Resource Exchanges for Social Work Field Instruction

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| Who is involved in the exchanges? | CalSWEC | University | School of Social Work/Welfare | County Agency | Child Welfare Department | Academy IUC |
| Academic program personnel:  Faculty  Deans and Directors  Field Directors  Field Liaisons  Project Coordinators | CalSWEC can pay for or provide itself, faculty development institutes for regions or statewide; in return we can positively influence the curricula.  CalSWEC does the footwork in creating the statewide research agenda and helps match researchers to counties who request assistance.  CalSWEC provides a forum for the Deans/Directors group to meet. In return, Deans/Directors serve on CalSWEC Board. | Match of indirect costs foregone to support the stipend program.  Research  Publications  Presentations  Screening students for admissions for suitability for public child welfare work. | School provides integrative field seminar which focuses on the competencies and relates them to students’ field experiences, involving the field instructors in picking the specific competencies. Field instructors do not have to worry about whether they are addressing specific competencies in the field. (USC)  School offers to appoint county Field Coordinator as lecturer and pays for salary, while County continues to pay for benefits. (CoCo County) Note: 1) This exchange requires a well-defined job description on both the university and county sides, 2) We have to wait and see if this option is still on the table as a result of realignment. |  | School creates small groups of co-located students requiring them to investigate a practice problem important to child welfare practice in that county. In return, school holds sessions with FIs to help them refresh their research skills (for example, to formulate a researchable question) and use data available to them at their agency (SJSU). | Instructors  Curriculum  Relationships with counties  Academies provide mentors to counties. Can they provide field instructors as well? |
| Agency service personnel:  Agency Administration  Managers  Supervisors  Line Workers  Field Coordinators  Field Instructors  Work/Task leaders  Alumni | CalSWEC can facilitate a group of Universities to coordinate aspects of the field placement process: their academic calendars, their learning agreements and evaluation forms.  Coordinating students from multiple schools enriches staff & student experience, broadens the county hiring base (CoCo County) Note: this can also backfire if the policies and procedures of the schools are not in synch. | Service learning support resources.  Provides professional development opportunities. | Field instructor recognition day at the U. provides lunch and free CEUs to attendees *at one of the counties*.  School offers a day-long CE session on how to find resources for practice on the internet and in the libraries at the school’s computer lab. Attendees come away with a portfolio about their particular issue. (UCB) | Agency administration obtains written commitment from participating FIs to attend the project sessions regularly. Participants are advised that their efforts would benefit them when applying for promotions. (CSU Chico).  Having a field unit means that the field coordinator (needs to be a well-respected county employee) can redistribute cases and ease the workload of workers by taking on the actual case management in partnership with students (CoCo County). | County FI or coordinator helps students with their community service project (not research), such as arranging the holiday party donations for the foster children (CoCo County) or creating a group meeting for clients in a particular neighborhood at a safe place in the neighborhood, or creating a Grandma’s kinship care group and unit at a community location (Sac County).  Examples in this category are particularly important for employee-students to advance their knowledge and show their creativity.  Orientation to county policy provided to the students as a group, so the field instructor doesn’t have to do this. | Instructors  Field Unit leaders  Space  Mentors  Websites  Academies provide mentoring for workers, supervisors, or students.  Academies establish ongoing student field units and pay for personnel in return for counties providing logistical support. |
| Students:  BSW students  1st year MSWs  2nd Year MSWs | Financial support to enable student graduation from accredited degree programs:  Stipends  Tuition, fees, travel & books  Student day  Evaluation resources  CalSWEC creates and maintains current job resources for students and fast up-to-date ways of communicating to them: e.g., Twitter and Facebook. | Library resources  Degree  Counseling resources: ESL office  Re-entry office  Child care | Curriculum  Classes  Social welfare library  Program Advising/Counseling  Field seminars  Travel grants | Agency provides separate desks and phones for students so their workspace is just like the workers’ workspace (CoCo County). Students feel respected and this increases perceived organizational support (attitude). | The field placement  Time  Supervision  Clinical supervision provided to increase self-awareness of how they interact with clients. | Opportunity to attend Core & other training (?)  Instructors  Field Unit leaders  Space  Mentors  Websites |
| Workers:  New hire  2-3 years later  5-6 years later  8-10 Years later | Statewide in-service coordination so that CWWs can move from one county to another having had the same core curriculum.  Informational, accessible Websites and eLearning opportunities.  Alumni professional development/recognition in return for mentoring students, participating on interview panels. | Adjunct faculty appointments  Guest lecturing | Adjunct faculty appointments  Screening committee participation  Guest lecturing | Physical space  Policy training  Connection between continuing education, field instruction, and promotions | Lateral transfers  Licensure supervision hours  Clinical supervision provided to increase self-awareness of how workers interact with clients. | Core curriculum  Advanced curriculum  Training in both of the above.  Informational, accessible Websites and eLearning opportunities. Training at-your-desk accessible, efficient. |

The Project Coordinator position is a boundary spanner position because the Project Coordinator is the primary person who can apply the resources of one sector to address the needs of the other in the language that both sectors will understand.

Before setting up any exchange, it’s crucial to find out what your exchange partners value. For example, don’t assume that “being chosen” to be a field instructor is particularly valued by the chosen one. Don’t assume that the field instructors will come to an orientation just because they’ve been chosen.