recording; 4b) Use group process recording form intermittently, in lieu of individual process recording.	4a) increase skills in identifying feelings, interviewing skills, and interventions 4b) further examine own process in relation to client and client systems.	I - A, B II - B IV - A, B V - B, C, D
Objectives: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	5) continue with one and one half (1 ½) hours of individual field instruction incorporating weekly process recordings for teaching and case discussion.	5a) continue to participate more actively in field instruction meetings, bring questions, and demonstrate application of learning to work with clients. 5b) continue to practice case presentation skills with field instructor; begin to link theory to case presentations.	II - A, B, C IV - A, B V - A, B, C, D

Objectives: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13	6) introduction of audio/video tape recordings and use of tape process recording form in lieu of individual or group process recording form.	6) increase self-exploration and self-assessment	I - A, B II - B IV - A, B V - B, C, D
Objectives: 1, 2, 3, 10	7) continue group supervision to be held at least one hour, every other week (when there is more than one student); can be facilitated by an allied professional.	7) opportunities for case presentation, discussion, role play, didactic presentation in group setting.	II - A, B
Objectives: 1, 2, 5, 12, 13	8a) exposure to different agency programs (i.e. intake, crisis, short-term service, varied programs) 8b) interact with different professional role models (i.e. co-therapist, co-workers, allied professionals).	8a) increase understanding of agency system and ability to transfer skills and understanding to other programs and assignments. 8b) be able to relate to, and learn from, different professional role models.	II - A III - A II - A III - A IV - B
Objectives: 1, 2, 5, 11, 12, 13	9) participation in inter- and intra-agency systems	9) increase awareness and knowledge of agency in relation to the community.	III - B
Objectives: 1, 2, 3, 8, 9, 12, 13	10) implement macro-project plan.	10) begin macro-project assessment.	V - E

<u>TIME PERIOD</u>	<u>ACTIVITIES/ASSIGNMENT</u>	<u>LEARNING OBJECTIVES/EXPECTATIONS</u>	
<u>FEBRUARY</u>			
Objectives: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13	1a) continue to submit weekly process recording;	1a) continue to increase skills in identifying feelings, interviewing skills, and interventions 1b) continue deeper examination of own process in relation to client and client systems. 1c) integration and application of theory into practice	I - A, B II - B IV - A, B V - B, C, D

Objectives: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	2) continue with one and one half (1 ½) hours of individual field instruction incorporating weekly process recordings for teaching and case discussion.	2a) continue to participate actively in field instruction meetings, bring questions, and demonstrate integration of theory into practice utilizing intermediate and advance interviewing skills with clients and client systems. 2b) integrate theory into case presentations.	II - A, B, C IV - A, B V - A, B, C, D
Objectives: 1, 2, 3, 10	3) continue group supervision to be held at least one hour, every other week (when there is more than one student); can be facilitated by an allied professional.	3) opportunities for case presentation, discussion, role play, didactic presentation in group setting.	II - A, B
Objectives: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11	4) maintain maximum case load of SIX to EIGHT (6-8) hours per week , including varied modalities. Fifty percent (50%) of time is spent in direct practice.	4a) increase purposeful use of self in work with clients and client systems. 4b) increase integration of theory and practice. 4c) increase self-awareness (knowledge of self). 4d) continue skill development. 4e) improve time management skills.	V - A V - B II - B V - C & D IV - C
Objectives: 1, 2, 3, 5, 7, 9, 12	5) liaison conducts agency visit and conference with student, field instructor, and if applicable, preceptor (February through April)	5) participate in educational planning with liaison and field instructor; review learning agreement, mid-year evaluation, and performance to date, identify issues/concerns.	II - A, B, C
Objectives: 1, 2, 3, 5, 6, 7, 8, 9, 11, 12, 13	6) active participation in staff development, training, and group supervision (i.e., case presentation, case consultation, etc.)	6) increase autonomy in conducting assessments and in understanding, implementing, and presenting advanced clinical interventions.	II - A, C V - A, C, D
Objectives: 1, 2, 5, 11, 12, 13	7) continue active participation in inter- and intra-agency systems	7) continue to develop macro practice skills and begin building leadership skills.	III - B V - E

Objectives: 1, 2, 3, 5, 8, 9, 12, 13	8) actively involved with implementation of macro-project plan.	8a) continue with macro-project assessment. 8b) begin to identify the impact of systems and how they interact.	V - E
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<u>TIME PERIOD</u>	<u>ACTIVITIES/ASSIGNMENT</u>	<u>LEARNING OBJECTIVES/ EXPECTATIONS</u>	
<u>MARCH-APRIL</u>			
Objectives: 1, 2, 3, 5, 7, 9, 12	1) liaison visits continue.	1) participate in educational planning with liaison and field instructor; review learning agreement, mid-year evaluation, and performance to date, identify issues/concerns.	II - A, B, C
Objectives: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13	2a) continue to submit weekly process recording;	2a) continue to increase skills in identifying feelings, interviewing skills, and interventions 2b) continue deeper examination of own process in relation to client and client systems. 2c) integration and application of theory into practice	I - A, B II - B IV - A, B V - B, C, D
Objectives: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	3) continue with one and one half (1 ½) hours of individual field instruction incorporating weekly process recordings for teaching and case discussion.	3a) continue to participate actively in field instruction meetings, bring questions, and demonstrate integration of theory into practice utilizing intermediate and advance interviewing skills with clients and client systems. 3b) integrate theory into case presentations.	II - A, B, C IV - A, B V - A, B, C, D
Objectives: 1, 2, 3, 10	4) continue group supervision to be held at least one hour, every other week (when there is more than one student); can be facilitated by an allied professional.	4) opportunities for case presentation, discussion, role play, didactic presentation in group setting.	II A & II B

Objectives: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11	5) maintain maximum case load of SIX to EIGHT (6-8) hours per week , including varied modalities. Fifty percent (50%) of time is spent in direct practice.	5a) increase purposeful use of self in work with clients and client systems. 5b) increase integration of theory and practice. 5c) increase self-awareness (knowledge of self). 5d) continue skill development. 5e) improve time management skills.	V - A V - B II - B V - C, D IV - C
Objectives: 1, 2, 3, 5, 8, 9, 11, 12	6) termination with clients (i.e. individuals, couples, families, group)	6a) identify and understand clients' and own feelings about termination process. 6b) process these feelings with field instructor. 6c) prepare client for termination; including transfers and referrals as appropriate.	V - A, D II - C V - A, C, D
Objectives: 1, 2, 3, 5, 8, 9, 11, 12	7) termination with field instructor, agency, staff.	7a) review and evaluate own skill progress with field instructor. 7b) identify and process feelings with field instructor regarding termination	II - C
Objectives: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13	8) Final Evaluation to be reviewed between student, field instructor, and, if applicable, the preceptor. (Each person keeps a copy. The field instructor submits signed original to school with process recording log.)	8a) Students prepare for final evaluation meeting with field instructor by independently completing the evaluation form and assessing their strengths weaknesses, and learning needs. 8b) engage in evaluation process with field instructor and participate in planning for further learning needs in concentration year.	II - B, C IV - A, B
Objectives: 1, 2, 3, 5, 8, 9, 12, 13	9) completion of macro project.	9a) integration of macro skills through completion of project. 9b) presentation in agency to staff.	V -,E

I. FOUNDATION YEAR MACRO PROJECT: COMMUNITY RECORDING ASSIGNMENT

The Macro Project is a vital part of the curriculum and the student's education as a social worker. It brings richness and understanding to the fundamental social work principle that individuals, families, groups and communities exist in relationship to one another and to larger systems in the social environment. In addition to equipping our students with clinical practice skills, we want them to view themselves as having a role in the macro environment, developing skills in the practice of planning, community organizing and administration.

