

Chapter 6

Field Placement

Chapter 6

FIELD PLACEMENT

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Chapter 6

FIELD PLACEMENT

Field Placement Requirement

Student Participation: In order to qualify for the CWWPEP tuition reimbursement scholarship, a student must successfully complete a field placement in an Ohio public children services agency (PCSA) as part of her university education program.

Field Placement Issues Still in Development

Standards and Outcomes: Consistent standards and outcomes for field placement experiences and a manual of suggested field placement activities to coincide with the child welfare course work will be developed and made available to all participating schools.

Selection of Field-based Practicum Supervisors: Standardized criteria will be developed and used for the selection of field-based practicum supervisors. Field supervisors must assure high quality field experiences for all students. The Ohio Child Welfare Training Program (OCWTP) will provide ongoing training to field instructors and agency-based field supervisors to maximize the application and transfer of learning by students.

A Field Placement Recommendation from the CWWPEP Pilot Committee

OSU students and field instructors who participated in CWWPEP focus groups in December 2002 recommended that, in the future, students who are placed under the tutelage of unit supervisors in the agency should begin their placements in intake or ongoing units, rather than in specialized units, such as foster care or adoption. Course work in Child Welfare 1 covers areas, including risk assessments and interviewing, more closely linked to work performed in the generalized intake and ongoing units. CWWPEP students placed in specialized units, like foster care or adoption, were not able to practice much of what they were learning in their child welfare class work.

2 Field Placement Models

There are probably as many field placement models in Ohio as there are PCSAs. Well planned and well executed field placements most often produce the strongest candidates for permanent employment in the placement agencies. In order to hire prepared and experienced candidates and retain and promote them over the years, it is incumbent on each agency to ensure the best field experiences possible.

During the 2002-2003 pilot phase of CWWPEP, students, depending on which university they attended, experienced different models of field supervision.

Ohio State University School of Social Work developed field sites for its ten CWWPEP students at three nearby PCSAs. At Franklin County Children Services, Clark County Department of Job and Family Services, and Crawford County Children Services, CWWPEP students were assigned to program unit supervisors who had volunteered to mentor and supervise students along with performing their usual unit supervision and management jobs.

The University of Akron School of Social Work placed all six of its pilot CWWPEP students at the Summit County Children Services (SCCS) agency. All six students lived in or near Summit County and requested placement at SCCS which has developed over the last four years a unique field placement program for BSW and MSW students. Within the SCCS training department, there are three full time and one half time field supervisors whose entire focus is working with students doing field placements at the agency. The SCCS placement program is standardized, sequential, and developmental. All students, whether part of CWWPEP or not, follow the same field placement path and are supervised for the entire two semesters by the training department placement supervisors, not by program unit supervisors. The SCCS model frees agency unit supervisors from the added burden of monitoring the progress of field placement students. The University of Akron field placement materials referenced in this chapter were developed by the SCCS and may be adapted for use by other participating agencies or universities.

In the future, the University of Akron School of Social Work will continue to accommodate students wishing to complete field placements at SCCS or at other public child welfare agencies and will work with participating agencies to develop strong field experiences.

Ohio State University Campus Coordinator's Field Site Development Process and Time Line

Fall Quarter: Recruit prospective agencies as opportunities arise

Winter Quarter:

February

- Ask to participate in the PCSAO directors meeting to introduce CWWPEP to agency directors; discuss benefits of the program, recruitment of students, and the university's expectations of the PCSAs regarding the field practicum
- Meet with university field faculty to assess prospective agency sites
- Ask the Regional Training Center director to send letters to PCSAs to recruit placement sites
- Send/call/E-mail agency executive directors and field education directors to gauge interest in participating as field sites

March

- As students list field site preferences, begin recruiting those PCSAs as field sites
- Discuss with approved CWWPEP students their location preferences and field placement requirements
- Match agencies with students
- Fax completed CWWPEP student applications to matched PCSAs once they have agreed to interview students

Spring Quarter

April - June and Summer, if Necessary

- Continue recruitment of agencies and matching process
- Fax applications to PCSAs once they agree to accept students
- Should a PCSA not accept a student, or should the student not accept an agency placement, find a new placement and continue the matching process until a match is made and the student is accepted
- Continue to make site visits to new and previously used placement sites to introduce CWWPEP and campus coordinator's role

OSU Document
Explanation of Field Placement

COURSE TITLE: Field Practicum

LEVEL OF INSTRUCTION AND CREDIT HOURS: BSSW (U) 18 (6 credit hours/quarter)

PREREQUISITES: SW 644 & SW 645

COURSE DESCRIPTION:

At the core of social work field practice in the BSSW program is the integration of social work practice theory into student practice. In particular, the student is provided active opportunity to engage in generalist social work practice and, thus, to observe and participate in both direct and indirect service.

