**FORM H**

**SUGGESTED FIELD LEARNING EXPERIENCES**

Field Instruction assignments create a structured learning experience conducive to acquiring professional competence. All assignments should increase the student’s competence, independent functioning, and development of a professional identity.

Each field agency/school placement offers a unique opportunity to experience the many facets of social work practice. Client population, staff expertise, and services provided will vary from agency/school to agency/school. However, in order to acquire the CSWE mandated competencies certain categories of experience and the related assignments must be available in the practicum and must be specified in the learning contract.

**The required categories of practicum experience are:**

Orientation to the agency/school — includes introduction to staff, facility, office procedures, information management system, agency/school mission, funding, table of organization, service programs, client demographics, policies and procedures including safety guidelines, practice methods, agency/school’s place in the social service network, etc.

Behaving professionally - includes maintaining confidentiality, managing professional boundaries, working diligently, being reliable, presenting a professional demeanor, dressing appropriately, attending all scheduled meeting etc. (EPAS 1 B3)

Practicing ethically – includes gaining clients’ informed consent, full disclosure, explaining the limits to confidentiality, obtaining signed releases of information, managing person and professional boundaries, mandatory reporting, etc. (EPAS 1 B 1 & B3)

Responding with cultural competence to diverse clients – includes assessing one’s responses to diverse clients, educating oneself about the clients’ experience, and developing helpful responses to clients. (EPAS 2 B1)

Applying the primary practice approach(es) of the agency/school – includes identifying the approach(es) used, observing/shadowing staff using the approach with clients, using the approach with clients under supervision. (EPAS 4 B1)

Completing the stages of the casework/problem solving process (i.e., intake/engagement, assessment, case planning, intervention, monitoring, evaluation, termination, and follow up) as conducted in the practicum agency/school. (EPAS 7 B3)

Writing professionally — includes all required documents (e.g., assessments, case plans, case notes and summaries, referral letters, court reports). (EPAS 1 B3)

Developing interviewing skills with clients — includes reflection, clarification, confrontation, reframing, etc. Observation, and tape-recorded sessions provide the field instructor with data to aid students in further developing interviewing skill. (EPAS 1 B3 and EPAS 6 B2)

Advocating for the best interests of clients – includes presenting a compassionate and fact-based understanding of client circumstances and needs to the field instructor and other agency/school staff; intervening on behalf of clients with doctors, schools, other agencies, etc.; suggesting changes in agency/school policy. (EPAS 1 B3, EPAS 3 B2, and EPAS 8 B4)

Reading and evaluating professional/research literature relevant to the practicum – includes reading material assigned by the field instructor or faculty liaison, locating and reading relevant professional literature, discussing the usefulness of the information for practice in the agency/school. (EPAS 4 B2 & B3)

Participating in weekly and ad hoc supervision and consultation on practicum assignments including behaving professionally. Learning to use the supervisory relationship effectively is central to the student’s professional development. (EPAS 1 B4)

Mezzo and macro practice — includes observation/participation in staff meetings, funding hearings, public relations functions, budget planning, grant writing or reading grants already funded, lobbying efforts, board meetings, contracting requirements, etc. (EPAS 5 B1 & B2, EPAS 8 B3)

Group practice — includes observation, participation, co-facilitation, and sole facilitation of psycho-educational and support groups; observation and participation in agency/school task groups including case staffings; and community task groups. (EPAS 6 B1, EPAS 8 B1 & B5)

Engaging community resource for clients — includes orientation to the local community social service network including the specific services provided by each agency/school and identifying any gaps in service; identifying the field agency/school’s role in the community, telephone contacts with other agencies providing support services to clients; scheduled visits to key agencies with whom linkage for clients is most common; learning procedures for effective referrals; negotiating services for clients. (EPAS 3 B2, EPAS 8 B3)

Policy- includes becoming knowledgeable on the particular policies that impact provision of services in the agency. Review of policies related to practice setting, participating in lobbying and policy advocacy efforts at the local-federal levels, understanding major social problems currently affecting vulnerable populations in the U.S., articulating how political power can bring about social change and developing and implementing a political strategy in the legislative, community, and agency setting. (EPAS 5 B1,B2, & B3)