Each student is expected to spend an average of one to two hours per week, throughout the academic year, on this indirect practice assignment. The macro practice project will total approximately thirty hours of field placement time. It is task oriented, beneficial to the agency, and involves planning, time management and organizational skills that will be discussed in supervision. It may be necessary for the student to work with preceptors in administrative positions to fulfill this requirement.

Social work agencies increasingly find that they must form collaborations in order to provide comprehensive services to their community. One agency is not able to meet all the needs of their client populations. Funding resources are scarce, and duplication of services may often be ineffective. Funders are increasingly requiring agencies to form collaborations and collaborative linkages in order to receive monetary resources. This assignment is focused on helping the student to look at the needs of the agency's community, the resources available, and how these resources are, or are not, linked and coordinated to provide a comprehensive system of care.

FOUNDATION YEAR COMMUNITY RECORDING ASSIGNMENT:

Purpose of Assignment: To Develop Macro Practice Skills

The Learning Objectives are:

To define the agency's mission and populations served.

To identify and define the service community.

To understand the concept of a networking system that is developed to provide comprehensive services.

To examine the collaborative model developed with your agency, and how it works or does not work in providing a network system.

To develop leadership skills.

To develop an understanding of political reality in the agency and community.

To advocate for change and to enhance social justice.

To increase awareness of the political boundaries and how they impact the agency, agency staff and community.

Assignment:

Your field agency serves target population(s). In order to meet the needs of these populations has your agency linked with other organizations and care providers within their community? Has your field agency developed a networking system, sharing resources and expanding their ability to meet the needs of their clients through these linkages?

Complete macro assessment of your agency by answering the following:

Describe the networking system.

Is there a key agency/group or person responsible for coordinating services? Describe.

Evaluate the effectiveness of the current care system.

Identify gaps in this networking system.

Make suggestions for change by identifying un-met needs. (Through this process the student may discover how relationships are built and maintained, please site examples that are pertinent.)

Identify agencies/organizations within the community that can provide needed resources.

Discuss barriers/reasons why the field agency has not linked with these agencies/resources or

Develop a plan for collaboration to develop a system of care in this community.

This assignment is due in March to your field seminar instructor. It is to be a creative dynamic presentation, which could include photographs, video/audio tape recording, diagrams and/or maps, in a poster presentation format. Be sure to answer all of the questions asked in the assignment. Your answers maybe written, and/or demonstrated in audio/visuals. A written one page abstract is required that summarizes your project. Include:

- 1) identification of agency and its mission; and
- 2) brief answers to the questions posed above.

These posters will be presented in your last two field seminars. It is strongly recommended that you present this poster project to your field agency's staff. These posters may be displayed at the Annual Field Instructor's Luncheon in May.

You will be asked to participate in an evaluation of this assignment at the end of the year.

J. CONCENTRATION YEAR MACRO SERVICE AREAS

Students in their concentration are required to complete a minimum of 30 hours in macro practice per semester. Students may select from the areas below to develop a project in consultation with their Field Instructors. They will be expected to submit a summary of their macro work to the Field Instructor and Field Liaison at the end of the year. Indirect services fall within one of the following six areas (not examples):

1. Program Planning and Development

- identify and define problem, using agency or community data and research to support assessment of needs (e.g. a support group for abuse survivors or families of suicide victims, car seat loan program, etc.)
- formulate goals, objectives, resources, and methodology for expanding an existing program or adding a new service component for the agency (e.g. a systems information group for new DCS clients).
- write a two-five page program development proposal (e.g. for an expanded or new service delivery component).

2. Community Networking

- visit social, health, welfare or legislative agencies providing services to same or similar client population and compile and organize information needed by your agency.
- attend meetings of community-wide group, or group of service providers, observing process and roles, representing your agency, taking minutes and functioning as liaison.
- identify community systems and networks of which agency and clients are a part (if agency is unaware) and compile/organize information for agency's use.

- develop resource directory of referral sources and procedures, eligibility criteria, fees, services, expertise program.
3. Organizational Development/Agency/Administration/Board or Committee Work
- participate as a staff member of a task group (e.g. planning a workshop or conference, working on intra-organizational issues, fundraising project, etc.)
 - write a job description for existing or proposed professional or paraprofessional job.
 - design, organize and/or deliver volunteer recruitment and training project.
4. Advocacy
- do legislative tracking and reporting on progress of bills concerned with services to client population, through professional and advocacy agencies, legislator's offices, news reports.
 - attending community or provider meetings, public hearings, etc. represent the agency, report back or prepare testimony
 - work on development of community-based coalition.
 - attend meetings with agency clients such as medical or social security eligibility hearing.
5. Research
- develop data collection methods to help in needs assessment.
 - design methods of evaluating program effectiveness, efficiency, and adequacy, or implement a program evaluation, or write an evaluation report.
 - analyze the process of a specific service delivery.
 - research and report on changes in laws, regulations, or procedures, etc. for eligibility for social security, AFDC, Medical, etc.
6. Marketing
- write, design, or edit an agency flyer, newsletter, brochure, press release, or public service announcement.
 - identify means of marketing a particular service (including costs in time and money).calendar time frames and deadlines.

K. THE WISCONSIN GUIDE

This guide is given to both the student and the field instructor as an aid in determining appropriate expectations, and in evaluating student performance in the areas listed. The guide should be applied to the foundation year course outline objectives and course outline contained in this packet.

UNIVERSITY OF WISCONSIN-SCHOOL OF SOCIAL WORK
 CRITERIA FOR GRADUATE FIELD EDUCATION IN TREATMENT SETTINGS

I. Setting

	1st Semester	2nd Semester	3rd Semester	4th Semester
Community Interdependence	The student should be aware of the agency's purpose as it relates to community needs and of how it and other agencies providing similar and/or different services fit into the human services network. In addition, s/he should have a beginning understanding of how s/he might use these various resources to help his/her clients.	The student should have broadening knowledge of other services available both within the agency and within the community as a whole. S/he should increasingly be able to recognize when other resources are needed and be able to utilize these with the help of his field instructor, in his/her work with clients.	Knowledge of community should be carried over from the previous placement or, if in a new city of placement, quickly learned. by the end of the third semester s/he should recognize when other resources are needed in a particular case and take initiative in using them and/or helping the client to use them.	The student should have a good understanding of community resources and are able to utilize them easily and appropriately where indicated except in unusual situations where consultation and/or advice may be needed. Student should have ideas for developing programs in the community to meet unmet needs.

II. Work Management

	1st Semester	2nd Semester	3rd Semester	4th Semester
Use of Time	Student questions and clarifies with field instructor (1) what is expected of student and (2) what student needs and expects in placement (i.e., learning plan).	Performs tasks and client services as have been defined with field instructor.	Student takes responsibility for defining tasks and client services prior to conferences with field instructor. Proceeds independently after consultation with field instructor.	Same as 3 but with application to other social work roles. utilizes creativity in work with clients.

III. Practice (Social Treatment)

	1st Semester	2nd Semester	3rd Semester	4th Semester
Interviewing Skills	Student would be able to utilize: exploration, questioning, restatement, summarization, information giving, suggestion, discussion, and ventilation in interviews.	Student should be able to utilize: empathetic understanding, encouragement, assurance and reassurance, explanation, amplification, reinforcement, clarification, generalizing, and universalization in interviews.	Student should begin to utilize: reflection, interpretation (verbal and non-verbal), connecting comments, insight, silence/pauses, confrontation, directive comments, humor in interviews.	Student should begin to skillfully utilize skills identified in previous semester.

