



CalSWEC Field Instruction Framework

The CalSWEC Field Initiative goal is to provide the Title IV-E Program with workable, effective field instruction models designed to build a strong professional child welfare workforce that is able to improve the outcomes for children and families in the child welfare system. This effort intends to maximize the collaboration and support of university and agency partners. Based in social work field instruction literature and accumulated field experience of the CalSWEC partners, the components of the framework that follow are intended as a foundation for the construction of workable field models for both first- and second-year field instruction that are of consistently high quality yet responsive to local resources and needs.

- The first part of the framework provides a list of program components that are essential for the success of any field instruction program operated by a university/agency partnership. These components can be described as the structure and infrastructure each program has to run a field program

within a school of social work. The components may vary in the way they are delivered, but as essential components they are all necessary for every Title IV-E field program. Examples are given of how these components may be accomplished by the partners.

- The second part of the framework, the delivery components chart, describes three major variants: Individual, Group, and Rotation models of supervision. The chart also provides practical detail in how to deliver instruction to the student. These are divided into Instructional Methods and Learning Activities. These describe “the how” and “the what” a student is taught in the field.

This framework is intended to provide some uniformity across the CalSWEC Field Instruction Pilot Sites while acknowledging the need for variation and adaptation based on the specific needs of the universities and agencies involved in the project.

Core Program Components

Formal field instruction program agreements

- Partnership between schools and agencies is explicit and detailed, with agreements in writing. The partnership would be supported at all levels of university and county structure to insure consistent understanding.
- Agency supports field instructors through explicit partnership agreement with university field liaisons/University supports Agency's commitment to develop qualified, professional workforce.
- Field instructors formally partnered with school liaisons, with frequent, systematic contact with each other and with student.

Shared, mutual commitment to education and to professional workforce development

- Agency support for field instructors includes time for training, additional compensation or reduced case load, recognition by agency & school. University supports agency field instructors with training and access to educational materials and technology.

Core of committed, experienced field instructors, field liaisons and, seminar instructors

- Sustainable core of experienced instructors, possibly drawn in part from cadre of IV-E grads. Field Instructor receives orientation to child welfare focus and use of competencies. Competencies are infused into teaching, learning agreements, and evaluations by students and field instructors.

Planned, structured learning process

- Field learning tasks are structured to reflect stages across the life cycle of an actual CW case. Learning agreements, written evaluations, and other documents include explicit use of competencies.
- Learning & practice objectives developed weekly by students and field instructors/reviewed in university seminars with seminar instructors.
- Integrate competencies in agency experiences and all other field learning activities. Field experiences serve to operationalize competencies for students (theory into practice).

Delivery Components

Supervision Model		Instructional Methods	Learning Activities
INDIVIDUAL SUPERVISION MODEL (one FI/One Student) Traditional: School field liaison with on-site MSW field instructor OR Preceptor: School liaison, off-site MSW field instructor and on-site non-MSW preceptor. In preceptor model, supervision must be very well coordinated.	Field Program Goal	<ul style="list-style-type: none"> • Stages of supervisory process (socialization, education, task development, termination) repeat over the course of supervision • Direct learning activities utilized, like observing and work with role models, attending meetings & trainings, carrying primary case responsibilities, case presentations at internal case conferences, interviewing staff • Reflective & conceptual learning activities to provide practice frame and to integrate theory & practice • Encourage student reflection, self-critique • Clarity in coordination and task assignment by preceptor & FI • Develop understanding of task and process inquiries and directions 	<ul style="list-style-type: none"> • Ordered activities reflecting full CW process: practice & active supervision related to each stage of CW case, as noted by CSWE: engage, assess, intervene, evaluate • Paperwork/process practice tasks include criteria for use & completing assessment forms, choice of & referral to services, differential response, and court reports, termination process, and evaluation forms used, CWS/CMS use • Practice tasks aligned with competencies that develop case management essentials, e.g., family engagement, prioritization of service needs, selecting services and follow-up, concurrent planning, identifying family members and family capacities, etc. • Activity designed to allow student self critique & reflection in reviewing case management choices • Small number of cases assigned to intern, with specified process of FI & preceptor supervision
INTERN UNIT/GROUP MODEL (ex: ONE FI/4-8 STUDENTS) Designated county staff provide supervision for unit. Students form a cohort & may receive group & individual supervision.	Field Program Goal	<ul style="list-style-type: none"> • Stages of supervisory process (socialization, education, task development, termination) repeat over the course of supervision • Direct learning activities utilized, like observing and work with role models, attending meetings & trainings, carrying primary case responsibilities, case presentations at internal case conferences, interviewing staff • Reflective & conceptual learning activities to provide practice frame and to integrate theory & practice • Encourage student reflection, self-critique • Clarity in coordination and task assignment by preceptor & FI • Develop understanding of task and process inquiries and directions 	<ul style="list-style-type: none"> • Ordered activities reflecting full CW process: practice & active supervision related to each stage of life cycle of a CW case, as noted by CSWE: engage, assess, intervene, evaluate. • Paperwork/process practice tasks will include criteria for use & completing assessment forms, choice of & referral to services, differential response, and court reports, termination process, and evaluation forms used, screener & investigative narratives • Practice tasks aligned with competencies that develop case management essentials, e.g., family engagement, prioritization of service needs, selecting services and follow-up, concurrent planning, identifying family members and family capacities, etc. • Activity designed to allow student self critique & reflection and feedback from mentors and FI in reviewing case management choices • At least one case from each major stage of case life cycle assigned to intern, with FI supervision
ROTATION MODEL (ex: MULTIPLE FI/4-8 STUDENTS) Designated county staff provide supervision for unit. Students form a cohort & may receive group & individual supervision.	Field Program Goal	<ul style="list-style-type: none"> • Student exposure to practice across a spectrum of CW casework • Student rotates between units within child welfare or public or private agencies serving IV-E children and families. • Planned, systematic movement of student between CW practicum sites or units • Collaborative partnership between student, university staff and agency staff is part of learning • Coordinated supervision by more than one supervisor 	<ul style="list-style-type: none"> • Same as Learning Activities for Individual Supervision models with staged, integrated practice tasks as appropriate to units through which student rotates • Learning activities overtly linked and reviewed by FI, with student reflection and self-critique formally required and recorded through learning process

References

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Title IV-E Social Work Field Instruction Initiative

A Path to Practice Excellence in Public Child Welfare

OVERVIEW

What is CalSWEC's Field Instruction Initiative?

A collaboration of stakeholders from public child welfare agencies, universities, and community-based and tribal organizations dedicated to developing, implementing, and evaluating ground-breaking models of field instruction to educate and train an effective workforce that supports core child welfare practice and promotes better outcomes in safety, permanency, and well-being for children and families, and their communities.

What is the Initiative's goal?

To promote best practices in the field of child welfare and social work by providing students with the opportunity to have a well-rounded educational experience that teaches social work content and values while at the same time providing realistic job experiences and a broad perspective of child welfare.

