

THE FIELD EDUCATION EXPERIENCE: UNDERGRADUATE SENIORS & FOUNDATION YEAR MSW STUDENTS

Objectives and Guidelines

The 16 hours/week foundation field experience is a generalist one intended to support what students are learning in the classroom. Students gain practice experience with individuals, families, groups, communities and organizations using a range of intervention modalities. Working with diverse populations, students are expected to work toward addressing problems of racism, sexism, homophobia and any other forms of oppression affecting the wellbeing of their clients.

Concurrent with the practicum, the weekly Integrative Seminar provides a forum for students to integrate foundation year social work course content and field work experience through various activities, including seminar discussion, assignments utilizing agency-based case examples, and role play.

In the practicum, students acquire knowledge and skills related to the generic social work processes for planned change, including relationship building, problem identification, assessment, goal setting, contracting, intervention, evaluation, and termination. To broaden this traditional theory and practice framework, a risk and resilience (strengths) paradigm, culturally competent practice with diverse and at risk populations, and social work values are integrated with the social work processes. Students learn to apply explanatory theories to assessment of client problems, and apply to practice models to their intervention with clients.

Students gain knowledge and skills related to macro practice, including theory and practice in social action, social planning, community development, organization maintenance, small groups, and social change. In social work interventions with small groups and organizations, students master the appropriate theories as well as skills associated with group, organizational, and community interventions.

Throughout this part of the curriculum, issues related to social work values and ethics, diversity, social and economic justice, populations at risk, human behavior and the social environment, social welfare policy and services, practice, and research are examined within the context of the student's field practicum. Consistent with social work values, all students seek to respect differences in the needs, attitudes, and behaviors of diverse populations.

Students learn to practice professional social work in a manner consistent with the *NASW Code of Ethics*, including the ability to identify and analyze the difference between professional and personal values, and how these may impact upon practice effectiveness.

Learning Experiences for Undergraduate Seniors & Foundation Year MSW Students

I. Work with Individuals

Each student should have the opportunity to work with individuals to enhance their social functioning, or, in some way address the interactions, relationships and interdependence between the individual and other social systems. Some of the student's work should involve working with an individual going through a change process that alters his/her conditions in life.

The kind of work (e.g. case management, counseling, intakes, assessments) and length of treatment will vary depending on the setting.

II. Work with Families

The student should be able to demonstrate an understanding of the concepts of family functioning. The student should gain an understanding of the nature of transactions within a family, and also between the family and the community, and the family and the agency. Although many students will not work directly with families, they should be able to gain an understanding of clients' family functioning through interviews, observation and supervisory discussion.

III. Work with Groups

Students should be able to identify formal and informal groups, therapy- or treatment-oriented groups, task groups, etc. Students should have the experience of either observing or co-leading a group as part of the internship experience.

IV. Community Experience

A critical part of the internship experience is gaining an understanding of the agency in its larger community context. This includes understanding the role of the agency within the larger community, its fit with other service providers, its funding sources, relevant public policies, etc. Students are expected to have some community experience. In the spring semester, MSW students are required to complete a macro assignment, developed in consultation with the field instructor and summarized in a paper submitted to the Integrative Seminar instructor. For example, they may elect to work with a client group to address particular issues; to form a group to lobby/advocate on an issue; to organize a community project, or to develop a community-related publication.

V. Variations in Social Work Roles

It is expected that each student will have an opportunity to either assume or discuss with the field instructor or other agency member most of the social work roles listed below:

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|---------------------------|---------------|
| 1. Resource Leader | 6. Role Model |
| 2. Organizer | 7. Educator |
| 3. Advocate | 8. Counselor |
| 4. Environmental Modifier | 9. Enabler |
| 5. Problem Solver | 10. Clinician |

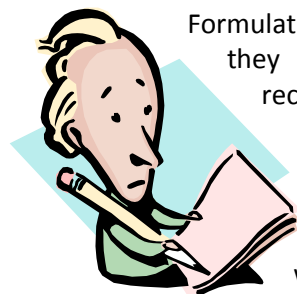
Techniques that may be helpful to social work interns