1st Semester

2nd Semester

3rd and 4th Semesters

<p>Diagnosis/ Assessment</p>	<p>The person who bears the problem and seeks or needs help with the problem. considering his social and psychological situation and functioning;</p> <p>Student should be able to look at past, similar crises and experiences, how client dealt with them, how situation worked out.</p> <p>Student must appreciate what client is bringing to current situation: linkage with past experience: use of defense mechanisms.</p>	<p>Student should be able to consider the significance of available information about:</p> <p>(1) the client (2) the environment (including the agency) (3) the dynamic interaction between them and (4) the client-worker transactions.</p> <p>Should be able to differentiate between pertinent and irrelevant data.</p>	<p>Students should be able to recognize and utilize signs and indicators</p> <p>(1) of client strengths in functioning. (2) of certain needs and forms of behavior that characterize client malfunctioning.</p> <p>The student is careful to stay with the evidence but can make reasonable hypotheses which s/he seeks to test by action and/or further evidence.</p>
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IV. Practice

	1st Semester	2nd Semester	3rd Semester	4th Semester
<p>Ongoing Treatment: Implementation and Intervention</p> <p>Attention to process</p>	<p>Student begins to attend to the process of treatment as well as the content. Students discuss initial hypotheses with field instructor.</p>	<p>Student gains in awareness of deeper or more expanded issues for client exploration, looking at process as well as content.</p>	<p>Student sharing observations and helping clients expand their view of situation with regularity and at client pace.</p>	<p>Student able to focus on process, dynamics, and content. Offers and assists clients in viewing situation differently.</p>

V. Learning/Supervision

	1st Semester	2nd Semester	3rd Semester	4th Semester
Analysis of Practice Skills	Student should be able to share what he sees, his thinking, with field instructor.	Student should be able to share his thinking, plus form generalizations, raise questions.	Should show evidence of learning carried over from one case to another, and its relationship to theoretical concepts.	Should show evidence of being able to conceptualize learning. Student should be able to share his thinking, plus form generalizations, raise questions.

VI. Professional Self

	1st and 2nd Semesters	3rd and 4th Semesters
Application Use of Self	Develops awareness of self, one's own needs, feelings, biases, etc., and how they may affect relationship with client. This includes differentiating one's own feelings, values, attitudes and behavior from that of others.	<p>Demonstrates an awareness of use of self, limitations, strengths, and concentration on further developments, i.e., recognition of rigidity, blocking, etc.</p> <p>Work reflects a striving to attain a greater mastery of own feelings and attitudes, including ability to use humor appropriately, share personal information selectively, tolerate painful material and to use self differentially in response to need.</p>

CHAPTER V

CONCENTRATION YEAR FIELD INSTRUCTION

A. CONCENTRATION--GENERAL INFORMATION

Concentration year field instruction takes place within the framework of the concentration the student has selected for advanced, specialized study. The student may select one of the following: Community Organization Planning Administration, Social Work Practice with Families and Children, Social Work Practice in Health, Social Work Practice in Industry, or Social Work Practice in Mental Health.

Each concentration differs in its specific field learning objectives, placement agencies, and types of assignments and experiences. However, each one builds on the generalist foundation of the first year and continues to build on and evaluate students in five core areas:

- 1) Development of Professional Responsibility and Identity
- 2) Development of Responsibility as a Learner
- 3) Development of Knowledge of the Field Work Agency and the Community
- 4) Development of Organization, Work Management and Communication Skills
- 5) Development of Practice and Intervention Skills.

Each concentration has developed a roster of approved field placements that meet its special requirements. There is close coordination and communication between the practicum and academic faculties. Integration is further facilitated by periodic joint meetings and by other combined activities which vary with the different concentrations. All the student's classes as well as field experiences, are organized around concentration content.

Each concentration has a designated field coordinator/s who carries responsibility for its field program. This responsibilities includes: selection and evaluation of placements; assignments of students to agencies; liaisoning or monitoring of liaisoning of agencies through site visits and other contacts; advisement and review of students' performance in the field; participation in concentration meetings and activities; coordinating concentration field seminars, and linkage between the concentration and field components of the curriculum.

Placement procedures differ in the concentration year; the students, in contrast to the foundation year, have an active role in their field assignment decision. They have the opportunity to select three agencies, from a list of approved concentration placements, that they want to explore. They then interview at these agencies. The concentration field coordinator makes the final assignment based on the following data: feed-back from the student, feed-back from the agency, information available on the student's field placement form, knowledge of the student's educational needs and goals, and her/his judgment as to whether a particular field instructor and/or agency can meet these needs. Active student and agency participation in the concentration year placement process is required.

Each concentration has a specific set of objectives and a course outline for field practicum, as well as a specific evaluation instrument. These are all built on the foundation year, and are structured around the five core areas.

B. CONCENTRATION – SPECIFIC INFORMATION:

Community Organization, Planning and Administration (COPA)

COPA prepares students to become administrators, planners and community organizers in urban settings. Emphasis is placed on a macro practice – one that focuses on the big-picture service

improvements and policy changes that aid individuals and enhance the well-being of communities. Students develop skills in management and finance, program development and evaluation, and community organization.

Families and Children

This concentration emphasizes a “family-centered” model and prepares students for practice with families and children in multicultural urban communities. Students learn developmental/preventive services, problem solving, crisis and remedial services, and protective services for children and adolescents. Graduates are trained to work in schools, health or mental clinics, child guidance clinics, juvenile justice or child protection agencies and community-based organizations.

Health

Health social workers help people navigate an increasingly complex health care environment and make thoughtful decisions about treatment options. Students learn to offer culturally sensitive services in a variety of health care systems to a range of diverse consumers and have the opportunity to earn a case management certificate. The curriculum emphasizes interdisciplinary practice and integration of ethically driven psychosocial services that promote health and improve quality of life.

Mental Health

With an estimated one in five American adults suffering from a diagnosable mental disorder in any given year, the role of mental health social workers is crucial. Students develop skills in the psychosocial assessment of commonly encountered mental health problems, design of appropriate intervention plans and delivery of preventive and rehabilitative mental health services. They learn to deal with issues relating to outreach, advocacy, program evaluation and organizational or governmental policies.

Work & Life

One of the nation’s few social work programs that prepares students for careers in the workplace, this concentration teaches students how to deliver such services as mental health counseling, family therapy, crisis intervention, program development and organizational consulting within a work setting. Because work influences self-image and family and social relationships, social work can play a vital role in enabling employees to handle work-related challenges such as stress, restructuring and unemployment and personal issues such as disability and substance abuse, which can affect job performance.

For more Concentration Specific Information please visit:

<http://sowkweb.usc.edu/academic/fieldforms.html>

For information on our subconcentrations please visit:

<http://sowkweb.usc.edu/academic/subconcentrations.html>

Chapter VI

Learning Styles

The Adult Learner

A. **Stages of Learning.** Bertha Reynolds in *Learning and Teaching in Social Work* describes five stages of learning, from stage fright to teacher of others. It is unlikely that the new student will move through all the stages within the year, but will most likely experience the first three stages. Students may also move back and forth as new situations for learning are presented. The following describe the stages and ways field instructors can help guide the student:

1. The stage of acute consciousness of self. Stage fright is the classic example of this stage. There is a feeling of danger to one's sense of self, of being immobilized. Individuals respond differently: some may be quiet, others talk excessively, make jokes, or become overly assertive, and others may flee - the fight or flight response. The stage may last four to six weeks.