**Specific tasks to assist students in accomplishing his or her learning objectives (in no particular order):**

1. Read about the dynamics of human behavior, specific casework skills, group work skills, organizational theory, presenting problems of clients served by the field placement setting, or other related subjects.
2. Complete all aspects of the agency/school’s orientation, such as reviewing manuals, personnel policies, agency/school structure.
3. Read Illinois Mental Health and Development Disabilities Confidentiality Act.
4. Read Illinois Abused and Neglected Child Reporting Act (ANCRA) and the Illinois Elder Abuse Act.
5. Read professional literature on the agency/school’s practice model(s)
6. Watch other professional use this practice model (ie: in person, DVD, video/audiotapes)
7. Understand and demonstrate ability to complete the following with clients:

* Restrictions on sharing confidential information.
* Confidentiality and limits to confidentiality
* Duty to warn
* Full disclosure
* Release of information
* Informed consent
* Protection of confidential records
* Collateral contacts
* Rights and responsibilities of clients
* Grievance process

1. Observe your field instructor or other professionals conducting an interview.
2. Attend a meeting and take notes for supervisory discussion. For example, students might attend agency/school board meetings, staff meetings, public or legislative hearings, interdisciplinary meetings, or meetings of community groups and professional organizations.
3. Spend time at your agency at night, on a weekend, or at other “off-hours” to see what goes on then. This is especially pertinent in settings and programs that are active beyond “regular” working hours.
4. Observe interviews with persons applying for social work positions in the agency/school.
5. Attend interdisciplinary conferences and case presentations as an observer or participant.
6. Sit quietly in an intake or waiting room area and observe the atmosphere, conversation and behaviors or persons entering the service delivery system as well as of those who serve them.
7. Take a walk or “ride along” through the neighborhoods where your clients live.
8. Visit providers, agencies and service delivery systems in the local community.
9. Talk with the personnel from other agencies/schools to learn about the services provided, agency/school eligibility requirements, hours of operation etc.
10. Develop relationships with other state-wide providers.
11. Attend a court hearing pertaining to mental competency and guardianship, a client’s criminal activity, a divorce proceeding, or a client’s effort to obtain custody of minor children.
12. Go through the service delivery system as if a client. The student might go through intake or the hospital admission process or apply for unemployment benefits. In order for the experience to be real, the student should not be identified as such, though agency/school administrators may be contacted and prior approval obtained for “sending a student through your intake system sometime in the next month.” A modified version of this would be to have the student accompany a client who is going through the system.
13. Attend professional workshops, seminars, and lectures in the community, using field placement time.
14. Team up with another student to service the same client jointly.
15. Observe, co-lead and solo lead a group such as a play therapy group, a social skills group, a psycho-educational group.
16. Conduct interviews with clients and provide direct counseling services.
17. Follow HIPAA and agency/school documentation guidelines when:

* Reviewing case records and agency/school reports (both open and closed cases).
* Completing a case note for review and feedback.
* Completing an intake for review and feedback.
* Completing an assessment for review and feedback.
* Completing a case plan for review and feedback.
* Completing a new client intake form.
* Completing case/progress notes.
* Completing client assessments/evaluations.
* Completing case plans.
* Completing progress reports.
* Completing discharge reports.
* Completing a transition plan.
* Writing trauma focused strength based service plans.
* Completing a Medicaid note, Assessment and Treatment Plan.