ACTIVITIES AND PROGRAMS	Getting the client involved in actions that are therapeutic. The client and worker may be involved together in the activities, or the activities may be selected for client participation alone.
ADVICE GIVING	Direct verbal guidance, offering a course of action. Caution: Be sensitive to the client's role in decision-making.
AUDIO-VISUAL	Aids to provide client with feedback on actual situation or role rehearsal situation.
CLARIFICATION AND INSIGHT	Laying things out in a systematic way which allows

	the client to gain understanding of self, a process of organized introspection. Caution: The process of clarification is a mutual one, so that insights gained reflect factual or agreed upon happenings, should not be worker deduced and client imposed.
CONFLICT	Act of introducing in a deliberate way differences in ideas or perceptions between the client and worker, create conflict to bring about reality testing, insight, and action on the part of the client. Caution: Must be careful not to put client off and gauge the introduction of conflict in keeping with what the client can handle. In order for the techniques of conflict or confrontation to be growth promoting they must be used with care, timing being a crucial variable and the strength of the relationship being another important variable.
CONFRONTATION	Bringing important issues into the open, heretofore not dealt with due to denial, contradictions, etc. Caution: May be too threatening to the client, resulting in a sense of rejection.
DEMONSTRATION	Showing the client by actions what is expected or suggested, explicit teaching.
EXPLORATION	Probing or discussion of situation to gain overall information or specific details, creative discussion to aid both worker and client in clarification toward insight, and mutual searching effort. Used to find out where the client is, during an intake interview, and when getting social history.
FOCUSING	Identify specific area for discussion.
LOGICAL DISCUSSION	A technique for focusing on a particular problem or situation. Looking at the factual items and distinguishing these perceptions from emotionally clouded ones, a process of reasoning, analytical, a step by step process, breaking down components into rational steps to clarify situation for client and worker.
MANIPULATION	The subconscious or conscious directing or control of one person by another, use of control to shape a situation or to produce a pattern of behavior which in the worker's view benefits the client.
MODELING	The actual trying out of new behaviors in an actual situation, based upon a process of identification with another individual and most often felt to be a conscious process, a process of patterning behavior.
REASSURANCE	The worker presents him/herself as calm, vitally interested yet in a logical way with the goal of restoring confidence. Caution: Do not use reassurance to alleviate the worker's discomfort as

	the consequence may be the creation of false hopes in the client or reinforcing an unrealistic set of expectations for the client.
ROLE REHEARSAL	Trying out appropriate behavior in a practice, non-real situation, role play, a technique to reduce anxiety by preparing a client for what could be a real transaction.
SELF-SHARING	Giving a part of personal experience to client to demonstrate basis for empathy or to set tone for advice giving, promotes first.
SILENCE	Terminating verbal and nonverbal cues, allows a time to reflect, on the part of the client to react, compels client to verbalize or gives the message to the client to take responsibility for talking in session, also a chance for the client to pull his or her thoughts together.
SMALL TALK	Worker or client conversation initially is not related to the client's situation, indirect casual chatter with the purpose of reducing anxiety, this technique helps in overcoming "stranger barrier." Caution: If the client wants to focus and the worker engages in small talk, the chance may be lost to help the client.
STRUCTURING	Arranging the therapeutic environment to problem-solve a situation (time, content, space), specific format such as the development of a contract with a client, a specific process to make the interview proceed in a given direction.
SUPPORT	Encouragement to the client in a time of beginning success with task management. The goal is to instill a feeling of confidence in the client.
UNIVERSALIZATION	A process of moving from the specific to the general. This is a type of reassurance as it communicates normalcy.
VENTILATION	The release of feelings or thoughts through some form of verbal or nonverbal communication. Caution: Do not facilitate ventilation if the client is likely to respond more intensely than time permits.

