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## Overview

The field instruction model for CalSWEC’s Title IVE Program is premised on the mission of our organization as a partnership between schools of social work and the practice communities it serves to advance the integration of education and practice in order to improve the social services to the people of California. Further, the Title IV-E Program is intended to increase the number of professional social workers in public child welfare by providing financial assistance to those students who commit to working in public child welfare for at least the number of years they receive financial assistance.

## Theory of change

By *increasing partnership activities* between university and public child welfare agencies and by *standardizing and enhancing* IV-E field seminar, field instructor trainings and instructional supports we will *better prepare* Title IV-E students *with increased knowledge and awareness* of social work practice expectations within public child welfare agencies and therefore *increase retention and* the *competency* of Title IV-E graduates in public child welfare.

## The Model

The field instruction model has 4 components that are guided by basic principles and understandings between the schools of social work within the CalSWEC consortium and the county agencies with which it works.

Each of the components have functions and activities that are described here and beyond those descriptions an array of tools and resources to assist with the implementation of each component is included.

**Mutual Partnership Activities (MPA)**

**Guiding Principles:** *Shared Decision making; Agreements that support the delivery of the curriculum*

**Description:** In this component it is decided by the partnership what delivery method of field Instruction will be used such as individual or unit model and is determined by the local preferences, needs and resources.

This component requires the schools and the agencies to develop MOAs that define the activities, roles and responsibilities of all parties involved, measures of success and the communication plan for each component of the model. Agreements between schools and agencies may also include: case load relief, adjunct appointments to deliver field instruction in agency and other activities to support the delivery of the field curriculum. A Resource sharing guide is intended to assist partnerships in thinking how to leverage resources to support the instruction. To support this component the utilization of Technology (phone and webconference, chat rooms, blogs, etc) is encouraged.

* **Who is involved:** Principal Investigator, County Director, Project Coordinators, CW Director, Field Director, Managers, CBO/Tribal agency leadership.
* **Performance measure:** Meeting schedule. Communication Plan. MOA completed, signed and disseminated. Assess MOA at end of year meeting for success.
* **Short term and long term goals:** Shared mutual commitment to education and professional workforce development. Increase partnership activities between university and agency. Agency and university partner to develop and sustain learning organization.

**Field Instructor Recruitment and Support (FIRS)**

**Guiding Principle:** *Advancing Professional Development of current PCW staff*

**Description:** This component involves enhanced collaborative activities that work to recruit, train and support qualified and interested field instructors in the agency. Marketing, outreach and recruitment materials and activities promote field instruction as a professional development opportunity and will be supported by schools, RTAs and CalSWEC. To support this component the utilization of Technology (phone and webconference, chat rooms, blogs, etc) is encouraged.

* **Who is involved:** Project Coordinators, Field Liaisons, PCW manager, supervisor or intern coordinator, identified CBO/Tribal services manager, supervisor
* **Performance measure:** Outreach Plan & Schedule (Capacity), Support and Training Plan & Schedule (Quality).
* **Short term and long term goal:** Increase Field Instructor capacity and quality to provide well rounded field experience to students. Increase partnership activities between university and agency. Agency and university partner to develop and sustain learning organization

**Placement Selection and Process (PSP)**

**Guiding Principle:** *Shared decision making process with equal participation*

**Description:** The component defines the field experience as a 2 year integrated internship experience that will expose students to variety of PCW /CBO settings. Within this context, there will be an assessment process conducted by the IVE Program and PCW agency leadership that is based on the student’s prior experience in public child welfare, CBO or other. The assessment will assist the school and county in determining the optimal field placement experience and the process for supporting the student for both the foundation and county placement. This component includes a shared decision making process between the schools and PCW agencies about placements in community based organizations. To support this component the utilization of Technology (phone and webconference, chat rooms, blogs, etc) is encouraged.

* **Who is involved:** Project Coordinators, Field Liaisons, CW Director, PCW manager, supervisor or intern coordinator, Field Instructor, Student
* **Performance measure:** Decision points and assessment of student progress. Determine Foundation/Concentration year agencies and placements. 3 tier assessment completed on all students. Placements determined by assessment. Assess coordination of 2-year field placement process.
* **Short term and long term goals:** Maximizes student opportunity for successful placement experience. Students have exposure to a wider variety of PCW, community based and/or tribal settings. Increase retention and the competency of Title IV-E graduates in public child welfare

**Field Curriculum (FC)**

**Guiding Principle:** *Integration of seminar and field instruction curriculum connecting theory to practice; Enhanced and Standardized Curriculum*

**Description:** This component involves an enhanced and standardized curriculum for the IV-E Field Seminar and a Field Experience Inventory (FEI) to be used by Field Instructors to guide student learning in the field. It will incorporate public child welfare work assignments and field experiences that provide student with a breadth and depth of practice experience in public child welfare. The integration of curriculum will ensure that theoretical concepts are connected to practice settings. The curriculum can be delivered flexibly. The development of learning communities and coaching methods into the student learning experiences is encouraged. To support this component the utilization of Technology (phone and webconference, chat rooms, blogs, etc) is encouraged.

* **Who is involved:** Project Coordinators, Field Liaisons, PCW manager, supervisor or intern coordinator, Field Instructors
* **Performance measure:** IVE Seminar frequency determined by School. Weekly supervision to evaluate student competency and skill development. Field Experience Inventory (FEI) incorporated into Learning Agreement. Review of competency based skills. Assessment from Field Supervisor.
* **Short term and long term goals:** Increase knowledge of social work practice skills in public child welfare. Connect and track theoretical contributions of classroom to practice setting. Increase retention and the competency of Title IV-E graduates in public child welfare.

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**Components and Guiding Principles**

**Function and activities**

* Field Instruction delivered by agency staff using individual group or unit model
* MOAs that define:
  + Roles and responsibilities for FIs, liaisons, preceptors, students
  + Enhanced Training and support in agency (from university staff/faculty) for FIs
  + Instructional support in school (from agency staff)
  + Caseload relief
  + Adjunct appointments of university staff to deliver field instruction or field unit (if needed)
* Resource sharing guide to assist partnership thinking in how to blend resources to support the instruction.

**Mutual Partnership Activities (MPA)**

Shared Decision making

Supports needed for the delivery of the curriculum

**Field Instructor Recruitment and Support (FIRS)**

Advancing Professional Development of current PCW staff

* Recruit, train and support qualified and interested Field Instructors (FIs)
* Shared FI training among schools within regions

**Placement Selection and Process (PSP)**

Shared decision making process with equal participation

**Field Curriculum (FC)**

Integration of seminar and field instruction curriculum connecting theory to practice

* 2 year integrated internship experience exposing students to variety of PCW /CBO settings
* PCW experienced vs. non-experienced field instruction options-3 tiered system
* Field placement selection process
* 2 year IV-E seminar and field instructor standardized curriculum based on PCW concepts and practice-related assignments
* Participation in "learning communities" and ongoing training/coaching experiences for students
* Development and integration of trainings and coaching into student experience