What is the potential solution?

A shift in the focus of field instruction to models that promote university-agency cooperation that ensures students have the skills, values, experience, and professional qualities to work effectively in the public child welfare agencies in California.

What's next?

The careful development and testing of models at pilot sites throughout California that informs the execution of a statewide, systematic, and sustainable structural change that, in turn, creates high-quality field placement opportunities in public child welfare, and community-based and tribal organizations serving Title IV-E children and families.

What is needed to get there?

The engagement of agency directors, university faculty, and community-based and tribal organizations to examine regional needs and resources that informs the development and testing of the efficacy of the field placement models with the goal of creating mutual responsibility, ownership, and investment.





Title IV-E Social Work Field Instruction Initiative

A Path to Practice Excellence in Public Child Welfare

KEY MESSAGES

CalSWEC has developed a set of key messages to aid in communicating with others about the *Field Instruction Initiative*. The following three points provide a message framework for sharing the value of this effort and the importance of CalSWEC and stakeholders from agencies, universities, and community-based and tribal organizations working together.

The CalSWEC Field Instruction Initiative is:

1 COLLABORATIVE

- **For students**—By working together, better outcomes are achieved for the families we serve by providing future employees with a high-quality field work experience where they gain the exposure and the opportunity to develop practice effectiveness.
- **For agencies, and community-based and tribal organizations**—By leveraging resources and strengthening partnerships, we achieve the shared program goals of increasing (a) the number of well-qualified, ethnically diverse professional social workers who use their education and agency and community resources well and (b) workforce retention.
- **For universities**—Increasing collaborative efforts aids in informing curriculum and faculty of practice issues and needs that, in turn, benefits the students' educational experience and job readiness.

2 COORDINATED

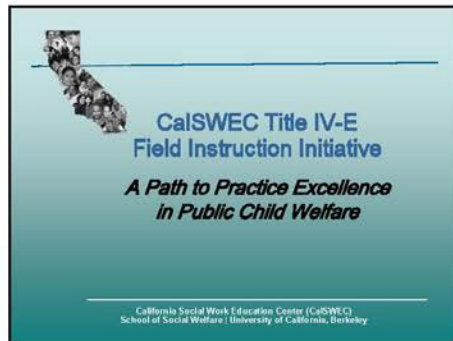
- **Increased resources**—When we coordinate our efforts, we leverage resources and strengths from all involved partners.
- **Less duplication**—We decrease the duplication of efforts and students benefit from coordinated field instruction planning and implementation.
- **Team effort**—A coordinated team approach to working with students benefits the field instruction experience among all involved entities. All parties have more resources available to troubleshoot issues or areas needing further attention.

3 CRUCIAL

- **Shared success**—Our workforce is well prepared to serve clients and be productive in their professional pursuits.
- **Working efficiently**—Time and staff resources are saved in the long run by working collaboratively with all partners. Otherwise, we may fail to use available resources to support the future workforces in their acquisition of skills and knowledge.
- **In tight budget times**—It is more important than ever—when social service funding is especially limited—to engage agency directors, university faculty, and community-based and tribal organizations to examine regional needs and resources that inform the development and testing of the efficacy of the field placement models with the goal of creating mutual responsibility, ownership, and investment.




9/9/2011



The Mission

- To strengthen field instruction as a learning tool that provides beneficial and effective experiences for all CalSWEC child welfare social work students by working collaboratively with to county, community, and tribal agencies, and university and state stakeholders.




The Purpose

- To develop, implement, and evaluate models of field instruction to educate an effective workforce that supports best child welfare practice and promotes better outcomes for children, families, and communities.




Our Strategy

- To promote university/county, community, and tribal agencies cooperation;
- To assist in creating structures that support consistent, well-supervised, and sustainable fieldwork experiences;
- To ensure students have the skills, values, experience, and personal qualities to work effectively in public child welfare agencies.



What We Know (1 of 2)

Field education is:
The primary interface between the school, the agency, and the community, and the primary domain for informing curriculum and faculty of practice issues and needs, particularly practice effectiveness.



What We Know (2 of 2)


In this climate, schools of social work may need to reconfigure the university/agency relationship, develop more field-centered education, and reassert the community-based origins of the profession.

— Glassman, 2008




Mutually Beneficial

- High functioning, university/county, community, and tribal agencies field programs benefit all involved: students, agency staff, faculty, and community.
- A high-quality field work experience gives entering child welfare social workers the tools to use their education and the county, community, and tribal agencies, and community resources effectively, and has a beneficial effect on workforce retention.




Points to Consider (1 of 3)

- In recent years budget cuts, redeployment, and higher caseload demands have decreased the counties' abilities to assist with field instruction.



Points to Consider (2 of 3)

- This has resulted in an urgency to explore ways to create structures that support consistent, high-quality, well-supervised fieldwork experiences that are sustainable despite changes in the broader economy.




Points to Consider (3 of 3)

- To prepare staff members in economically challenged agencies, university/agency cooperation is needed to insure students have the skills, values, experience, and personal qualities to work effectively in the agency.
(Reisch & Jaman-Rohde, 2000)




Our Plan for Structural Change (1 of 5)

- **ENGAGE** agency, child welfare directors, and university faculty in dialogue to examine regional needs and resources and develop responsive field models. Goal is to create mutual ownership and responsibility.




Our Plan for Structural Change (2 of 5)

- **DEVELOP** field instruction models designed to meet regional needs coordinated with county, community, and tribal agencies and university partners at model sites.




Our Plan for Structural Change (3 of 5)

- **TEST** the efficacy of the models through careful model development. Use comparative approach to identify potential evidence-based best practices.



Our Plan for Structural Change (4 of 5)

- **LEVERAGE** the university/county/ non-profit/CDSS partnership to develop fiscal models to sustain the field practice models developed by the initiative.



Our Plan for Structural Change (5 of 5)

- **APPLY:** Once teams have fully developed their plans, implementation begins at model sites. After efficacy evaluation has been completed, refined models may be replicated at other sites as needed.



The Coordinated Approach (1 of 3)


The project size demands a coordinated, staged approach.

- **Strategy Team:** Engage with existing partnerships to establish model sites.



The Coordinated Approach (2 of 3)

- **Design Team:** Review research and develop key components for field models to be implemented at sites.



The Coordinated Approach (3 of 3)

- **Resource Development Team:** Work with key fiscal people within university/county, community, and tribal agencies nexus to develop fiscal structures to support and sustain the models.



CalSWEC's Contribution and Opportunity (1 of 2)

- For 20 years, the university/ county, community, and tribal agencies partnerships supported through CalSWEC have provided over 5,000 graduates with specialized education for public child welfare consistent with evidence-based practice, principles of learning organizations, and best practices.



CalSWEC's Contribution and Opportunity (2 of 2)

- Greater interface and field model program development that involves all partners in the educational process are immensely valuable and give employers the direct opportunity to participate in the preparation and development of their IV-E child welfare workforce.



Questions???

