

Unit I: (Weeks 1-2)

ORIENTATION

Introduction to (AGENCY)

Overview

The BGSU social work student is in the field approximately 32 hours per week for one semester totaling 448 hours. One day per week is spent on campus including a 3 hour seminar.

This field manual is divided into 5 units designed to complement the Social Work 430 seminar. You should work at a speed that will enable you to have the best learning experience. It is assumed that you may work ahead if you complete a unit early. This manual is intended to give you ideas that will help you work ahead and structure your learning goals to maximize your learning opportunities. This contract is designed to specify the responsibilities of both the student intern(s) and the field instructor(s) in the field placement. Revisions may be negotiated by mutual agreement of the two parties.

This Field Training Manual (FTM) will function as your individualized educational plan and you need to make sure you fill in blank spaces and review with your field instructor. Get each unit signed by the field instructor upon completion. The companion to the FTM is the five unit document entitled BOWLING GREEN STATE UNIVERSITY BSSW MODIFIED BLOCK SENIOR INTERNSHIP STUDENT FIELD EVALUATION. The evaluation units are to be completed at the end of weeks 2, 4, 7, 11, and 14. A copy is to be kept by the student and the field instructor. It will be made available to your faculty liaison at mid term visit for review and a copy of the final version is to be given to the faculty teaching the senior seminar at the final class session.

Termination of placement may be initiated by the student, agency, or faculty liaison person, but it must be done in a planned way to minimize damage to agency services and clients, as well as to the student. The field Coordinator is to be advised, in writing, by all parties listed above (including students) as to details leading to possible and / or eventual termination of a student's placement.

BACKGROUND

Orientation at (name of agency) _____ involves meeting and becoming familiar with the _____. (Add anything that describes your agency).

Supervision and Journal Writing

Supervision will be once a week for one hour at _____ (time)
on _____ (day).

This supervision will be conducted by _____ a BSW with two years practice experience or an MSW level social worker who is licensed or certified as required by Ohio Law. Other staff may provide additional supervision or field instruction activities. (Include names/activities as appropriate.) _____

The field instructor will attempt to provide you with a caring, learning relationship that will enable you to examine your strengths as a professional social worker. The relationship should also foster greater self awareness as our personal and professional selves inevitably run together. Becoming a caring knowledgeable social worker is more than knowing skills. It is also knowing your strengths and how to achieve your own sense of well being. Webb (1988) believes it is the integration and use of personal and professional self that makes a social worker.

The instruction of a student in placement is a demanding but rewarding job. The field instructor should view the student as a potential professional colleague, not as a client. Therefore, the field instructor should not do therapy with the student. The field instructor needs to bear in mind that in relation to students, he/she is a teacher, a role model and evaluator, all at the same time.

The basic task of the field instructor is to help students develop skills in analyzing, choosing intervention methods and carrying them out, to help students seek alternative methods to those which are unsuccessful, and to help students move toward independent functioning.

Each unit of this manual should be discussed in supervision. Review the Unit before meeting with the field instructor, complete the learning activities required and work on the recommended activities if you have time left after completing the required activities. If you still do not have enough to do ask as you should not be bored. You may work on your Agency Evaluation Paper data collection, as well as the grant/research project during the practicum hours as time permits. Please discuss this with the field instructor for planning.

You are expected to take an active part in your learning and supervision/education time from the field instructor (FI). One way to help you become aware of your feelings and thoughts is to journal events and your thoughts and feelings about those events. Journal writing offers one the opportunity to see strengths and areas that need change. It is a tool to help you examine your feelings, what caused the feelings, and how you can refocus.

Raymond Fox (1982) wrote on the use of the journal log as a way to enrich clinical practice with clients. He listed 14 advantages and 5 guidelines for the use of the log. These advantages and guidelines can also be useful to both the student and the FI in providing an enriched field practicum. The advantages are as follows, and are applicable to practice:

1. The log encourages a stance of inward attention:
2. It develops a degree of comfort in self-observation and self-reporting;

3. It heightens self-awareness and fosters alternative ways of viewing oneself;
4. It establishes a sense of competence in being able to discipline and reveal oneself, which is ego-enhancing;
5. It lends itself to incisive self-reflection, especially when entries are reviewed over time;
6. The log supports an appreciation of strength, rather than disabilities, in patterns of thinking, feeling, and behavior;
7. It traces the antecedents and consequences of patterns of thinking, feeling, and behaving;
8. It unfreezes thinking and feeling, making possible reinforcement of movement and change;
9. It heightens sensitivity to others and their conduct in relationships with oneself;
10. It documents in writing the process and content and transition of the client while in therapy;
11. The log helps the client to be more receptive to spontaneous perceptions;
12. It helps the therapist better attune to what is happening within the client;
13. It provides the therapist with comprehensive data about the client;
14. It provides, for both therapist and patient, continuity during breaks and other separations (pp. 100-101).