In addition to specific learning assignments, coordinated and supervised by the field instructor in the practice setting, other student learning takes place through such opportunities as individual and group supervisor conferences, board and staff meetings, professional institutes and workshops and further experiences available either in the setting or in the larger practice community. Moreover, biweekly Field Education seminars are conducted on campus for all students by field coordinators of the college.

PHILOSOPHICAL BASE AND OVERALL GOALS FOR UNDERGRADUATE FIELD PRACTICE:

Social work practice is the action of the practitioner directed to a purpose and guided by values, knowledge and intervention techniques (skills) which are collectively unique, acknowledged by and identified with the social work profession.

The Practice/Practicum Curriculum Area Group has adopted the following definition of social work practice, and of generalist practice in particular, as an overall guide:

Generalist social work practice consists of a wide range of value-guided, knowledge-based, change-oriented actions which help people to alleviate distress, accomplish life tasks and achieve individual and collective aspirations. In focusing on transactions between people and their environments, social work practice has several interrelated purposes. Key among these purposes is to help people at various levels of human systems--individuals, families, groups, organizations and communities--to raise life to its highest value, to use their capacities and abilities as well as resources in the environment in pursuit of progressive and full realization of their potential while helping create an environment conducive for others to do the same.

Generalist social work practice entails a comprehensive and integrated approach to human needs that relies on practitioner competence in making a wide-ranging variety of assessments of social situations based on a holistic conception of persons-in-environment. Primarily informed by an ecological systems perspective, generalist practice is not limited to work with any one preferred level of human system--individual, family, group, organization or community--or any one given practice method or mode of change strategy. While in some instances the generalist practitioner may possess the necessary competence not only to assess the wide variety of social situations encountered by social workers, but also to intervene independently as a change agent, in other instances the generalist will call upon practitioners with special skills. In any event, an important contribution of the generalist practitioner is the ability to make sound assessments (not pre-determined in scope or focus by specialty) and to know when to intervene autonomously, when to become involved as a member of a team and when to defer or refer to a more specialized practitioner.

In the field practicum, in particular, skill development should be viewed on a continuum going from satisfactory accomplishment of simple to more complex analytical and interactional tasks within a social work practice frame of reference. The minimum level of proficiency expected of the student in the field by the end of the year includes: the ability to gather and organize data, to form appropriate judgments, to implement intervention modes differentially on a beginning level, and to evaluate the results.

Upon completion of undergraduate Field Education, the student should possess basic foundation knowledge and intervention skills sufficient to make him/her immediately employable or eligible for further professional education.

OBJECTIVES OF UNDERGRADUATE FIELD PRACTICE:

1. Student demonstrates the ability to apply, with professional supervision, knowledge from foundation areas to generalist social work practice activities including provision of direct services to clients, services coordination, advocacy on behalf of identified client systems, and participation in policy and program development at a level typical of an entry level practitioner.
2. Student demonstrates basic ability to understand, interpret and represent purposes, actions and services of the practice setting to clients, other professionals and practitioners, and the general community.
3. Student has developed a sense of identification with the social work profession by demonstrating knowledge and commitment to social work values, professional conduct and the NASW Code of Ethics.
4. Student demonstrates beginning ability to critically evaluate the roles and functions of the social worker in the practice setting, a commitment to professional development, self-awareness and systematic evaluation of one's own practice.
5. Student demonstrates awareness and sensitivity to ethnic, minority, gender and other special population issues relevant to practice.

OSU Document
Student Placement Plan

STUDENT PLACEMENT PLAN

This form is intended to be a reflection of the joint planning of the field instructor and the student for the academic year. The completed document should be returned to the faculty liaison for approval by the 5th week of the first quarter of placement. A copy of the approved form is to be placed in the student's permanent file.