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Appendix 3-4: Field Instruction Initiative Implementation Phases

Field Instruction Initiative Implementation Phases

Phase One: *Define, Develop and Refine* March 2011 to June 30 2011

March:

- Pre pilot sites test the assessment tool and provide feedback to CalSWEC staff.
- CalSWEC staff develop implementation guide.
- Distribute implementation guide and application process and procedure for Steering Committee members only (end of March).

April:

- Pre pilot sites adjust program based on assessment.
- New pilot sites begin assessment process of current program.
- Prospective new sites participate on Strategy and Resource Team calls as needed for Technical Assistance needs. Notification of calls will come out shortly.

May:

- Pre pilot sites continue engagement and program development at local level.
- New pilot sites continue engagement and assessment with local partners.

June:

- Pre pilot sites submit implementation plan, evaluation plan and resource needs to CalSWEC by June 1, 2011.
- New pilot sites finalize enhanced model, develop implementation plan and evaluation plan.

Phase Two: *Implement and Test* July 1, 2011 to June 30, 2012

July/ August:

- New Pilot Sites provide CalSWEC with an enhanced field model, implementation plan, evaluation plan and resource needs by July 1, 2011.
- Models aligned with framework with clear partnership support, implementation and evaluation plan will begin as soon as possible in FY 11/12.¹

September to November:

- Continue strategic engagement strategies and resource development.

¹ Timing of new pilot site implementation in Phase Two will be determined by rating against the criteria, resources available and timeline for implementation.

December:

- Monitor student outcomes, check in re: evaluation of model.

January:

- Mid-term report due to CalSWEC

February to June:

- Continue implementation and evaluation.

June 30, 2012:

- Final report due to CalSWEC.

July 2012:

- Assess need for further evaluation, resource development, engagement strategies for current sites.
- Assess feasibility of spread to new sites.

Phase Three: *Dissemination, Develop and Spread* July 1, 2012 to June 30, 2013

Develop a dissemination strategy for spread to new sites after assessments are done in July 2012.
Continue support and development of current pilot sites.



Request for Proposals Title IV-E Stipend Program Field Instruction Initiative

Introduction

The California Social Work Education Center (CalSWEC) is seeking proposals for the Title IV-E Field Instruction Initiative, which is under the auspice of CalSWEC's Board of Directors Child Welfare Committee. This Initiative is intended to be a path to practice excellence in public child welfare through the development, implementation, and evaluation of groundbreaking models of field instruction that educate and train a strong effective workforce that supports core child welfare practice.

The overarching goal of this initiative is to serve the needs of the schools of social work by supporting the development of high-quality field instruction and supervision to the students in the Title IV-E Stipend Program. This agency-based instruction also serves county agency needs by improving supervision practices and providing better preparation of the future workforce to improve child welfare outcomes in the safety, permanency, and well-being for the children and families and their communities.

The Field Instruction Initiative is guided by the value of promoting models that enhance university/agency collaboration and cooperation and insure students have the skills, values, experience and personal qualities to work effectively in the public child welfare agencies in California.

Background

In *fall 2008*, a Field Placement Subcommittee of the Child Welfare Committee of CalSWEC's Board was formed to address field placements for Title IV-E students. This subcommittee was charged with bringing more definition to the issues facing field placements and to begin planning and development. At that time, it was well established that field placement capacity and quality had been eroding for some time; consequently, it had been an item on the Child Welfare Committee agenda for approximately two years. The current state budget crisis has further exacerbated these issues and accelerated the work of this committee. The goal of the committee was to develop ideas to address issues of capacity and quality in a coherent, strategic, and systematic way. Toward this end, the group was charged with developing a set of recommendations that can be supported and advanced by the Board, counties, and the schools of social work.

In *January 2009*, a CalSWEC-drafted a whitepaper on field placements provided more grounding in the research and evidence on field instruction and set out recommendations (*see below*).

In *fall 2009*, next steps were identified that involved forming the subcommittee, convening a larger workgroup to develop a strategic plan that would set out a timeline for implementation, and making a presentation to CalSWEC's permanent committees and the full Board.

In *winter 2010*, the Field Instruction Initiative was born; the work of the initiative through *summer 2010* was to develop the strategic plan. The following is the broad outline of the strategic plan and how the subcommittee was to be formed. In order to develop a statewide, systematic, and sustainable *structural change* that creates high-quality field placement opportunities in public child welfare, non-profits, community-based organizations, and tribal organizations serving Title IV-E children and families, the initiative finalized its goals and strategic direction by adopting the following:

1. **Engage** agency directors & child welfare directors and university faculty in dialogue to examine regional needs and resources, then develop field placement models that meet the regional needs and resources, with the goal of creating mutual responsibility, ownership, and investment.
2. **Develop Field Instruction Models** that are coordinated with agency and university partners, at *pilot sites* designed to address particular regional needs.
3. **Test the efficacy of the models** through careful pilot development. Embedded in the pilot development will be a comparative research approach to identify best practices.
4. **Leverage the university/county/non-profit, CBO/CDSS partnership** to develop fiscal models that sustain the field placement models developed in the project.

Because the initiative involves the integration of very large organizational systems, it is necessary to focus on specific domains that need development simultaneously or sequentially in order to move toward piloting new models. Consequently, the work of the initiative was divided into three (3) teams with specific focus areas but that work in tandem with one another. The teams and their focus are:

- **Strategy Team**—the development of an engagement plan with existing partnerships to establish pilot sites to test the efficacy of new field instruction models
- **Design Team**—the development of the key components of field instruction models to be implemented at pilot sites
- **Resource Development Team**—working with key fiscal people within the university/agency partnership to develop fiscal structures to support the field instruction model

The teams were formed in *spring 2010* and planning began to develop pilot sites for implementation. In *fall 2010*, two *pre-pilot* sites developed out of local needs and were used to inform continued development of the initiative. During this period, the teams also worked on plans to develop strategy, design, and resource needs. This work resulted in resources and materials needed for the development of pilot sites in other locations. These materials are included in this packet.

Funding

The intention is to award funding to up to five (5) Title IV-E Stipend Programs to deliver the scope of work agreed to when the contract is awarded. The total amount to be awarded is up to \$25,000 per program. No match is required for this funding. *If awarded, work must begin immediately upon execution of the subcontract and end by June 30, 2012. There will be no carry-over funding or no cost extensions permitted. All deliverables must be completed by June 30, 2012.*

Final Report

A mid-term report will be due six (6) months after the project begins. A final report will be due on August 31, 2012. This report will be a summation of the work that was accomplished as well as a report on the program outcomes as established by the evaluation plan.

Proposals are due June 3, 2011. Once they are received, CalSWEC will convene a staff committee to review the proposals submitted. Proposals will be funded based on the ratings against the criteria below.

Proposal Requirements and Guidelines

Each proposal must provide specific information on model selection, definition, and description; partnership development and enhancement; staffing and program set-up; timeline of activities; and an evaluation plan using the specified tools embedded in this RFP. The completion of these tools will make up the bulk of your proposal. Once you have completed each of the specified tools, save and print. These will become your proposal in addition to the other items required below.