The guidelines Fox laid out are simple and should be noted as log writing informs and enhances well-being.

1. The log is voluntary. It is not forced, and pressure should not be exerted to maintain the log. This would defeat its purpose. Anyone forced to keep a log will not fully express what is really going on, and its use would be counter productive.

2. It is not graded or judged. It is not meant to be an ordeal. Rather, it is an added opportunity to spell out ideas, beliefs, attitudes, and feelings in whatever manner best suits the needs of the client and the professional assessment of the therapist.

3. It is descriptive and explicit. It elaborates as much as possible, and expands on themes in as vivid detail as possible, using concrete language rather than generalities or abstractions.

4. The writing of the log and the form it takes is as important as its content. It is not simply a post-facto reporting, but rather an integral component in the experience of expressing oneself.

5. Spontaneity and honesty are crucial. The writer is encouraged to put aside the requirements and restrictions usually associated with writing, allowing the privacy of self-expression (p. 101).

LEARNING OBJECTIVES

1. Introduce agency staff to student(s) and student(s) to agency. Become familiar with the physical lay-out of the facility.

2. Introduce student(s) to field placement, fellow students, their field instructor and method of supervision (will involve observation and discussion of class material). Meet staff, learn names and duties. Understand agency's overall program and services provided.

3. Identify the mission of the agency.
4. Locate the major clinical and administrative areas of the agency and identify their function.
5. Name the major program areas of Social Work Service.
6. Become familiar with the organizational charts of the Agency.
7. Become familiar with the agency nomenclature, eligibility and service disbursement.
8. Provide equipment necessary to do assigned tasks such as desks, maps, supplies, and community resource directories. Explain access to clerical assistance and operation of equipment such as fax machines, phones, computer, and dictation equipment. Students clerical needs should be treated in the same manner as other social work staff. Memo to staff, from FI, introducing and welcoming interns.
9. Explain reimbursement policies for out of pocket expenses such as purchasing meals for clients and use of personal car for agency purposes.
10. Explain rights and responsibilities of students in the agency.
 - (a). Describe how students will gain exposure to the major components of the agency and how these interrelate. Student to receive volunteer/intern manual and job description.
 - (b). Describe opportunities to interact with other professionals and other social workers in the agency. The first two weeks the student will be oriented to various departments, meet individual units, and shadow various probation officers. After two weeks the student will be assigned a small caseload and work with probationers and their families.
11. Begin to develop support systems amongst fellow workers
12. Negotiate the learning goals/needs and method of supervision/learning most appropriate to the student.

1. Identify strength and weakness areas. Social work is so varied that it is important to focus on the identified areas to promote growth on an individualized basis in field practicum
2. Orientation to any safety issues unique to the agency. See field supervisor.
3. Gather data for AGENCY EVALUATION PAPER.

REQUIRED LEARNING ACTIVITIES:

4. Attend Social Work Orientation and tour facility. Person in charge is the Social Work Field Instructor, _____.
- Become knowledgeable about the system and the agency.

2. Read in house agency phone directory. Obtain from intern office.

3 - 7. Read agency Mission Statement. Located in the _____ area. Become knowledgeable about the mission, goals, and service provided.

a. Tour agency library.

a. Read personnel rules and regulations including the grievance procedure. LOCATED _____

c. Read the Strategic Plan and annual reports as available.

b. Read agency policy manual including confidentiality policy. See field supervisor.

8 - 9. FI or other designated staff should review any policies that might be different for students than those listed in policy manual designed for staff. Agency staff should explain details in regards to objectives 8 - 9.

10. Read and become familiar with this Field Training Manual.

11. The student will be assigned to a unit or department and will attend staffings, meetings, agency visits, court hearings, etc. as determined by FI.

12. Clearly define goals and objectives so field instructor and intern both share mutual goals for all 5 Units.

13. Additional videos, articles, books, etc. may be assigned as needed. Observation will help the student continue the process of identifying these needs during the first 6 weeks of placement.