Quarter _____ Year _____

Name of Student _____

Agency _____

Field Instructor _____

Days & Hours at Placement _____

1. Goals & Objectives of the Student: What are your individual learning objectives?

Below are some specific field learning objectives for the year. **Write down how you will meet these objectives by giving examples of field activities (planned learning experiences, specific projects, and tasks) that will help you to master the objectives throughout the year.**

Objective #1: Student as Social Work Practitioner

Student demonstrates the ability to apply, with professional supervision, knowledge from foundation areas to generalist social work practice activities including provision of direct services to clients, services coordination, advocacy on behalf of identified client systems, and participation in policy and program development at a level typical of an entry level practitioner.

A. What tasks will you perform to help you link theory to practice (e.g. theories of human growth and development, effects of abuse/neglect, family and risk assessment, case planning and intervention, interviewing, permanency & placement issues, etc.)? (See checklist @ end of this plan for assistance.)

Fall Quarter:

Winter Quarter:

Spring Quarter:

- B. What activities will you engage in to get a better understanding of current child welfare policy and the service system in which your agency operates?

Objective #2: Student in the Agency & Community

Student demonstrates basic ability to understand, interpret and represent purposes, actions and services of the practice setting to clients, other professionals and practitioners, and the general community.

- How will you learn to understand and analyze agency policies, procedures, programs, and organizational structure?
- How will you learn about service delivery systems, community resources, traditional and non-traditional family supports most relevant to your clients?
- What opportunities will you have to learn effective collaboration with agency professionals and community service providers?
- What will you observe and/or do to demonstrate effective oral and written communication skills with your clients and in the agency and community setting?

Objective #3: Student & Identification with Social Work Values

Student has developed a sense of identification with the social work profession by demonstrating knowledge and commitment to social work values, professional conduct and the NASW Code of Ethics.

How will you demonstrate an understanding and commitment to social work values in child welfare (e.g. self-determination, appropriate staff-client relationships, etc.)?

Objective #4: Student as Learner

Student demonstrates beginning ability to critically evaluate the roles and functions of the social worker in the practice setting, a commitment to professional development, self-awareness and systematic evaluation of one's own practice.

- What specific activities will you engage in to develop self-awareness?
- How will you prepare for and utilize supervision?
- How will you monitor and evaluate client and client systems progress?

Objective #5: Student as Culturally Competent Practitioner

Student demonstrates awareness and sensitivity to ethnic, minority, gender and other special population issues relevant to practice.

- How will you show that you are able to recognize differences between yourself and others, including clients and colleagues?
- How will this understanding of difference impact your practice with others?
- What will you do to better understand oppression and its impact on clients, client systems, and the larger community? What will help you to become more culturally aware & sensitive?

1. Goals, Objectives & Expectations of the Field Instructor:

2. Special Interests of the Student Which May Be Included:

3. Course Expectations that Could Be Correlated with the Goals and Objectives:

4. Strengths of the Student:

5. Areas for Continued Growth:

6. Method of Supervision:

7. Additional Comments:

Signature of Student _____

Signature of Field Instructor _____

Signature of Field Liaison _____ Date _____

Student, please return this plan to your designated Faculty Liaison, OSU, College of Social Work, 1947 College Road, Columbus, Ohio 43210-1162, fax (614) 292-6940.

Proposed Activities & Tasks to be Completed during Internship

Place a check mark (X) in the quarter you plan to engage in the activity:

Activity **Fall** **Winter** **Spring**

Observation & shadowing of other caseworkers

Intake

Assessment

Risk Assessment

Case Planning

Removal/Placement of Clients

On-going Casework & Planning

Family Preservation

Emancipation/ILP

Kinship Care/Foster Care

Adoptions

Observation of OTHER units, departments & programs

Dept/Program: _____

Dept/Program: _____

Dept/Program: _____

Activity	Fall	Winter	Spring
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Observation of Juvenile Dependency Court

Visitation & observation of community agencies & programs
(Specify: _____)

Attendance @ agency events in community:
(Specify: _____)

Attendance @ other community events:
(Specify: _____)

Attendance @ inter-agency meetings

Attendance @ unit meetings/staffings

Participation in agency in-services or other agency trainings
(Specify: _____)

Supervision of clients/monitoring visits

Locate placements for clients

Transportation of clients to appointments, agencies, etc.
(Specify: _____)