Each proposal will be rated on the following criteria, with a maximum score of 100 points. Please organize your proposal using the following outline/format.

A. Model Selection and Definition (maximum of 20 points)

Click on the link above and follow the guidelines in the document to do the following:

1. Describe and define your model fully using CalSWEC's framework.
2. Identify and develop strategies and resources needed for Implementation.

B. Partnership Development (maximum of 20 points)

Click on the link above and follow the guidelines in the document to do the following:

1. Assessment of program readiness.
2. Identify and develop strategies and resources needed for Implementation.

C. Staffing and Program Set-up (maximum of 20 points)

Click on the link above and follow the guidelines in the document to do the following:

1. Using the strategies and resources that you identified, describe how you intend to staff and staffing set up the program.
2. How does this differ from your current program?

D. Timeline of Activities (maximum of 10)

1. Presents a sound, workable, and cohesive plan of action that demonstrates how the work will be carried out on time, within budget, and with a high degree of quality;
2. Includes a reasonable schedule of target dates and accomplishments;
3. Presents a sound plan for the coordination of activities with all identified partners within the specified.

E. Fiscal Resources and Project Budget (maximum of 10 points)

Click on the links below, and follow the guidelines in the document to do the following:

1. Budget Justification: Justifies the project costs and clearly explains the activities of the personnel who are described in the proposal;
2. Budget Template: Excel spreadsheet

F. Evaluation and Assessment (maximum of 20 points)

1. Describe how you will assess the performance of your new field instruction model.
2. Define the outcomes you will be measuring in the following areas:
 - a. Field Instruction Model Implementation—was the model delivered as intended?

- i. Was curriculum different? How?
- b. Partnership development—Did clear agreements get established? Were they followed?
- c. Student outcomes—How did students perform in the field? Are they better prepared? How do you know?



Model Selection Tool

Model Selection

In this section you and your agency(ies) will need to work together to select the type of Field Instruction Model that you together have determined best meets the needs of the school, agency, and Title IV-E students.

Begin by clicking on the links below to examine the similarities and differences of each model. Once you have reviewed, select which model best meets your needs by clicking on that link. Follow the instructions on the tool.

☐ [**INDIVIDUAL SUPERVISION MODEL**](#)

Description: This is a traditional model, which is usually one (1) FI/one (1) Student. Variations include: School field liaison with on-site MSW field instructor OR Preceptor model with School liaison, off-site MSW field instructor, and on-site non-MSW preceptor.

☐ [**INTERN UNIT/GROUP MODEL**](#)

Description: Designated county staff provide supervision for a unit of students. One (1) field instructor to 4 to 8 students. Students form a cohort and may receive group & individual supervision.

☐ [**ROTATION MODEL**](#)

Description: Multiple field instructors provide supervision to 4 to 8 students. Designated county staff provide supervision for unit. Students form a cohort and rotate between designated services across different agencies and may receive group & individual supervision.



Partnership Enhancement/Development

PHASE 1: Partnership Enhancement and Development

The goal of this section is to enhance already existing partnerships and develop current partnerships in the service of implementing a new model for delivering field education to Title IV-E students. Using the *Core Components Tool* below, identify the gaps in your current program. Once you have identified the gaps, describe the activities (strategies and resources) that you will need to undertake in order to implement the core program components.

Products for this section include:

- A **Goal Statement** for your Field Instruction Program
- Identification of **Gaps** that need to be addressed in Field Instruction Agreement
- Sample of a written **Field Instruction Agreement** between agency and school of social work
- Identification of **Strategies and Resources** that will be needed to support the Field Instruction Agreement

Identify the goal of your Field Instruction Model and how it addresses the educational needs of Title IV-E Students

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Core Program Components

CALSWEC FRAMEWORK	Identify Gap when comparing current program to the core component
A. Formal field instruction program agreements	
1. Partnership between school of social work and agency is explicit and detailed, with agreements in writing. The partnership is supported at all levels of the university and county structure to insure consistent understanding.	<i>e.g. We have an agreement in place but it is an MOU between the university and agency, not the school of social work. Does not address how to train IV-E students.</i>
2. Agency/School of Social Work has commitment to develop qualified, professional workforce.	
B. Shared, mutual commitment to education and to professional workforce development	
1. Agency support for field instructors includes time for training, additional compensation or reduced case load, recognition by agency & school.	
2. University supports agency field instructors with training and access to educational materials and technology.	
3. Field instructors formally partnered with school liaisons, with frequent, systematic contact with each other and with student.	

C. Core of committed, experienced field instructors, field liaisons, and seminar instructors		
1. Sustainable core of experienced instructors, possibly drawn in part from cadre of IV-E grads. Field Instructor receives orientation and training to child welfare focus and use of competencies.		
2. Competencies are infused into teaching, learning agreements, and evaluations by students and field instructors.		
D. Planned, structured learning process		
1. Field learning tasks are structured to reflect stages across the life cycle of an actual CW case. Learning agreements, written evaluations, and other documents include explicit use of competencies.		
2. Learning & practice objectives developed weekly by students and field instructors/reviewed in university seminars with seminar instructors.		
3. Integrate competencies in agency experiences and all other field learning activities. Field experiences serve to operationalize competencies for students (theory into practice).		

Sample School of Social Work/Agency Field Instruction Agreement for Title IV-E Students

Based on the Gaps cited above, draft a sample Field Instruction Agreement that addresses your current gaps.

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STRATEGY NEED—Based on your gaps and sample Field Instruction Agreement, describe what strategy you will need to support and sustain it. You do not need to identify a strategy for each component, but the strategies must support your Field Instruction Agreement.

A.1	e.g. Director of the school Dr. _____ will begin conversations with agency directors about field placements. Begin by showing FII materials and discuss how things could change for mutual benefit. Begin to operationalize these conversations into a new agreement between the school and the agency.
A.2	
B.1	
B.2	
B.3	
C.1	
C.2	
D.1	
D.2	
D.3	

RESOURCE NEED—Based on your sample Field Instruction Agreement, describe what resources you will need to support and sustain it. You do not need to identify resources for each component, but they must support your Field Instruction Agreement (both monetary and non-monetary).

A.1	
A.2	
B.1	
B.2	
B.3	
C.1	
C.2	
D.1	
D.2	
D.3	

Appendix 3-8: Field Instruction Initiative Graphic





Implementation Planning Tools

Individual Supervision Model

INDIVIDUAL SUPERVISION MODEL

(one FI/One Student)

Traditional: School field liaison with on-site MSW field instructor, *OR*

Preceptor: School liaison, off-site MSW field instructor, and on-site non-MSW preceptor

Step 1: With your agency partners, describe the Field Instruction Model that you intend to deliver to Title IV-E students. Provide a rationale for why this model best meets your regional need.

Description:

Rationale:

Step 2: Review the components required by CalSWEC, and describe how you intend to deliver these components to your Title IV-E students.