14. Attend any safety staff developments available, review procedures on blood borne pathogens, physical safety, etc. with FI.

15. Interview the following to assist you in completing the agency evaluation paper: (list all that are appropriate by position & / or name)

- A.
- B.
- C.
- D.

READINGS/VIDEOS:

OPTIONAL:

A. Jacobs, Cathy. "Violations of the supervisory relationship: An ethical blind spot." Social Work, 36:2, May 1991, 208-212.

B. Kadushin, A. (1986, July). "Games people play in supervision." Social Work, 13, #3.

Complete Schedule

- a. List School Holidays: _____
- b. List Agency Holidays: _____

Student will make up the hours for Agency Holidays only. Time selected to complete these hours is:

Hour	Monday	Tuesday	Wednesday	Thursday	Friday
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c. List any Weekend or special events lasting more than an eight hour shift in which the student will be participating.

Student Responsibilities

Student is expected to:

1. Be punctual. Be at the agency at the specified times.
2. Sign in and out of agency in the same fashion as other staff. Also keep a log of hours in field placement in order to document that the total hours required.
3. In case of illness or other problem creating tardiness or absence, the student will notify the field instructor in the same fashion as other staff are required to notify the agency.
4. Comply with agency policy relative to personnel, dress code, and grooming, etc. (Policy Manual).
5. Abide by other regulations pertaining to agency staff such as regulations prohibiting certain conduct, regulations pertaining to handling of records. (Students are not to take records or working projects home). This includes respecting the confidentiality and dignity of clients. Conduct self in a professional manner with staff and clients.
6. Comply with the NASW Code of Ethics.
7. Make up time missed for illness or bad weather. Students have 30 days after the semester to complete hours lost to emergencies.
8. Hours counted towards the 448 total include staff development, assigned community meetings attended, agency visits, and travel time to meetings as granted other staff.
9. Be flexible when meeting clients. Service needs require it.
10. Participate in development of this educational contract by specifying learning objective/goals.
11. Participate in self evaluation and display openness to critical evaluation of student's performance.
12. Contact the faculty liaison, should problems develop in the agency which the student cannot resolve in cooperation with the assigned Field Instructor.

13. Attend the Seminar (SW 430) and complete all assignments on due dates in SW 430 and SW 423.

REFERENCES

Fox, R. (1982, Summer). The personal log: Enriching clinical practice. *Clinical Social Work Journal*, 94-102.

Swenson, C. (1988). The professional log: Techniques for self-directed learning. *Social Casework*, 69, 307-311.

Webb, N. (1988). The role of the field instructor in the socialization of students. *Social Casework*, 69, 35-40.

Unit II (Weeks 3 -4)

SELECTING PROJECTS / BECOMING FAMILIAR WITH RESOURCES

LEARNING OBJECTIVES

1. Discuss initial grant or research ideas with Field Instructor to select an appropriate project. Discuss project with other staff as recommended by the Field Instructor.
2. Negotiate, with your Field Instructor, the 5 or more agencies that interrelate with your agency to be visited and begin to make appointments.
3. Select community meetings you will attend with aide of Field Instructor and confirm dates of the next scheduled meeting.
4. Introduce information to increase understanding of how the interdisciplinary team works.
5. Familiarize student with the Management Information Systems Manual.
 1. Continue orientation to agency services.
 2. Prepare a treatment or service plan.

LEARNING ACTIVITIES

1. Specify project selected and target dates for completion.
2. **Five agencies to be visited:**
 - A. _____ date visited: _____
 - B. _____ scheduled date: _____
 - C. _____
 - D. _____
 - E. _____
3. List community meetings attended with dates:
4. List team meetings attended with dates:
5. REQUIRED READINGS:
 - A. MIS or policy and procedures manual
 - B. OTHER _____
6. OBSERVATION OF: Agency procedures, Intake, and various staff interviews.
7. Prepare a plan for one on one interview session with assigned client which integrates the materials from the readings.

Other agencies may be added based on interest and

availability. List here if other visits are completed during the rest of the semester.

Unit III: (Weeks 5 - 7)

PROFESSIONAL AND WORK PERFORMANCE

LEARNING OBJECTIVES

1. Familiarize student with other departments that may exist in the agency.
2. Demonstrate ability to establish an empathic relationship with an individual client, engage that client in the therapeutic process, and gather data required by the agency.
3. Participation in at least one group as leader, co-facilitator, or observer.
4. Understand the students role in the agency.
5. Discuss issues of cultural diversity and women's issues as they relate to the (agency) population.