Obtaining assessments from other providers

Obtaining other information from providers

Activity	Fall	Winter	Spring
-----------------	-------------	---------------	---------------

Assignment of case(s) with support from caseworker(s):
Intake

Assessment

Risk Assessment

Removal/Placement of Clients

On-going

Family Preservation

Emancipation/ILP

Kinship Care/Foster Care

Adoptions

Other Unit/Program: _____

Case Planning

Preparation for court hearings

Crisis intervention interviews

Interview client(s)

Individualized support

Provide information & referrals

Linkage to other service agencies
(Specify: _____)

Activity

Fall Winter Spring

Observation of and/or co-facilitation of a group
(Specify: _____)

Plan or develop specific program or event
(Specify: _____)

Reading of specific articles re: specific population, issue, etc.
(Specify: _____)

For Adoptions only:
 Participation in matching process of child

Observe adoption subsidy negotiations process

Assist in securing adoptive placement

Attend matching conferences

Attend legalization hearings

Other Activities: _____

OSU Document
Proposed Activities & Tasks to Be Completed During Internship:
Student Checklist

Place a check mark (✓) in the quarter you plan to engage in the activity:

<u>Activity/Task</u>	<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
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Shadowing & observing other workers

Intake

Assessment

Risk Assessment

Case Planning

Removal/Placement of Clients

On-going Casework & Planning

Emancipation/ILP

Kinship Care/Foster Care

Adoptions

Other tasks: _____

Place a check mark (✓) in the quarter you plan to engage in the activity:

Activity/Task	Fall	Winter	Spring
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Spending time in other county departments & programs
(Specify: _____)

Visiting/Observing Juvenile Dependency Court

Visiting community agencies
(Specify: _____)

Supervising/monitoring visits

Assignment of case(s) with support from worker(s):

Intake

Assessment

Risk Assessment

Removal/Placement of Clients

On-going

Emancipation/ILP

Kinship Care/Foster Care

Adoptions

Other tasks: _____

Place a check mark (✓) in the quarter you plan to engage in the activity:

Activity/Task	Fall	Winter	Spring
----------------------	-------------	---------------	---------------

Case Planning

Interviewing client(s)

Monitoring clients

Providing individualized support

Linking clients with resources, services

Running a group
(Specify: _____)

Other Activities: _____

OSU Document
Memo from Campus Coordinator to Students:
Quarterly Evaluation Conference

MEMO

TO:

FR: Sharon Chun Wetterau, Field Liaison & Title IV-E Coordinator

TODAY'S DATE: 10/31/02

RE: FALL QUARTER Evaluation Conference

DATE & TIME : _____ @ _____

It's time for our 1st evaluation conference! I look forward to coming out to your site and discussing your field experiences thus far. This conference will involve you, me, and your field instructor (and task instructor if you have one). It's a chance to talk about what you've been learning, your strengths, areas in which to grow, and what you would like to learn next quarter. We will also review the BSSW field evaluation. As mentioned in our child welfare field seminar, there should not be any surprises when I come out.

SELF-EVALUATION : Due Before Your Evaluation Conference

Write your answers to the questions in the SELF-EVALUATION (see attached) **and give it to me BEFORE your** You can email me your self-evaluation or place a hard copy in my doorbox or mailbox on the 3rd floor.

Although you're not required to share your self-evaluation with your field instructor, I highly encourage you to do so as this will help her/him to get a better understanding of where you are at right now and the kinds of things you may need in the future.

OSU Document
Quarterly Student Self Evaluation

STUDENT SELF-EVALUATION

1. How did you see yourself at the time you started this quarter?

2. Where do you see yourself now?
 - As a learner?
 - As a practitioner?
 - In your relationship to the agency?

3. What experiences were most helpful to learning?

4. What experiences interfered with your learning?

5. What progress do you want to make during the quarter?
 - What skills do you need to develop?
 - What experiences do you want to have?
 - What can you do to achieve your goals?
 - What can your Field Instructor do?