The field instructor must take caution not to join the student's feeling of panic or insecurity. The field instructor's role is *security-giving*. Help the student find areas of adequacy, strengths, and successful past experiences on which to build future successes.

2. The stage of sink-or-swim adaptation. In this stage the student is barely keeping up with the situation demands from moment to moment, although some students may appear quite competent because they have acquired the jargon of work. The field instructor in case discussion and conferences encourages the student to apply what is appropriate from the student's past experience and help him adapt to the demands of new learning. This is similar to the reflective stage of learning in which the field instructor encourages discussion of feelings, relevancy of past experiences and spontaneity. The stage gives opportunity for the field instructor to develop a protective, stimulating and trusting relationship which "gives some picture of what fine accomplishment is, along with reassurance that one is not expected to reach it immediately." (Reynolds, p. 78).
3. The stage of understanding the situation without power to control one's own activity in it. In this stage, the student feels that he/she has suddenly seen the light, that "its come alive." In practice, however, mastery is still lagging. There is conscious knowledge of what needs to be done, but uneven ability in practice. The supervisor may feel disappointment and frustrated that after months of supervision, the student's work may be poor. The field instructor can now utilize the intellectual knowledge of the student. When the student's spontaneous responses have failed, what new knowledge can be applied? How can it be done differently? The student or social worker may remain in this stage for months or years before mastery is achieved.
4. The stage of relative mastery, in which one can both understand and control one's own activity in the art which is learned. The student feels comfortable with himself/herself. "Conscious intelligence and unconscious responses are working together in an integrated wholeness of functioning." (Reynolds, p. 81). There exists a feeling of adequacy, that one

can deal with the demands of the situation. The social worker can self-evaluate interventions and consciously alter approaches to meet new situations. One is functioning as a competent professional, utilizing the self as an instrument. The supervisor's role is to stimulate or consult in new areas of interest for in this stage there may no longer be need for a teacher.

5. The stage of learning to teach what one has mastered. The learner is now sufficiently freed from the subject matter and own personal learning to focus on how other learners learn, their motivations strengths and weaknesses. The learner, now teacher, may find himself/herself in Stage II, a feeling of floundering with respect to his teaching, but knows he/she will work through that stage toward understanding and mastery.

B. Learning Styles

Sidney Berengarten many years ago studied learning patterns of social work students and recognized three distinct learning styles which hold today as guidelines for assisting student learning. Once the learning style of a student is discovered, that is, the ways in which the student learns best, activities and the supervisor's approach can then be individualized to meet each student's needs.

Since students learn differentially, different approaches need to be directed to different learning needs. The three learning styles Berengarten described are the experiential-empathic, the doer, and the intellectual-empathic.

1. The Experiential-Empathic Learner: is characterized by the dependence upon feelings and intuition. The student is self-focused and early feeling are reactivated. This student may act first and think later, or, on the other hand may be paralyzed with anxiety at the beginning. The supervisor of this student needs to offer support, encourage reflection and ventilation of feelings in case situations. The student learns from reflection on repetitive experiences over time.
2. The Doer: is action-oriented and seeks to conform with agency ways of doing things. The doer may be dependent at first on the directives and close supervision of the field instructor. He/she will seek help with procedure, rules and regulations. The supervisor can assist the doer learner through directive teaching, providing a positive, supportive relationship, behavior modeling, and encouraging identification with the supervisor. The supervisor should also reinforce the student's feelings of adequacy through praise for accomplishment of assignments. This learner learns best from well-planned, structured assignments, repetitive experiences, and carefully selected cases which reinforce a sense of adequacy. A few well-defined experiences serve better than a large number of experiences.
3. The Intellectual-Empathic: This learner is characterized by initiative, self-mobilization and self-critique. This learner conceptualizes, is imaginative and readily integrates theory and practice. The role of the supervisor is to provide opportunities for a wide range of experiences in which theories and concepts may be tested by the learner. This learner responds to reading assignments for additional ideas to apply, exploration of

issues in conferences, and motivation through client need. The supervisor should assign a range of activities with multi-levels of involvement, exploration, and testing of theory and self-evaluation. Since this learner can often handle many projects at a time, the supervisor has to be alert when the intellectual-empathic learner is overloaded and becomes overwhelmed to the detriment of optimum learning.

The following chart summarizes learning styles, their characteristics, the supervisor's role and the nature of learning activities.

C. LEARNING PATTERNS AND ROLE OF THE SUPERVISOR

Learning Style	Characteristics	Supervisor Role	Activities
Experiential-empathic	Self focused, intuitive, reflective, early feelings reactivated, fearful of confrontation, authority issues, slow start due to early anxiety	Supportive, reflective, allow ventilation of feelings in case situations, explore basis of client reaction	Learns from reflection on repetitive experiences over time
Doer	Conformer, action-oriented, early dependence upon supervisor's directives, seeks help with procedure, steady progress	Supportive, directive active teaching, provide positive relationship, reinforce feelings of adequacy through accomplishment, encourage identification	Learns from well-planned opportunities, repetitive experiences, careful case selection, concrete services reinforce sense of adequacy
Intellectual-empathetic	Initiative, self-critical, self-mobilizing, conceptualizes, imaginative, readily integrates theory and practice, anticipates	Provide opportunity to test theory before accepting it, reading assignments, explore issues, encourage motivation through client need	Learns from range of activities and levels of involvement, learns from exploring issues and theories with supervisor, testing and self-evaluation

Behavioral Modeling and Shaping. This learning approach is based upon the theoretical assumptions that people learn not just by understanding principles and concepts, but also by observing others behavior (live or on film), getting opportunities for practice, receiving feedback about one's behavior from superiors and peers, and having desired behaviors reinforced. Most students, for example, find it helpful to observe another practitioner in an assessment interview or treatment session prior to doing it alone. The field instructor assist the student in integrating these experiences by exploring: What was the best part of the interview? What was the part the student liked least or the most uncomfortable with? Why was that? What would the student do differently? Observing the student's work gives opportunity for the field instructor to offer suggestions for improvement, to role play particularly difficult learning areas, and to reinforce desired behaviors. These techniques are useful for skill-building and competency building, particularly in those areas where competency-based learning is becoming more and more the norm.

CHAPTER VII

OVERVIEW OF THE EVALUATION PROCESS IN FIELD EDUCATION

A. OVERVIEW

The process of evaluation of student performance in the field is a continuing one which is pursued consciously and actively throughout the program. This process is both informal and ongoing as well as formal and periodic.

On-going evaluation occurs through the individual conferences between the student and field instructor. Formal evaluations occur at two scheduled times during the academic year and are shared verbally and in writing with the school.

All evaluations are expected to be mutual undertakings in which both parties participate with the field instructor carrying final and major responsibility. The evaluation process is an integral part of the teaching-learning experience, and helps determine the extent of the student's progress in relation to expectations, and to plan next steps in his/her education.

Expectations for student performance are organized on the basis of continuity and sequence over the two years of the practicum. Therefore, they are progressive in nature, building on the preceding period. The rate of this progression will vary with the particular individual, but each student should achieve minimum expectations for each semester and should show sustained growth throughout the year.

Basic expectations in each of these five core areas for each of the four semesters have been delineated. Each core area contain particular objectives and behavioral measures that are used to structure the field experience and to evaluate the student's performance. A student must demonstrate an adequate performance/skill in all five areas to pass field.

The following evaluation key is used to rate the students performance.

Evaluation Key

NA - No opportunity to develop this skill in this setting as of yet/or the field instructor does not have evidence needed to make a judgment. Comments are required for each NA grade.

U - Unacceptable: Student shows little evidence of understanding the concept and/or demonstrating the skill.