<i>Instructional Methods (IM)</i>	
<i>CALSWEC FRAMEWORK</i>	<i>DESCRIBE how you will deliver each component of your Field Instruction Model.</i>
1. Stages of supervisory process (socialization, education, task development, termination) repeated over the course of supervision	e.g., Provide supervision training to F.I. that supports this sequence of instruction. e.g., Review this sequence with F.I. to assess their capacity to deliver.
2. Direct learning activities utilized, such as observation and working with role models, attending meetings & trainings, carrying primary case responsibilities, case presentations at internal case conferences, interviewing staff	
3. Reflective & conceptual learning activities to provide practice frame and to integrate theory & practice	
4. Encourage student reflection, self-critique	
5. Clarity in coordination and task assignment by preceptor & FI	
6. Develop understanding of task and process inquiries and directions	

<i>Learning Activities (LA)</i>	
<i>CALSWEC FRAMEWORK</i>	<i>Describe how you will deliver each component of your Field Instruction Model.</i>
1. Ordered activities reflecting full CW process: practice & active supervision related to each stage of CW case, as noted by CSWE: engage, assess, intervene, evaluate	
2. Paperwork/process practice tasks include criteria for use & completing assessment forms, choice of & referral to services, differential response, and court reports, termination process, and evaluation forms	

used, CWS/CMS use, technical writing, court reports, case reviews	
3. Practice tasks aligned to competencies that develop case management essentials, e.g., family engagement, prioritization of service needs, selecting services and follow-up, concurrent planning, identifying family members and family capacities, etc.	
4. Activity designed to allow student self-critique & reflection in reviewing case management choices	
5. Small number of cases assigned to intern, with specified process of F.I. & preceptor supervision	

STRATEGY NEED—Based on your assessment above, describe what strategy you will need to support and sustain the instructional methods (IM) and learning activities (LA) in your model. You do not need to identify a strategy for each component, but the strategies must address how you will implement your model.

IM.1: e.g., Look for supervision training at RTA or other IV-E sites that can be delivered by PC or Liaison. e.g., Discuss with Liaisons this sequence and insure that they follow this sequence.
IM.2
IM.3
IM.4
IM.5
IM.6
LA.1
LA.2
LA.3
LA.4
LA.5

RESOURCE NEED—Based on your assessment above, describe what resources (both non-monetary and monetary) you will need to support and sustain the instructional methods in your model. You do not need to identify resources for each component, but they must address how you will implement your model.

IM.1: e.g., Training needs to be delivered. Time for PC or Liaison to do this or hire someone from the outside to do. Need to acquire the curriculum resource to help deliver.
IM.2
IM.3
IM.4
IM.5
IM.6
LA.1
LA.2
LA.3
LA.4
LA.5



Implementation Planning Tools

Intern Unit/Group Model

INTERN UNIT/GROUP MODEL (ex: ONE FI/4–8 STUDENTS)

Designated county staff provide supervision for unit.

Students form a cohort & may receive group & individual supervision

Step 1: With your agency partners, describe the Field Instruction Model that you intend to deliver to Title IV-E students. Provide a rationale for why this model best meets your regional need.

Description:

Rationale:

Instructional Methods (IM)	
CALSWEC FRAMEWORK	DESCRIBE how you will deliver each component of your Field Instruction Model.
1. Stages of supervisory process (socialization, education , task development, termination) repeat over the course of supervision	e.g., Provide supervision training to F.I. that supports this sequence of instruction. e.g., Review this sequence with F.I. to assess their capacity to deliver.
2. Direct learning activities utilized, such as observation and working with role models, attending meetings & trainings, carrying primary case responsibilities, case presentations at internal case conferences, interviewing staff	
3. Reflective & conceptual learning activities to provide practice frame and to integrate theory & practice	
4. Encourage student reflection, self-critique	
5. Clarity in coordination and task assignment by preceptor & FI	
6. Develop understanding of task and process inquiries and directions	

Learning Activities (LA)	
CALSWEC FRAMEWORK	Describe how you will deliver each component of your Field Instruction Model.
1. Ordered activities reflecting full CW process: practice & active supervision related to each stage of CW case, as noted by CSWE: engage, assess, intervene, evaluate	
2. Paperwork/process practice tasks include criteria for use & completing assessment forms, choice of & referral to services, differential response, and court reports, termination process, and evaluation forms used, CWS/CMS use, technical writing, court reports, case	

reviews	
3. Practice tasks aligned to the competencies that develop case management essentials, e.g., family engagement, prioritization of service needs, selecting services and follow-up, concurrent planning, identifying family members and family capacities, etc.	
4. Activity designed to allow student self-critique & reflection in reviewing case management choices	
5. At least one case from each major stage of case lifecycle assigned to intern, with F.I. supervision	

STRATEGY NEED—Based on your assessment above, describe what strategy you will need to support and sustain the instructional methods (IM) and learning activities (LA) in your model. You do not need to identify a strategy for each component, but the strategies must address how you will implement your model.

IM.1: e.g., Look for supervision training at RTA or other IV-E sites that can be delivered by PC or Liaison. e.g., Discuss with Liaisons this sequence and insure that they follow this sequence.
IM.2
IM.3
IM.4
IM.5
IM.6
LA.1
LA.2
LA.3
LA.4
LA.5

RESOURCE NEED—Based on your assessment above, describe what resources (both non-monetary and monetary) you will need to support and sustain the instructional methods in your model. You do not need to identify resources for each component, but they must address how you will implement your model.

IM.1: e.g., Training needs to be delivered. Time for PC or Liaison to do this or hire someone from the outside to do. Need to acquire the curriculum resource to help deliver.
IM.2
IM.3
IM.4
IM.5
IM.6
LA.1
LA.2
LA.3
LA.4
LA.5



Implementation Planning Tools

Rotation Model

ROTATION MODEL (ex: MULTIPLE FI/4-8 STUDENTS)

Designated county staff provide supervision for unit.

Students form a cohort & may receive group & individual supervision.

Step 1: With your agency partners, describe the Field Instruction Model that you intend to deliver to Title IV-E students. Provide a rationale for why this model best meets your regional need.