REQUIRED LEARNING ACTIVITIES

1. Spend one day observing the following units: _____
2. On at least one case:
 - a. Complete a new social assessment (social history) on one client or do an update interview with one client.
 - b. Read and review the case history of the assigned individual client.
 - c. Chart observed changes in behavior of client. Note any positive changes or any deterioration.
 - b. Participate in a family interaction or activity as available.
3. Determine how many groups you will be doing and plan the focus or activity for those groups. Determine if you will participate in an existing group or if you will be forming a new group. This should be started by week 5. Specify 1 - 3 groups by name. Groups may be socialization, educational or therapeutic in nature.
4. Write a description of your role / function in placement that will be appropriate for your resume and discuss it with your Field Instructor.
5. Attempt to arrange client contact with populations of socio-economic, sexual orientation, age, cultural and/or ethnic backgrounds different from those of the students. (Identify target populations).

READINGS/VIDEOS

REFERENCES

AT MID TERM THE FOLLOWING SHOULD BE COMPLETED BY FI AND STUDENT PRIOR TO VISIT BY THE FL.
STUDENTS STRENGTHS

AREAS IDENTIFIED FOR IMPROVEMENT IN 2ND HALF AND PLANS TO ACHIEVE GOALS

STATE ANY TASKS OR GOALS FROM UNITS I - III REMAINING TO BE COMPLETED AND WHY THESE WERE NOT YET COMPLETED.

STATE OPPORTUNITIES STUDENT DESIRES THAT MAY NOT HAVE BEEN IDENTIFIED EARLIER THAT STUDENT WILL HAVE A CHANCE TO PARTICIPATE IN DURING THE 2ND HALF. LIST ANY ISSUES NEEDING TO BE DISCUSSED WITH FL AT MID TERM VISIT.

Unit IV (Weeks 8-11)

PROFESSIONAL SKILL DEVELOPMENT

LEARNING OBJECTIVES

1. Discuss professional and staff development needs with Field Instructor.
2. Understand techniques to avoid burnout in THE AGENCY
3. Demonstrate an ability to complete all types of documentation done by the social work department (or agency.)
4. Participate in an Administrative meeting and demonstrate an ability to understand how the activities relate to the community or the agency.
5. Complete the data gathering phase of your grant or research project.
6. Continue to develop skills in group work, case work, and macro-placement activities.

REQUIRED LEARNING ACTIVITIES

1. List any conferences, workshops, or in-service training you attended _____ Date(s) _____
1. Talk with staff about techniques they use to avoid burnout and maintain their motivation.
2. List paperwork student is familiar with and can complete accurately most of the time.
4. Attend the following meetings:
 - a. Attend a staff meeting _____ Date _____ Time.
(list available from supervisor).
(list any other Board or in house administrative meetings that the student is permitted to attend listing date and time of meetings)
 - b. Attend a community meeting Group selected _____ Date _____ Time.
 - c. Attend any intra or inter community meeting possible such as rehab, psych services, or plan of care meetings and specify which you attended.
Unit Meetings
Date(s) _____
Department Staff Meeting
Date(s) _____
5. Begin draft preparation of your grant or research project and submit to your Field Instructor for comment.
3. Add specifics on number of micro practice cases, groups or macro projects not previously listed.

READINGS REFERENCES

Unit V (Weeks 12-15)

TERMINATION / TRANSFER

LEARNING OBJECTIVES

1. Learn to recognize and deal appropriately with transition and termination emotions of individuals, groups, and yourself as the worker.
2. **SUBMIT CASE AND GRANT/RESEARCH PROJECT TO FI FOR FINAL APPROVAL BEFORE PRESENTING IN CLASS.**
3. Attend to termination with staff.

REQUIRED LEARNING ACTIVITIES

- 1.a. Engage clients in discussion of the termination process in your groups and with your individual cases.
- 1.b. *Plan appropriate termination activities with clients as needed.*
 - (1). *Plan to meet with each individual/family appropriate agency to discuss their treatment plan and termination of probation on a transfer case.*
 - (2). *Prepare paperwork. Include: Summary, MIS paperwork, and submit to FI for approval.*
2. *Discuss final details of research or grant project with FI to prepare for presentation in class.*
3. *Notify supervisor of your mailing address in case of emergency or possible further information regarding intern's current status.*

READINGS/VIDEOS

REFERENCES