B. - Beginning Skill Development: Student shows some understanding of the concept and is beginning to recognize in hindsight how it might have been applied in practice situations.

P. - Progressing in Demonstration: Student understands the concept and demonstrates the skill but performance is uneven. Needs time and practice to be more consistent.

Significant Demonstration of Skill Development: Student shows progress in an increased understanding of concepts and demonstrates the skill with greater consistency. Still needs time and practice.

C. - Consistent Demonstration of High Level of skill Development. Understands the concept and demonstrates the skill with consistency.

In the first semester, the expected levels of performance for students are levels B, P (with no more than 50% B's in any core area). In the second semester, a student is expected to perform more consistently at levels P and C (with no more than 25% B's in one core area). The expected level in third semester is B, and P, (with no more than 25% B's in any core area) and in fourth semester between levels P and S with occasional C's.

Each concentration has developed particular objectives that pertain to its own core content in each skills area. These have been integrated into the generalist instrument in third and fourth semester. Further individualization of the evaluation instrument maybe adhered through addition to the objectives in any core area by the field instructor and student, in consultation with the field liaison.

B. LEARNING AGREEMENT

The learning agreement provides each student with the opportunity to participate in the planning of his or her field education experience, clarifying expectations for the student, the field instructor, the preceptor, and the field education coordinator. A structure is thus provided for the field education experience.

In addition to its usefulness in monitoring student's progress during the academic year, the learning agreement will also be used by the student's field instructor in completing the mid-year evaluation and the final evaluation at the end of the academic year. It will also serve as a basis for the two evaluation conferences (one each semester) that the student, the field instructor, and the field education liaison will have in the agency.

The Learning Agreement addresses the five core areas found in the Evaluation Instrument and allows the student to individualize her learning agreement to a degree.

C. MID YEAR EVALUATION

The Mid Year Evaluation, which is completed in the month of December, is the first formal evaluation in field instruction. The purpose of this report is to identify and make a beginning assessment of the student's learning progress in relation to the opportunities provided in field instruction, the tasks delineated, the goals achieved and the expectations during this period. This assessment is made within the context of the basic expectations for field performance plus the special expectations of the foundation year generalist and second year concentration curricula.

The Mid Year Evaluation is tentative rather than a definitive statement about the student's performance. It provides an opportunity to share with the student areas of progress and those needing further work together as of that time. It also provides the student with an opportunity to share with his/her teacher his/her own self-evaluation and his/her reaction to the setting and the teaching. Part of the intent of this process is to strengthen the two way communication and develop a working alliance between the student and field instructor.

The Mid Year Evaluation also calls to the school's attention both the student's areas of competence as well as trouble spots suggesting the need for special attention from the field teacher and, possibly, the liaison. The timing of this evaluation is purposely designed to afford enough time to introduce remedial actions, if necessary.

The Mid Year Evaluation is discussed by the field instructor and student in a specially scheduled evaluation conferences. Responsibility for clarifying the purpose of the evaluation in advance, and

setting up the structure to carry it out, rests with the field instructor. Both parties individually prepare for the conferences by reviewing the teaching-learning experiences to date, reviewing the learning agreement, reviewing the evaluation instrument, reviewing educational recordings, conferences, notes, and any other relevant materials.

The evaluation conference should be a summation of what has gone on in weekly individual conferences and should introduce nothing new. It should focus on an assessment of the student's progress in the five core areas. This progress should be viewed within the framework of the learning experiences available in the agency. From this joint stock-taking should emerge clearer directions and plans for future work together.

The Mid Year Evaluation is written by the field instructor and is a summation of the considered judgments derived from the conference between the student and field instructor. It should also reflect the evaluation conference and should not alter their significance in any way or introduce any new material. It should also spell out the teaching-learning goals for the next period of field instruction.

If the student is working with a preceptor, the evaluation should reflect this experience as well. The field instructor is responsible for facilitating a meeting with the student, the preceptor and herself, to evaluate the student's performance. The field instructor then must incorporate this evaluation into the mid-year student evaluation.

The field instructor completes the Mid-year Evaluation Instrument provided by the school, and uses the narrative sections to clarify, elaborate and personalize the evaluation. The evaluation is accompanied by a grade sheet. The field instructor recommends a grade, however it is the liaison who actually assigns the grade.

Both field instructor and student sign the evaluation that is submitted to the school. The student's signature attests to his/her having read it; it does not necessarily signify approval. If there should be a serious or irreconcilable difference in the two points of view, the student has the option of writing an addendum that should be shared with the field instructor, just as the field instructor shared the evaluation with the student. Both should be submitted to the school, and both filed in the student's record. The evaluation is reviewed by the liaison and filed in the student's record. Special attention is paid to those students with problems indicating the need for some additional or different kind of help. The liaison will use his/her judgment as to how and whether to become involved; whether to meet with the field instructor, with the student, with both or with neither. He/she will, however, be alerted. The student receives a copy of the written evaluation.

D. MID YEAR TELEPHONE CONFERENCE

The mid-year conference occurs in late January or February. This process provides an opportunity to review the experience in the second phase of learning and to delineate plans and goals for the remaining time in field placement. It follows the revision of the learning agreement by the student in January.

The purpose, preparation, focus and content of this evaluation conference are essentially the same as those of the Progress Report. Again, learning achievements needs to be documented in relation to expectations. The foundation year student should have achieved not only the expectations of the first semester, but should be on the way to achieving the expectations of the second semester, or the foundation year. The concentration year student should have achieved not only the expectations of the third semester, but should be on the way to achieving the expectations of the fourth semester which coincides with the awarding of the MSW degree and entry into Social Work practice.

This evaluation is not written into a formal report to be forwarded to the school. It is a verbal assessment and planning conference. The content of the mid-year evaluation is shared with the school through telephone discussions with the liaison. If new or continuing concerns are identified at this time, the liaison may intervene more directly through conferences with the field instructor and/or student.

E. FINAL EVALUATION

The final evaluation conference is scheduled between February and April before the termination of field placement. This conference is an important dynamic in ending the year, and concluding a significant learning-teaching cycle. The student and field instructor review and summarize the experience of the entire year, affirming what knowledge, values and practice skills have been achieved and what level of practice has been attained. For the foundation year student, this enables him to pinpoint the experiences he requires in the concentration year field placement to achieve his objective and to complete school educational requirements. For the concentration year student, this evaluation should help him integrate his total learning, and project his continuing needs for professional growth as he/she enters Social Work practice.

The evaluation conference itself follows the same process as previous formal evaluation conferences. The difference is that this is a review of the field experience of the entire academic year, and constitutes a more comprehensive and definitive assessment of the student's performance.

The written report follows a designated format and includes two parts:

1. A grade sheet.
2. A comprehensive skills evaluation and narrative summary that reflects the shared content of the final evaluation conference. This evaluation covers the same five areas included in the Mid Year Evaluation. In addition, for foundation year students, the narrative summary should include experiences needed by the student in the concentration year of study.

Again, the evaluation document is signed by the field instructor and student; the student receives his own copy; the original is sent to the school to be included in the student's academic file.

For foundation year students, this final evaluation assists in the decision about the field placement assignment for the concentration year. A copy of this evaluation is forwarded to the new concentration year field instructor to aid in early educational planning. For concentration year students, this final evaluation acts as a guide in career planning and professional development.

You can access our evaluations at: <http://sowkweb.usc.edu/academic/fieldforms.html>

CHAPTER VIII

SPECIAL SITUATIONS IN FIELD INSTRUCTION

Academic Progress Evaluation and Review Policy

A. The USC Catalogue cites the following:

Academic Warning and Dismissal of Graduate Students

Faculty advisors and departments take factors other than satisfactory grades and adequate GPAs into consideration in determining a student's qualifications for an advanced degree. A student's overall academic performance, specific skills and aptitudes, and faculty evaluations will be considered in departmental decisions regarding a student's continuation in a master's or doctoral degree program.