VI. Educational Tools



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Formulating ideas in writing provides a useful learning tool for students, especially when they receive feedback from the field instructor and seminar instructor. Process recordings are required of seniors and foundation-year MSW students (after 1st month in practicum); see course syllabus for information on number of process recordings required each semester. It is the school's expectation that the field instructor will review each process recording and offer constructive feedback as part of supervisory conferences. Psychosocial assessments or diagnostic work-ups, like summaries, focus attention on the whole case. Tapes, both audio and video, are highly regarded for teaching interviewing skills. They are not as useful

for viewing cases as a whole. Use of documents, tapes, etc., such as those outlined above, are for educational purposes only.

THE FIELD EDUCATION EXPERIENCE: ADVANCED YEAR MSW STUDENTS

Objectives and Guidelines for Advanced Year MSW Students

The advanced curriculum field experience builds on the generalist skills gained in the foundation experience. Students are placed in field agencies that provide them with supervised practice experience consistent with their chosen concentration. Taken concurrently with the practicum, the advanced seminars prepare students to integrate skills learned in chosen theory and practice courses with their field practicum experience, providing opportunities for the sharing of clinical cases and/or macro projects. Issues related to social work values, ethics, diverse populations, social and economic justice and populations at risk are examined through seminar discussion.

Clinical students, choosing from among several theory and practice courses, learn to differentially apply explanatory theories (psychodynamic, cognitive, behavioral, transpersonal, family systems, and others) to the assessment of client systems across the individual or family life cycles. They learn to distinguish the appropriate treatment modality (individual, couples, group, family) for particular client problems, and to differentially apply practice models to treatment planning and intervention. Students gain skills at an advanced clinical level in relationship building, problem identification, assessment, goal setting and treatment planning, intervention, termination, and evaluation with various age groups.

Social Justice and Social Change (SJSC) students learn to differentially apply theories of community organization, social policy, planning, administration and management in an understanding of problems and needs, and also as a guide to methods of intervention for social change purposes. They gain expertise and skill in social management, social planning, and policy analysis, including skill in professional writing, speaking and program evaluation.

Combined concentrators take courses in both the Clinical and SJSC sequences, thereby acquiring depth in the methodology of both clinical and macro social work practice. Their placements offer both micro and macro practice learning opportunities, sometimes with two different field instructors providing supervision, so that students gain knowledge and skills required to work with clients to those required to run a program – from working with clients, to writing grants, to managing budgets, to monitoring the success of a program.

Consistent with social work values, all students seek to respect differences in the needs, attitudes, and behaviors of diverse populations. They conduct their practice adhering to the *NASW Code of Ethics*.



Learning Experiences for Clinical Students

In the (20 hours/week) clinical setting, students should have the opportunity to work with individuals, couples, families, and groups, to the extent possible within a particular agency. Students' work with varied client systems will enable them to build significantly upon the knowledge and skills developed in the foundation year practicum. They should become able to demonstrate skill at an advanced clinical level in relationship building, problem identification, assessment, goal setting and treatment planning, intervention, termination, and evaluation with various age groups.

In many settings, students will have three to four interviews a week increasing to about ten interview hours per week, depending on other factors such as time spent in consultations, in work with groups, home visits, etc. There is no substitute, however, for the experience of working directly with a variety of clients/client systems.

I. Work with Individuals

Depending on their areas of interest and the agency setting, students may work with children, adolescents, young adults, adults and/or older adults. In their clinical work, students will continue to develop their ability to apply social work knowledge and skills to clinical practice at an increasingly advanced level.

II. Work with Couples and Families

The student should be offered the opportunity to work with families and/or couples. This may not mean providing couples or family therapy, but does mean familiarity with the basic dynamics of a particular family and interacting with most or all of the family members for the purpose of accomplishing a contracted goal.

III. Work with Groups

Group experiences may include: counseling or treatment-oriented group, membership in a task group, a conference group, or a committee within the agency or community. When these opportunities are not available, the student may observe an ongoing group, although this is not the ideal situation. Recording of group process is required. This includes identification of goals and dynamic interaction. Leadership styles, member roles, communication, and stages of group development must be noted.