Description:

Rationale:

Instructional Methods (IM)	
CALSWEC FRAMEWORK	DESCRIBE how you will deliver each component of your Field Instruction Model.
1. Student exposure to practice across a spectrum of CW casework	e.g., Provide supervision training to F.I. that supports this sequence of instruction. e.g., Review this sequence with F.I. to assess their capacity to deliver.
2. Student rotates between units within child welfare or public or private agencies serving IV-E children and families.	
3. Planned, systematic movement of student between CW practicum sites or units	
4. Collaborative partnership between student, university staff and agency staff is part of learning	
5. Coordinated supervision by more than one supervisor	

Learning Activities (LA)	
CALSWEC FRAMEWORK	DESCRIBE how you will deliver each component of your Field Instruction Model.
1. Same as Learning Activities for Individual Supervision models with staged, integrated practice tasks as appropriate to units through which student rotates	
2. Ordered activities reflecting full CW process: practice & active supervision related to each stage of CW case, as noted by CSWE: engage, assess, intervene, evaluate.	
3. Paperwork/process practice tasks include criteria for use & completing assessment forms, choice of & referral to services, differential response, and court reports, termination process, and evaluation forms	

used, CWS/CMS use, technical writing, court reports, case reviews	
4. Practice tasks aligned to competencies that develop case management essentials, e.g., family engagement, prioritization of service needs, selecting services and follow-up, concurrent planning, identifying family members and family capacities, etc.	
5. Activity designed to allow student self-critique & reflection in reviewing case management choices	
6. At least one case from each major stage of case lifecycle assigned to intern, with F.I. supervision	
7. Learning activities overtly linked and reviewed by F.I., with student reflection and self-critique formally required and recorded through learning process	

STRATEGY NEED—Based on your assessment above, describe what strategy you will need to support and sustain the instructional methods (IM) and learning activities (LA) in your model. You do not need to identify a strategy for each component, but the strategies must address how you will implement your model.

IM.1: e.g., Look for supervision training at RTA or other IV-E sites that can be delivered by PC or Liaison. e.g., Discuss with Liaisons this sequence and insure that they follow this sequence.
IM.2
IM.3
IM.4
IM.5
LA.1
LA.2
LA.3
LA.4
LA.5
LA.6
LA.7

RESOURCE NEED—Based on your assessment above, describe what resources (both non-monetary and monetary) you will need to support and sustain the instructional methods in your model. You do not need to identify resources for each component, but they must address how you will implement your model.

IM.1: e.g., Training needs to be delivered. Time for PC or Liaison to do this or hire someone from the outside to do. Need to acquire the curriculum resource to help deliver.
IM.2
IM.3
IM.4
IM.5
LA.1
LA.2
LA.3
LA.4
LA.5
LA.6
LA.7



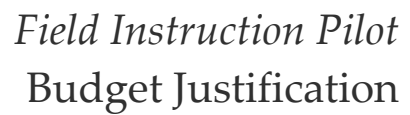
Staffing and Program Set-up

Staffing and Program Set-up

Using the Strategies and Resources you have identified in the previous sections and the framework below, define your staffing and program set-up needs. Be inclusive of all levels of staffing, from leadership to field instructor, in your planning.

Staff	Describe what this person will be doing to support the implementation of your model	How is this different from your current program?
School/Agency director		
Project Coordinator/Agency managers or supervisors		
Seminar Instructor		
Field Liaison		
Field Instructor		
Agency mentors		
Other staffing needs?		

Program Set-up	Describe how you will be going about this activity in order to support the implementation of your model	How is this different from your current program?
Selection of liaisons, field instructors, agency mentors		
Preparation and training of liaisons, field instructors, agency mentors		
Establishing schedules for supervision and county contact.		
Seminar curriculum		
Other?		



Position	FTE	Name (if known)	Annual Salary	Fringe (percentage)	Fringe (amount)	Total Amount Requested
Personnel Services Subtotal						

	Total Amount Requested
OTPS Subtotal	

Please identify proposed expenditures for each category above.

Appendix 3-14: Budget Template

Rural County Distance Education Pilot Program
Proposed Budget
January 1, 2009 - June 30, 2009

(NAME OF SCHOOL) FII PILOT BUDGET	# FTE	Annual Salary	Fringe (percentage)	Fringe (amount)	Total Amount
Personnel Services					
<i>[Position and name of incumbent if known]</i>					0
					0
					0
					0
Personnel Services Subtotal	0.00	0		0	0
Other than Personnel Services (OTPS)					
					0
					0
					0
					0
OTPS Subtotal					0
TOTAL PROGRAM COSTS					0

Appendix 3-15: Resource Exchange Grid

Resource Exchange Grid: "Resources that the _____ can offer to _____."

	CalSWEC	University	School	Agency	Academy IUC
Academic program personnel Faculty Field director Field liaison	Faculty development institutes Curriculum Instructional budget support Research agenda grants Match	Match Research Publications Presentations Screening student admissions	Curriculum Time for agency visits Stable placements	Match (see below) Meeting space for development and maintenance of collaboration	Instructors Curriculum Relationships with counties
Agency service personnel Field Coordinator Field Instructor Work/Task leader	Evaluation resources Curriculum Symposia Website	Service learning support resources	Support groups Library card Parking pass FI training Supportive visits (time) CEUs/ consultation	Policy & regulations training Agency resources for clients Time Caseload relief	Instructors Field Unit leaders Space Mentors Websites
Students BSW students 1 st year MSWs 2 nd Year MSWs	Stipends Tuition, fees, travel & books Student day Evaluation resources Facebook (TBD)	Library resources Degree Counseling resources: ESL office Re-entry office Child care	Curriculum Classes Social welfare library Counseling Field seminars Travel grants	The field placement Time Supervision Physical resources: Desk, phone, computer, parking, county car, Ipad, cell phone, etc. Travel (?)	Opportunity to attend Core & other training (?) Instructors Field Unit leaders Space Mentors Websites
Worker New hire 2-3 years later 5-6 years later 8-10 Years later	Evaluation resources Symposia Website	Adjunct faculty appointments Guest lecturing	Adjunct faculty appointments Screening committee participation Guest lecturing	Lateral transfers Licensure supervision hours Clinical supervision (not necessary for pre-licensure) Policy training Connection between CE, FI , and promotions	Core curriculum Advanced curriculum Training in both of the above Websites



CalSWEC Field Model Implementation Guide

Introduction

The CalSWEC Field Instruction Initiative (FII) goal is to provide the Title IV-E Stipend Program with workable, effective field practicum models designed to build a strong professional child welfare workforce and maximize the collaboration, support and guidance of university and agency partners.

Based on social work field literature and accumulated field experience of the partners, the implementation guide that follows is intended as a foundation for the construction of workable field models that are of consistently high quality yet responsive to local resources and needs.

The purpose of this document is to give the FII members and potentially all schools of social work in California the opportunity to work from common program components, implementation examples, and tools to improve the quality and quantity of field placements for IV-E students.

Terms Used

Several terms are used throughout the guide and may need clarification for some readers. The terms and rough definitions are below.

Field instructor: At agency or CBO, the individual assigned to supervise the work of the student during the internship. This person will insure educational tasks are completed satisfactorily and will be responsible for completing the student evaluation. Ideally, the field instructor has an MSW. In some cases, a non-MSW *preceptor* will be the supervisor, but a preceptor must collaborate with an MSW.

Field liaison: Individual from university social work program who coordinates the effort of the student intern, the PC, and the agency or CBO to insure successful completion of the internship.