Satisfactory progress toward an advanced degree as determined by the faculty is required at all times. Students who fail to make satisfactory progress will be informed by their department or committee chair or school dean. The faculty has the right to recommend at any time after written warning that a student be dismissed from a graduate program for academic reasons or that a student be denied readmission. Procedures on disputed academic evaluations are described in SCampus.

The graduates of the University of Southern California School of Social Work must enter the profession meeting the highest professional and academic standards. As such, the School bears a responsibility to ensure that students meet the standards for acceptable professional and academic performance.

As defined by the School of Social Work, five areas comprise satisfactory professional and academic progress:

- Abiding by the USC Student Conduct Code,
- Abiding by the USC policies regarding academic integrity,
- Maintaining an acceptable cumulative grade point average,
- Acting in accordance with professional ethics, and
- Mastering professional competencies.

Violations of the Student Conduct Code and policies regarding academic integrity are governed by policies outlined in the University SCampus Student Guidebook under University Governance, Academic Policies. A student's ability to maintain an acceptable cumulative grade point average, act in accordance with professional ethics (in accordance with the National Association of Social Workers' Code of Ethics), and master professional competencies is initially governed by the School's procedures for review. Students wishing to appeal must follow procedures in the USC Graduate School in accordance with SCampus Student Guidebook under University Governance, Academic Policies.

Satisfactory professional and academic progress is monitored by the School for all students each semester. A Foundation Year Review is conducted on all students at the completion of Foundation Year courses (including field instruction) to ascertain satisfactory Foundation Year performance. Students are determined to have made satisfactory professional and academic progress at the end of the Foundation Year if:

- 1) They have attained an overall GPA-3.0 or better;" and

2) They have met foundation year competencies in field as indicated by the Final Foundation Year Field Evaluation. Students with satisfactory field performances have performed at least a level B (Beginning Skill Level Development) on all behavior measures, and above a B level on at least 75% of the behavioral measures in any one of the core areas.

3) They have acted in accordance with Professional Ethics including compliance with the NASW Code of Ethics as indicated by the Final Foundation Year Field Evaluation and classroom requirements.

Students who do not meet satisfactory professional or academic performance requirements at the end of Foundation Year are notified and are subject to the School's Student Review Process. These students will receive a letter scheduling them for a Level III review. The goal of the level III review is to remediate any deficits no later than the end of the first semester of the Concentration Year.

B. Student Review Process

To ensure the integrity of the academic process, every effort shall be made to ensure a fair, just and expeditious review process. This document represents the official professional and academic review process for the School of Social Work.

The Review Process can be initiated by a faculty member regarding grades in a course; field work evaluation; project, examination or other assignment. The Assistant Dean of Field Instruction or the Assistant Dean of Student Affairs can initiate a review in cases when a student has not met satisfactory professional or academic performance requirements. Several levels of review are initiated based on the type and severity of the student issue. Very serious breaches of professional standards including violations of the NASW Code of Ethics are subject to an immediate Level III review and may be grounds for immediate dismissal from the program.

In cases when a student review and/or appeal will be convened, the School of Social Work has charged the Office of Student Affairs to inform students in advance of their rights and responsibilities, and provide information and clarification on the professional and academic review process.

Types of Review:

Level I: If a problem is identified with student grades, professional ethics, and/ or professional competencies, the individual academic faculty or field instructor will meet with the student.

Level II: If the problem with student grades, professional ethics, and/ or professional competencies persists, the individual academic faculty or field instructor and the academic advisor or field liaison will meet with the student.

Level III: If the problem with student grades, professional ethics, professional competencies is still not resolved, the Assistant Dean of Field Instruction (in cases related to fieldwork), or the Assistant Dean for Student Affairs (in cases related to coursework) and the advisor will meet with the student.

Level III reviews are also held when students do not meet satisfactory professional or academic performance requirements at the end of Foundation Year and will include both the Assistant Dean of Field Instruction and the Assistant Dean for Student Affairs.

After a Level III review, the student will receive a written warning from the Assistant Dean of Student Affairs or Field Instruction, whichever is appropriate, (with a copy to the faculty advisor, and a copy to the student's file) that failure to make satisfactory academic progress could result in dismissal from the graduate program for academic reasons. This written warning will include the School's expectations on the length of time by which improvement must be made and the specifics of academic outcomes to be expected.

Students who have been identified during the Foundation Year Review as not meeting satisfactory professional or academic performance will receive a written warning after their Level III Review. In these cases the expectations for improved performance must be met no later than the end of the first semester of the Concentration Year.

C. Students Appeals Process

In compliance with the academic policies outlined in the University SCampus Student Guidebook under University Governance, Academic Policies, the School of Social Work has two levels of appeal for disputed evaluation after the instructor: 1) Dean and 2) Office of the Provost. In the School of Social Work, appeals to the Dean will be handled by the Dean's Student Appeals Panel.

D. Dean's Student Appeals Panel

Students wishing to appeal to the Dean's Student Appeals Panel must submit to the Assistant Dean for Student Affairs a detailed narrative explaining the reason(s) for the appeal. The student should also outline the outcome/resolution that he or she is seeking.

The Student Appeals Panel is chaired by the Dean or the Dean's designee, normally the Associate Dean for Academic and Student Affairs. This appeals panel shall hold a hearing. Only panel members will participate in deliberations. The Panel will consist of two faculty members of the School of Social Work, who have been uninvolved in the review process; a faculty member from another academic unit; a student representative; and a faculty member of the student's choice. In addition, the Assistant Dean for Student Affairs and the Assistant Dean for Field instruction should attend.

A written decision will be sent to the student after the Dean's Student Appeals Panel decision. Normally the decision should be sent to the student within approximately fifteen (15) days after the hearing. This time may be extended if necessary. The student should be informed in writing if the decision is delayed. Members of the Appeal Panel shall not discuss the case with persons who are not members of the panel.

E. Student Appeal to the Graduate School

If the student is dissatisfied with the decision of the Student Appeal Panel SCampus specifies that the student may then appeal to the Office of the Provost for Academic Year 2006-2007. That appeal should be sent to the Associate Vice Provost for Graduate Programs in the Graduate School.

F. Strike Policy

The Field Education Department's policy regarding student field placements and strikes/work actions is based on principles of educational integrity, and focuses on how educational expectations, goals and objectives can be met and maintained. The interest of the students educational experience rather than the merits of any given strike or work action are of primary consideration. It is the Department's belief that a strike bound agency is not able to provide a climate conducive to a sound educational experience.

If an agency is in a bona fide strike situation prior to the beginning of the field work placement period, no students will be placed for field work in that agency for that academic year. If the agency reaches resolution of the strike situation at some point during the academic year, the agency may be used for a mid-year placement depending on re-assessment of the agency and its ability to meet the learning and educational expectations of the department. This assessment will be completed by one of the field faculty.

If a strike or work action situation occurs in an agency where students are in placement during the course of the academic year. These options may be considered:

1. The student may request not to remain in the placement agency during the period of the strike or work action. The student will be supported in this decision by the department, and will suffer no academic consequences. The field hours missed during the strike period will need to be made up by the student during the regular semester, break periods, or in an extended placement through May/June of the academic year. A plan for missed hours make up will be developed by the student's field faculty liaison in consultation with the Assistant Dean for Field Education, the student and the field instructor.
2. The student may request to remain in the placement setting during the period of strike or work action. This option will be available **only** when the Department can be sure that the educational integrity of the field work placement can be maintained. This means that the supervisory requirements, caseload requirements and other expectations of field work can be consistently met by the agency during the strike or work action period and that there is no danger to the student. Students wishing to remain in the agency must discuss this plan with the field faculty liaison who will verify the agency's ability to provide appropriate supervision and educational experiences. The student will be supported in this decision, and will suffer no academic consequences.