IV. Educational Tools

Formulating ideas in writing continues to provide a useful learning tool for students. One process recording should be submitted monthly * to the field instructor; the school's expectation is that the field instructor will review each process recording and offer constructive feedback as part of supervisory meetings. Psychosocial assessments or diagnostic work-ups, like summaries, focus attention on the whole case. Tapes, both audio and video, are highly regarded for teaching interviewing skills. They are not as useful for viewing cases as a whole. Use of documents, tapes, etc., such as those outlined above, are for educational purposes only. Students hand in a process recording (with field instructor's comments) and a psychosocial assessment to the field liaison over the course of the year.

Learning Experiences for Social Justice and Social Change (SJSC) Students

The SJSC student should have a variety of participant and observational experiences selected from the areas of policy, administration, community organizing, planning and management in the advanced (20 hours/week) placement. Experiences will be further guided by the student's selected track: (1) Community Organizing for Equitable Development, (2) Social Administration, or (3) International Social Development. Both analytic and interactional skills are to be practiced and developed. The educational experiences are drawn from a student's prepared list of learning objectives and the *Learning Plan*. It is recognized that certain activities of community organizer/administrator may not be delegated to a student because of the essential use of influence, but assignments should be more than observation or

* Some agencies will substitute the use of video or audio recordings for some (but not all) of the process recording assignments. Likewise, the field instructor has the discretion to require more than one process recording per month as an educational tool for use during supervision.

preparation of administrative reports in order that interactional skills receive some attention. A guide to macro projects follows:

Guide to Macro Projects

Students need not have projects in all areas, though we suggest they have projects from at least 2 of the areas (Management, Planning, Advocacy/C.O., Policy Analysis, Research/Evaluation). Please also note that some items fit into more than 1 or 2 categories.

MANAGEMENT
1. Working with boards, committees, or task forces
2. Supervising and evaluating staff
3. Writing grant proposals, raising funds
4. Implementing program plans
5. Doing Needs Assessments
6. Doing strategic planning
7. Budgeting
8. Doing audits or internal accounting
9. Training and developing staff
10. Managing staff meetings
11. Scheduling staff/project activities
12. Writing administrative documentation (e.g. program manual, operations manual)
13. Promoting a positive work environment
14. Managing management information systems
15. Writing job descriptions
16. Networking with communities or agencies
17. Creating and managing diversity
PLANNING
18. Planning programs
19. Doing needs assessments
20. Forecasting the future
21. Considering alternative plans

22. Doing strategic planning.
23. Utilizing computers for forecasting, risk analysis, or statistical analysis
24. Conducting fact finding studies
25. Mapping community resources
26. Writing reports/grants
27. Providing technical assistance
ADVOCACY/COMMUNITY ORGANIZATION
28. Organizing citizen groups
29. Networking communities of agencies
30. Building coalitions.
31. Speaking or testifying in public
32. Working with the media.
33. Mapping community resources.
34. Preparing clients for testimony.
35. Educating clients about community issues.
36. Facilitating social justice workshops.
37. Lobbying for specific legislation.
POLICY ANALYSIS
38. Designing/conducting benefit/cost studies
39. Analyzing inter-governmental relations
40. Utilizing computers for forecasting, risk assessment, or statistical analysis
41. Conducting fact-finding studies
42. Preparing testimony for legislative hearing
43. Designing/conducting service outcome studies
44. Conducting legislative analyses
45. Monitoring legislation
46. Monitoring court interventions
47. Lobbying for specific legislation
48. Utilizing management information system

49. Writing Reports
<i>EVALUATION/RESEARCH</i>
50. Evaluating programs/conducting research
51. Doing audits/internal accounting
52. Conducting Needs Assessments

Learning Experiences for Combined (Clinical/Macro) Students

Students in the Combined Concentration will have a wide range of learning experiences in both the clinical and macro areas of social work practice in their placements, which will require 20 - 24 hours/week. Usually combined concentrators will split their micro and macro assignments fairly evenly over the course of the academic year. However, sometimes, due to the work of the agency, a student may be involved in primarily micro work in the first semester, transitioning to more of a macro focus in the second semester. Contact the field liaison or the Director of Field Education for further guidance. See the previous two sections for further information about the kinds of learning experiences available.