Mentor: Experienced social workers who provide case shadowing opportunities for interns as well as additional intern support and feedback. These individuals work in conjunction with the field instructor; there may be several mentors identified to work with the student throughout the course of the internship



Child Welfare Placement Year—usually second year, but may be used for first year or BASW with lower case responsibility

TIMELINE PHASE I: June to August Program set-up prior to Implementation	Implementation Activities		Suggestions	Resources & Tools
	County	School		
<i>Partnership Development</i>	<ul style="list-style-type: none"> Garner agency/site-wide support for intern program; insure groundwork for university/county partnership exists & being maintained 	<ul style="list-style-type: none"> Foster and maintain personal relationships with county to nurture partnership Partnership agreement discussed with agency & field instructor and reduced to writing Elements of IV-E placement and competency use fully explained to county 		Core Components Assessment Tool
<i>Model Selection</i>	<ul style="list-style-type: none"> Select field model to be used Select field instructors & assess their strengths, expectations of role Select agency mentors (other than F.I.s) to assist with students. These may be IV-E graduates who provide shadowing opportunities, assist w/case(s) in secondary role, and 	<ul style="list-style-type: none"> Review each model tool with county to decide which best aligns with your current program Review university/county and liaison/F.I. partnership agreements with F.I.s Develop orientation and training materials that align with the model selected, competencies emphasized in all materials 	Make up competency worksheets to help students track learning progress and identify areas for future focus	<ul style="list-style-type: none"> Core Components Assessment Tool Agency Site Application Field Instructor Profile Form Partnership agreement between University School of Social Work and County/between School Liaison and Field Instructor Online Field Instructor

TIMELINE PHASE I: June to August Program set-up prior to Implementation	Implementation Activities		Suggestions	Resources & Tools
	County	School		
	<p>provide feedback/support to the students</p> <ul style="list-style-type: none"> • Insure formal training of field instructors in supervisory practice will be available. • Jointly with school, draft minimum expectations F.I. will fulfill, e.g., timing and duration of meetings with student and with liaison; forms and evaluations that F.I. and liaison will complete jointly, etc. 	<ul style="list-style-type: none"> • Deliver training to field instructors • Jointly with county, draft minimum expectations F.I. will fulfill, e.g., timing and duration of meetings with student and with liaison; forms and evaluations that F.I. and liaison will complete jointly, etc. 		<p>Training</p> <ul style="list-style-type: none"> • Field Instructor Roles and Responsibilities <hr/>

TIMELINE PHASE II: August to December Implementation	Implementation Activities		Suggestions	Resources & Tools
	County	School		
A. Orientation	<ul style="list-style-type: none"> • Student orientation for field at county • County and school are oriented together on topics and skill building student will have during internship 	<ul style="list-style-type: none"> • Field instructor orientation at school • Determine what materials, information student needs at hand for orientation • Student learning agreements developed with assistance of field liaison • County and school are oriented together on topics and skill building student will have during internship 		<ul style="list-style-type: none"> • Conducting A Successful Orientation • Orientation Checklist • Example of a Public Child Welfare Learning Agreement • Example of a Title IV-E Addendum to an MSW Learning Contract • Examples of Title IV-E Learning Activities

TIMELINE PHASE II: August to December Implementation	Implementation Activities		Suggestions	Resources & Tools
	County	School		
B. Case assignments Term begins Note: Case assignment method is important. If assign case based on the likely end result of a case (Maintenance or Permanency) and move by steps toward a front end or emergency (ER) case, then student will have developed skills and confidence with which to deal with an emergency case. Learning will be layered & skill level will accrue gradually.	<ul style="list-style-type: none"> First CASE ASSIGNMENT and Case-specific orientation (F.I. reviews case background with student.) Ideally first case is a PP case, to help student development engagement 	<ul style="list-style-type: none"> Field seminar curriculum begins 	<ul style="list-style-type: none"> May briefly rotate student through case cycle for overview. For shadowing, use form to record student experience. 	<ul style="list-style-type: none"> Case Assignment Tools Contra Costa case assignment process form [checking with Donna] Sample Field Seminar Activity: Vignette Assessment California's Child Welfare System: Primary Institutions A Child's Journey through the Child Welfare System: Decision Points Flowchart: Juvenile Dependency Court Process

<p>C. Knowledge and skill building, mentoring</p> <p>October - December</p>	<ul style="list-style-type: none"> • F.I. establishes relationship with student, draws up weekly meeting schedule with written agenda from student. • Identify primary mentor at county, usually F.I. • Establish weekly meetings. Assign additional PP cases. • Assign student a new type of case: emphasize <i>family engagement, case plan development & implementation</i> . <i>Write court report</i> • Assign additional FM case(s) to learn <i>case planning, court process, working with parents & family members</i> 	<ul style="list-style-type: none"> • Integrative seminar: Student learning client engagement, developing working relationship with client, goal setting with client • Face-to-face site visit by field liaison/ PC • Mentoring concurrent in seminar as student brings material from field experiences • Devise bridge between F.I. and PC regarding the student's placement and the continuing relationship between the county & school. • Design reporting documents and agreed schedule of PC site visits • Establish ongoing contact to track student's progress 		<ul style="list-style-type: none"> • Slides on Supervision Practice • Reflective & conceptual learning activities to provide practice frame and to integrate theory & practice: Process recording Assignment Field Journal Assignment • Paperwork/process practice tasks: Investigation Outcomes Flowchart Creating a Case Plan in CWS/CMS Definitions of Reasonable Services Reasonable Services Checklist Conducting a Diligent Search using CWS/CMS • Practice tasks to develop
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				<p>case management essentials:</p> <p>Example of Relative Locator</p> <p>Foster Youth Education Rights</p> <p>Guide to Independent Living</p> <ul style="list-style-type: none"> • Assignments to Encourage student reflection, self-critique: <p>Journal Assignment Prompts</p> <p>Self-Efficacy Assessment</p>
<p><i>D. Assessment of Student progress</i></p>	<ul style="list-style-type: none"> • Write student progress evaluation: General areas for first term, aligned with competencies: • Engagement • Responsibility for decisions • Time management • Task management • Case planning • Work with court 	<ul style="list-style-type: none"> • Face-to-face site visit by field liaison/PC • Receive signed evaluation from county F.I, also signed by student 		<ul style="list-style-type: none"> • General Guidelines for Effective Feedback and Evaluation • Midterm Progress Evaluation of Student

[illegible]

TIMELINE PHASE III: January to June Implementation	Implementation Activities		Suggestions	Resources & Tools
	County	School		
	<ul style="list-style-type: none"> Complete final evaluation jointly, County F.I. and school liaison and/or PC 	<ul style="list-style-type: none"> If first year, bring student strengths, areas of need to bear on matching for next assignment. Begin work of matching, selecting agency for next placement 		<ul style="list-style-type: none"> Final Evaluation of Student Student Evaluation of Practicum Experience Student Self-Assessment of Practicum Performance

Non-profit or CBO Placement—usually first year. May be adapted for second-year placement.