1. Make home visits to observe family dynamics.
2. Carry a beeper or cell phone. A supervisor or senior staff member must be available as a backup person for the student.
3. Complete a multidimensional assessment on a specific case.
4. Role-play with the field instructor or others to try out new skills and techniques.
5. Carry a caseload, from intake to termination (or its equivalent).
6. Participate in group or peer supervision.
7. Explain his/her professional role to others as part of his/her contacts with members of other disciplines, orienting clients to the role of the social worker, or doing public relations for the agency/school.
8. Participate in orienting new students or staff to the agency/school.
9. Stay abreast of current events, the political climate on the local, state and federal levels. Discuss significant events with supervisors.
10. Keep a daily log of experiences in field and reactions to them.
11. Keep statistical reports as required of agency/school staff.
12. Participate in the ISU Internship Fair and Panel, as a representative of the agency/school.
13. Become familiar with the variety of assessment tools used in your agency/school. Complete an assessment (or mock) using these tools.
14. Interview upper-level administrators and supervisors to acquire specific information about the program and their roles.
15. Interview individuals who have received services from the program to assess their responses to the experience. The student might design her own questionnaire and method of administration or use an existing instrument.
16. Serve as a member or observer of the system’s peer review, quality control, or audit process. The student can participate in interdisciplinary and/or in-house reviews of case records, medical charts, or program activity. His or her own cases might also be pulled for review and findings shared with the student.
17. Assist in writing a portion of the program’s policy and procedure manual.
18. Write a summative report for the administrator of the program.
19. Work with the program administrator to gather information for and prepare an annual budget.
20. Join and participate in local/national professional organizations (i.e., NASW, PFLAG, NAACP). The student might attend as an observer at a meeting of an organization that does not grant membership to students (such as the Society for Hospital Social Work Directors).
21. Participate (or assume a leadership role) on a committee to plan a major workshop/event, sponsored by the student’s field placement setting.
22. Plan and conduct an in-service training session or course. This could be done for agency/school staff, for fellow students or for members of another discipline or a special classification of agency/school staff (i.e., clerical workers, case aides, or associates).
23. Attend in-service training in agency/school and/or community (specifics to be added when identified).
24. Identify own biases when working with clients.
25. Model appropriate language, behaviors, actions and cultural practices.
26. Attend NASW’s Advocacy Day
27. Participate in the undergraduate or graduate research symposiums.
28. Research interventions used in your agency/school. Prepare a summary of your findings for your field instructor.
29. Learn the appropriate acronyms used within the agency/school setting.
30. Complete reading in areas needing improvement (specifics to be added when identified).
31. Complete reading on topics of special interest (specifics to be added when identified).
32. Determine the need and desires of the target group.

* Arranging for films and guest speakers who actually do the training.
* Teaching content that someone else has prepared, using the suggested format for presentation.
* Teaching someone else’s material but developing one’s own method for presenting it dynamically.
* Researching and developing one’s own content material and instructional methodology.
* Teaching not just to impart facts but also to bring about attitudinal change.
* Assessing the effectiveness of the training and providing follow-up training as needed.

1. Help set up a computerized data system (or learn how to use an existing program).
2. Assist in the development and updating of the web site for your agency/school.
3. Explain the advocacy process and procedures to clients.
4. Teach clients about self-advocacy skills.
5. Review the DSM 5 and discuss implications of a diagnosis with supervisor.
6. Share all pertinent information with receiving agencies to ensure proper placements.
7. Identify new resources or untapped resources.
8. Make transportation linkage for home visits that will occur during intervention or post-discharge.
9. Develop a bill (in cooperation with appropriate others) for presentation to a local, state, or national lawmaking body and perhaps even be present to lobby for its passage.
10. Plan, lead, and conduct a fund-raising activity.
11. Prepare a section of a grant proposal.
12. Be a supervisor for a period of time.
13. Become familiar with the licensing and certification requirements for Illinois (or where ever the student plans to practice)
14. Serve as a consultant to an individual, a group, or a program. This must concern an area in which the student has significant experience and knowledge.
15. Process – record an individual interview, group session, committee meeting, supervisory conference, or telephone contact with a community resource.
16. Participate in a one-way mirror observation, either as an observer or as the “subject.”
17. Tape/video-record an interaction or experience for later review and discussion with the field instructor.
18. Seek consultation and feedback from others as needed.
19. Attend scheduled supervision and always come prepared with an agenda.
20. Be observed by another student during a conference with the field instructor (or by any other significant individual) and receive feedback designed to increase self-awareness.
21. Write one’s own performance evaluation. Identify strength and areas needing improvement. (This cannot serve as the student’s final evaluation but can be used as a learning experience.)
22. Prepare an evaluation of the field placement experience and the supervision received.

1. Design and/or implement a mechanism for evaluating the effectiveness of something the student does.
2. Complete an agency/school performance evaluation at the beginning and at the end of the practicum.
3. Additional assignments of particular interest to a student can be incorporated into the student’s *Integrated Practicum Learning Contract and Evaluation* at any time during the placement.