If a strike or work action continues beyond a three week period, a reassessment of the ability of the agency to provide the appropriate supervision and educational experiences will be made by the Field Faculty Liaison. If the agency is found not able to meet the educational requirements of the field department, the student may be relocated to another agency site until the strike or work action have been resolved, and/or until the agency is able to provide the appropriate educational activities; or the student may be replaced.

It is expected that field seminars will devote time and attention to issues around strikes, work actions, and the subsequent professional dilemmas surrounding these situations. In all cases, it is the responsibility of the field department to meet with students who are confronted with a potential or actual strike situation in order to assist the student in developing a clear understanding of the relevant issues in regard to the strike, and an understanding of the implications of the strike for the student's field education experience. Issues around responsibility to clients during strike situations will also be discussed in field seminars or in special departmental meetings with students.

CHAPTER IX

PROCESS RECORDINGS

A minimum of one written process recording per week is required from every student in field. The Field Instructor and/or Field Liaison may require additional recordings any time during the course of field placement. Recordings made from audio and/or videotapes may be included as part of the student's required process recording. It is expected that students will start writing process recordings the second week of placement. **If a student does not have an assigned client by the second week, it is expected that he/she will do a process recording from an observation of a client session.** Students are expected to keep a folder that is current with all their process recordings, the field liaison may ask to review these recordings at any time. **In order to pass field students must have a minimum of 80% of the process recordings required.** Fall semester requires is a minimum of (12) recordings completed and Spring semester is a minimum of (11) recordings completed throughout the semester.

Recording is a written description of dynamic interaction that has taken place in the interview – an analysis of observations and reactions.

A. Value of Written Recordings

1. Gives reality to concepts which might otherwise seem academic -- i.e. resistance, denial, depression.
2. Requires that you rethink each interview consciously. This provides a direction and structural framework for the supervisory conference.
3. Your supervisor can more quickly assess progress as well as difficulties.
4. In writing you bring together your thinking and doing. You can stand back and look at (and process) what has happened i.e. clues given and missed, response of client to your method, etc.
5. Recording is a mirror for self awareness provides a picture of your self as a worker.

B. Principles of Learning from Recordings

1. The student should learn something from every recording.
2. It should be case learning, not case review.
3. Learning should be pro-active, not merely re-active.
4. Learning should deal with themes and patterns rather than specific isolated points.
5. Learning should be selective and focused.
6. Learning should occur in both the particular and general levels.
7. Learning should be progressive and sequential.
8. Learning should be geared to strengths as well as problems.
9. The student should be an active participant in the education process.
10. Learning should employ a range of methodologies.

Students are asked to identify feelings in their recordings. The following vocabulary of feelings is designed to help students in this process.

The Vocabulary of Feelings

LEVELS OF INTENSITY	HAPPY	CARING	DEPRESSED	INADEQUATE	FEARFUL	CONFUSED	HURT	ANGRY	LONELY	GUILT-SHAME
STRONG	thrilled	tenderness	desolate	worthless	terrified	bewildered	crushed	furios	isolated	unforgiving
	on cloud nine	toward	dejected	good for nothing	frightened	puzzled	destroyed	enraged	abandoned	humiliate
	ecstatic	affection for	hopeless	washed up	intimidated	baffled	ruined	seething	all along	disgraced
	overjoyed	captivated by	alienated	powerless	horrified	perplexed	degraded	outraged	forsaken	horrible
	excited	attached to	depressed	helpless	desperate	trapped	pain(ed)	infuriated	cut off	mortified
	elated	devoted to	gloomy	impotent	panicky	confounded	wounded	burned up		exposed
	sensational	adoration	dismal	crippled	terror-stricken	in a dilemma	devastated	pissed off		
	exhilarated	loving	bleak	inferior	stage fright	befuddled	tortured	fighting		
	fantastic	infatuated	in despair	emasculated	dread	in a quandary	disgraced	mad		
	terrific	enamored	empty	useless	vulnerable	full of questions	humiliated	nauseated		
	on top of the world	cherish	barren	finished	paralyzed	confused	anguished	violent		
	turned on	idolize	grieved	like a failure			at the mercy of	indignant		
	euphoric	worship	grief				cast off	hatred		
	enthusiastic		despair				forsaken	bitter		
	delighted		grim				rejected	galled		
	marvelous						discarded	vengeful		
	great							hateful		
MODERATE	cheerful	caring	distressed	inadequate	afraid	mixed-up	hurt	resentful	lonely	ashamed
	light-hearted	fond of	upset	whipped	scared	disorganized	belittled	irritate	alienated	guilty
	happy	respectful	downcast	defeated	fearful	foggy	shot down	hostile	estranged	remorseful
	serene	admiration	sorrowful	incompetent	apprehensive	troubled	overlooked	annoyed	remote	crummy
	wonderful	concern for	demoralized	inept	jumpy	adrift	abused	upset with	alone	to blame
	up	hold dear	discouraged	overwhelmed	shaky	lost	depreciated	agitated	apart from others	lost face
	aglow	pride	miserable	ineffective	threatened	at loose ends	criticized	mad	isolated from others	demeaned
	glowing	taken with	pessimistic	lacking	distrustful	going around in circles	defamed	aggravated		
	in high spirits	turned on	tearful	deficient	risky	disconcerted	censured	offended		
	jovial	trust	weepy	unable	alarmed	frustrated	discredited	antagonistic		
	riding high	close	rotten	incapable	butterflies	flustered	disparaged	exasperated		
	elevated		awful	small	awkward	in a blind	laughed at	belligerent		
	rest		horrible	insignificant	defensive	ambivalent	maligned	mean		
			terrible	like		disturbed	mistreated	vexed		
			blue	unfit		helpless	ridiculed	spiteful		
			lost	unimportant		embroiled	devaluated	vindictive		
			melancholy	incomplete			scorned			
			no good			mucked				
			immobilized			scoffed at				
						used				
						exploited				
						slammed				
						slandered				
						impugned				

STRUCTURE FOR RECORDINGS

1. Purpose of Session:
Statement of the purpose that is concise, clear and specific in relation to the actual session.
 - a) relatedness between this session, and the previous session(s); and
 - b) relate purpose to the particular function of the agency, and the client's capacity and motivation to utilize the services.
2. Content:
 - a) using the process recording outline form (next page), record one significant exchange in the beginning, in the middle, and at the end of the interview.
3. Impression/Assessment:
Your impressions starting with facts about expanding into a theoretical context.
 - a) what did you observe throughout the session -- behavior and affect;
 - b) was the behavior/affect appropriate, explain;
 - c) how does this behavior/affect fit with what you know about the client's past behavior/affect and
 - d) identify the major themes/issues that emerged.
4. Identify the Major Themes/Issues that Emerged:
 - a) patterns observed in client;
 - b) theoretical/practice connections you notice; and
 - c) defense mechanisms observed in client.
5. Interventions:
 - a) choose two significant interventions;
 - b) what was your impression of your effectiveness;
 - c) describe any areas of concern or discomfort raised for you during this particular intervention; and
 - d) what would you change, if anything.
6. Professional Use of Self:
Describe your role in the session, paying particular attention to:
 - a) your body language;
 - b) your feelings/values (did they help or hinder the process); and
 - c) how did you handle/deal with your own feelings.
7. Plan:
 - a) brief statement of your plans for next session; and
 - b) long range goals that you perceive are relevant for this client.
8. Issues, Questions or Problems:
 - a) indicate areas your want to discuss/explore in supervision; and
 - b) include value dilemmas, counter-transference issues, diversity issues.