TIMELINE PHASE I: June to August Program set-up prior to Implementation	Implementation Activities		Suggestions	Resources & Tools
	CBO/County	School		
<i>Partnership Development</i>	<ul style="list-style-type: none"> Garner agency/site-wide support for internship program Elements of IV-E Placement and competency use fully explained to CBO Partnership agreement discussed with agency & field instructor and reduced to writing 	<ul style="list-style-type: none"> Review each model tool to see which best aligns with your program Review university/and liaison/F.I partnership agreements with F.I.s 		Core Components Assessment Tool
<i>Model Selection</i>	<ul style="list-style-type: none"> Select field model to be used Select field instructors, interface with F.I.s & assess their strengths, expectations of role Select agency mentors (other than F.I.s) to assist with students. Recent MSW graduates may provide shadowing opportunities, assist w/case(s) in secondary role, and provide feedback/support to 			<ul style="list-style-type: none"> Core Components Assessment Tool Agency Site Application Field Instructor Profile Form Partnership agreement between University and County/between School Liaison and Field Instructor Online Field Instructor Training

TIMELINE PHASE I: June to August Program set- up prior to Implementation	Implementation Activities		Suggestions	Resources & Tools
	CBO/County	School		
	<p>the students</p> <ul style="list-style-type: none"> • Insure formal training of field instructors in supervisory practice will be available • Determine in advance the minimum expectations F.I. will fulfill, e.g., timing and duration of meetings with student and with liaison; forms and evaluations that F.I. and liaison will complete jointly, etc. 			<ul style="list-style-type: none"> • Field Instructor Roles and Responsibilities

TIMELINE PHASE II: August to December implementation	Implementation Activities		Suggestions	Resources & Tools
	Agency	School		
A. Orientation	<ul style="list-style-type: none"> Intensive IV-E student orientation for field at agency Agency and school are oriented together on topics and skill building student will have during internship Competencies emphasized in all field orientations 	<ul style="list-style-type: none"> Determine what materials, information student needs at hand for orientation Develop orientation and training materials that align with the model selected Field instructor orientation at school Student learning agreements developed to include experiences/tasks leading to skill development Agency and school are oriented together on topics and skill building student will have during internship 	<ul style="list-style-type: none"> Competency worksheets can be made for students to help track progress in certain areas. Will be helpful in identifying areas requiring added support or focus. 	<p>Agency/organization materials if available:</p> <ul style="list-style-type: none"> Agency description Agency goals Roles and responsibilities of staff Organizational chart Safety in agency, etc., Conducting A Successful Orientation Orientation Checklist Example of a Learning Agreement with an Agency
B. Case assignments Term semester or quarter) begins	<ul style="list-style-type: none"> Initial method will vary by agency Some will have rotation through agency activities, some will shadow staff at first 	<ul style="list-style-type: none"> Field seminar curriculum begins 	<ul style="list-style-type: none"> Ideally first assignment is not complex, to help student develop skills May briefly rotate student through agency activities for overview 	<ul style="list-style-type: none"> Handout/diagram that shows overview of agency activities for shadowing, use form to record student experience; see, e.g., adapted ER Home Call Shadowing Form (CSULB)

TIMELINE PHASE II: August to December implementation	Implementation Activities		Suggestions	Resources & Tools
	Agency	School		
	<ul style="list-style-type: none"> First ASSIGNMENT and Case-specific orientation (F.I goes over situation and people involved in case). Ideally student's development in N.P/agency will includes hands-on involvement in N.P/agency's ongoing activities 			[obtaining from CSULB]
October– December C. Knowledge and skill building, mentoring	<ul style="list-style-type: none"> F.I. establishes relationship with student, draws up weekly meeting schedule with written agenda from student. Identify primary mentor at agency, usually F.I. 	<ul style="list-style-type: none"> School assists student in developing learning goals. Students bring material from field placement to seminar for support and feedback Establish ongoing contact to track student's progress through internship & relationship between the agency & school Include documents and schedule of 		<ul style="list-style-type: none"> Reflective & conceptual learning activities to provide practice frame and to integrate theory & practice: Process recording Assignment Field Journal Assignment

TIMELINE PHASE II: August to December implementation	Implementation Activities		Suggestions	Resources & Tools
	Agency	School		
		planned site visits by PC		<ul style="list-style-type: none"> Assignments to Encourage student reflection, self-critique: <ul style="list-style-type: none"> Journal Assignment Prompts Self-Efficacy Assessment
December D. Assessment of Student progress	<ul style="list-style-type: none"> Field instructor chooses additional case(s) to learn case planning, working with parents & family members, etc. Write student progress evaluation <p>General areas for student learning by end of first term:</p> <ul style="list-style-type: none"> Engagement Responsibility for decisions Time management Task management 	<ul style="list-style-type: none"> Face-to-face site visit by field liaison/PC Write student progress evaluation 		<ul style="list-style-type: none"> General Guidelines for Effective Feedback and Evaluation Midterm Progress Evaluation of Student Paperwork/process practice tasks (as they apply to the particular agency) Practice tasks to develop case management essentials: <ul style="list-style-type: none"> Example of Relative Locator Foster Youth Education Rights Guide to Independent Living

TIMELINE PHASE II: August to December implementation	Implementation Activities		Suggestions	Resources & Tools
	Agency	School		
	<ul style="list-style-type: none"> Case planning 			

TIMELINE PHASE III: January to June implementation	Implementation Activities		Suggestions	Resources & Tools
	Agency	School		
January/February A. Knowledge and skill-building	<ul style="list-style-type: none"> Additional training and orientation: forms, reports Assign student to staff to shadow (1 month) F.I. has one hour weekly face to face meeting with student 	<ul style="list-style-type: none"> Integrative seminar continues; mentoring of students, who bring field experience to seminar 		<ul style="list-style-type: none"> Above framework continues to apply as student experience broadens & knowledge increases
March	<p>Continue to assign cases with different issues:</p> <p>Consider identifying lower risk agency case to assign to student as primary SW</p> <p>Toward end of term, student transitions cases to other staff and practices carrying out terminations with clients</p>	<ul style="list-style-type: none"> Repeat the lessons of information gathering, engagement Bring in court report writing if appropriate and repeat lessons of task management Add cases involving additional issues 	<ul style="list-style-type: none"> If add complex cases, consider pairing students to reinforce their learning 	<ul style="list-style-type: none"> Slides on Supervision Practice Court Reports (format may vary but content will be similar): Disposition Court Report Guidelines Jurisdiction Court Report Guidelines Status Review Court Report Guidelines Tips on Testifying in Court
End of year	<ul style="list-style-type: none"> Complete final evaluation jointly, Agency F.I. and school liaison and/or PC 	<ul style="list-style-type: none"> If first year, assess student strengths, areas of need to bear on next assignment. Begin work of selecting next 	<ul style="list-style-type: none"> Create “transfer” form as step in identifying suitable next internship 	<ul style="list-style-type: none"> Final Evaluation of Student Student Evaluation of Practicum Experience Student Self-Assessment of

TIMELINE PHASE III: January to June implementation	Implementation Activities		Suggestions	Resources & Tools
	Agency	School		
		placement.		Practicum Performance