Process Recording Outline

The following paragraphs provide an explanation of each item that appears in section II of the process recording outline.

INTERVIEW CONTENT: Record in this section, using a dialogue format, significant ongoing exchanges that you thought were important in your interaction with the client(s).

DESCRIBE CLIENTS FEELINGS/AFFECT: Record how you perceived the client(s) was feeling moment-to-moment as the activity or verbal interchange was taking place.

DESCRIBE YOUR GUT LEVEL FEELINGS: Record how you were feeling as the activity or verbal interchange was taking place. Do not use this column to analyze the client's reactions -use it to identify and look at your feelings. Be as open and honest as you can and don't worry about having to use any special professional language-tell it as you feel it.

WHAT INTERVIEWING SKILLS DID YOU USE DURING THIS INTERACTION: Label the interviewing skills you used in your interaction with the client(s) (e.g. exploration, summarization, clarification, etc...). See the Wisconsin Guide Section III in your field manual as a reference.

SUPERVISORY COMMENTS: The supervisor will use this section to provide written commentary and feedback on your interactions with the client(s) in order to help you move towards greater proficiency in your knowledge, skills, and planning.

III. IMPRESSIONS/ASSESSMENT:

A. Identify presenting issues. Include clients' cognitions (basic beliefs about self, others, and the world), and the impact those had on you.

B. Describe the clients' affect and behaviors and what effect they had on you. _____

C. Identify any recurring themes and patterns if applicable. _____

D. What cultural factors were you aware of during the interaction? How did these factors influence the session? _____

IV. INTERVENTIONS:

A. Describe how at least one of your interventions was effective/not effective to the needs of the client(s). _____

B. What would you change and why? _____

V. PROFESSIONAL USE OF SELF:

A. How did you use your own body language, space, and voice? _____

B. Describe your own feelings and how they impacted the interview process and client(s). _____

VI. Issues, Questions, or Problems: List questions for supervisory discussion.

VII. Plan (complete in supervision): Make plans with supervisor regarding future contact(s) and intervention(s) with client(s).

III. IMPRESSIONS/ASSESSMENT:

- A. How did the client present appearance, behavior and affect? _____

- B. What did you observe throughout the session, recurring issues, themes, behavior, affect? _____

- C. Was the clients behavior and affect appropriate? _____

- D. How does the client's behavior and affect observed in this session fit with their previous behavior and affect? _____

IV. INTERVENTIONS: (choose two interventions you made that you felt were significant and that you would like to discuss)

- A. Identify/describe: _____

- B. What was your impression of their effectiveness; and why? _____

- C. What would you change and why? _____

V. PROFESSIONAL USE OF SELF:

A. How did you observe and use body language, space/voice? _____

B. What was your own feelings: _____

C. Examine your own feelings, how aware were you of them during the session; how did you deal with these feelings, and how did they impact your work with your client? _____

VI. PLAN: Brief statement of your plans for the next session, identify short term and long term goals that you and your client have developed.

VII. ISSUES QUESTIONS OR PROBLEMS: Identify at least two areas to explore in supervision. These may include diversity, value dilemmas, counter-transfer, questions regarding alternative interventions, strategies etc. _____

Process Recording for Groups

- I. Identify Data:
 - Student Name:
 - Group Name:
 - Date:
 - Time:
 - Place:
 - Session Number:

- II. Group Members Present:
 - Code/ID:
 - Age:
 - Gender:
 - Ethnicity:
 - Reason for being in group:
 - Group members absent & why?

- III. Are you the leader or co-leader?

- VI. Describe purpose of group session and any planned activities.

- V. Group As a Whole:
How did the group session start? Describe significant events, occurrences, behaviors, changes or shifts during the session. How did the group session end? Summarize the content of this session.

- VI. Group Themes:
What patterns kept repeating in different ways?

- VII. Emotional Tone of the Group:
Describe the positive and negative responses to the group process, quality of affect of group members.

- VIII. Interventions of Worker:
Describe two interventions you made and why?

- IX. Analysis and Assessment:
How would you evaluate the group at this point? What changes have you observed in the group? Consider objectives, norms, functions, controls, rewards, needs, defense, communication, phases of development.

- X. Summary of Individual Participation:
List the participants and briefly summarize their individual contributions and changes in this session. Consider the individual's goals.

- XI. Summary and Future Plans:
Summarize the inter-relatedness of this and previous sessions. What needs to be considered for the next session?

This form can be used as an alternate of supplemental recording instrument.

PRACTITIONER SELF-ASSESSMENT FORM

1. How long did the interview last? _____

2. Do you feel the interview was:

A. Too short

B. Too long

C. Just about right

If you checked A or B, explain what factors contributed to the interview being too short or too long. Who contributed most to this? What could have been done to overcome this?

3. Did the interview have a focus? Yes No

If yes, what was the focus? _____

If no, what prevented a focus being developed? What could have been done to focus the interview more? _____

4. Do you feel the client or patient got what he, she, or they came for?

Yes No

If yes, what did he, or she, or they get? _____

If no, what prevented them getting what they came for? _____

5. Did the interview have a flow or interaction or continuity?

Yes No

If yes, generally describe this flow and how it was achieved.

If no, what prevented flow and continuity? _____

6. Describe generally how you felt *prior* to the interview. _____

7. Describe generally how you felt *during* the interview. _____

8. Describe generally how you felt *after* the interview. _____

9. Describe your behaviors during the interview you felt good about. _____

10. Describe *patient* behaviors during the interview you felt good about.

11. Describe your behavior during the interview you felt bad about.

12. Describe patient behaviors during the interview you felt bad about.

13. Are there any gestures or behaviors on your part that you are aware of that detracted from the communication process? _____
14. Are there any gestures or behaviors on the part of the patient(s) that you are aware of that detracted from the communication process? _____
15. Are there any gestures or behaviors on the part of the patient(s) that you are aware of that enhanced the communication process? _____
16. Are there any gestures or behaviors on the part of the patient(s) that you are aware of that enhanced the communication process? _____
17. Are there any problems associated with this interview you would like help with?

18. Now that you have had time to think about it, what would you have done differently in this interview if you could do it over? _____
19. Based on what you know now, what are your plans for the next interview?

EDUCATIONALLY BASED MEETING RECORDING

Name: _____

Field Instructor: _____

Agency: _____

Name of Group that is meeting: _____

Purpose of meeting
Please attach an Agenda

A. Expectations prior to the meeting

1. What are the goals (stated and unstated) of the meeting? How were they derived?
2. Do you expect that these goals will be met?
3. What role do you expect to play during the meeting?

B. Meeting description and dynamics

1. Describe the role of the Chairperson(s).
2. Briefly describe the main topics discussed.
3. What decisions were made or actions taken during the meeting?
4. What future plans were made?
5. a) How did the meeting close?
b) Did the meeting end on time? Yes No
c) Duration of meeting: _____

C. Analysis

1. Describe the decision making process of the group.
2. Evaluate the leadership roles and styles in the group.
3. Describe the patterns of interaction (e.g., was communication open? were cliques formed? what was the general atmosphere?)
4. Were the goals you listed in Part A. No. 1 met? If they were not, why were they not met?
5. Did you play the role you expected to play? If you did not, explain further.