OSU Document

4. Do you have issues and concerns about your practicum thus far and have you taken steps to resolve them?

5. What questions or issues do you wish to discuss in seminar class?

6. Check here if you need to make an appointment with your liaison _____ or your seminar instructor _____. If so, telephone number where you can be reached and when:

_____ or e-mail _____ convenient times

(use back if you need more room)

Rosilyn Meisel
Coordinator of Educational Field Practicum
College of Social Work
The Ohio State University

OSU Document
Post-graduation Field Placement Evaluation

The Ohio State University
College of Social Work
Office of Field Education

Student Evaluation of Field Placement
And
Student Evaluation of Office of Field Education

Date _____ Field/Faculty Liaison _____

Field Instructor: _____

Agency: _____

Rank: BSSW _____ MSWII _____
 MSWI _____ ASAP _____

In the interest of maintaining consistently high standards in our field placement settings, The Ohio State University, College of Social Work recognizes the value of providing students with the opportunity to report their perceptions of field experience. Your feedback is strongly requested!

-1- Yes -2- No -3- Don't Know

After you have responded to the following, please comment on the reverse side of this questionnaire.

The Instructor

- ___ A. Appears knowledgeable in field of social work practice.
- ___ B. Appears knowledgeable in specified area of practice.
- ___ C. Is able to communicate knowledge to student.
- ___ D. Is able to stimulate and/or encourage student self-exploration and development.
- ___ E. Allows the student to grow and develop in own unique way.
- ___ F. Is reasonably accessible.
- ___ G. Schedules regular conferences with student.
- ___ H. Provides student with feedback about activities and efforts on a regular basis.
- ___ I. Encourages the student to seek out and develop contacts with other agency personnel, as well as other agencies.

The Organization

- ___ A. Programs and methods are clearly defined.
- ___ B. Provides valuable services to individuals, families, groups or community.
- ___ C. Ensures the availability of a qualified field instructor.
- ___ D. Is non-discriminatory, from what you have perceived.

___E. Demonstrates interest in and respect for professional education.

___F. Encourages student ideas and input into proposed agency changes.

In retrospect, did the placement adequately meet the goals outlined on your Student Placement Plan? To what degree were your expectations met?

Would you recommend this placement to other students? Please elaborate.

What were the most positive aspects of your placement? Why?

What were negative aspects of your placement? Why?

What is your assessment of the field/faculty liaison assigned to you?

What is your overall assessment of the placement?

Based on your experience in finding and negotiating a field placement, please respond to the following questions by circling your level of agreement with the statements below. (For MSW students: Please relate the following questions to **your most recent field placement.**)

1. Through the Practicum matching and selection process I was provided with clear information about the responsibilities and expectations for **students in the agency setting.**

1	2	3	4	5	6
totally disagree	somewhat disagree	neutral	agree to some extent	fully agree	don't know

2. Through the Practicum Selection Process I was provided with clear information about what is expected of the **agency and field instructor.**

1	2	3	4	5	6
totally disagree	somewhat disagree	neutral	agree to some extent	fully agree	don't know

3. As a student, I felt that I had the opportunity for input into the selection of my current field placement.

1	2	3	4	5	6
totally disagree	somewhat disagree	neutral	agree to some extent	fully agree	don't know

4. How helpful has the Field Manual been in describing your responsibilities regarding field placement?

1	2	3	4	5	6
not at all helpful	a little helpful	moderately helpful	a great help	completely helpful	didn't read

5. The Field Office staff provided **timely** answers to questions and concerns I raised about the practicum or the placement process.

1	2	3	4	5	6
totally disagree	somewhat disagree	neutral	agree to some extent	fully agree	no contact with field office

6. The Field Office staff provided **thorough** answers to questions and concerns I raised about the practicum or the placement process.

1	2	3	4	5	6
totally disagree	somewhat disagree	neutral	agree to some extent	fully agree	no contact with field office

7. The Field Office staff listened **respectfully** to my questions and perspectives about practicum preferences or issues

1	2	3	4	5	6
totally disagree	somewhat disagree	neutral	agree to some extent	fully agree	no contact with field office

1. On which campus did you begin your MSW program -

Columbus
 Newark
 Mansfield
 Lima

__Marion

Return: Field Education Mailbox - 3rd Floor Stillman Hall or mail to OSU College of Social Work, Office of Field Education, 1947 College Road, Columbus, OH 43210-1162

OSU Document
Sample Campus Coordinator's Thank You Letter to Field Instructor #1

June 24, 2003

Alison Rodgers, MSW, LISW
Franklin County Children Services
1919 Frank Rd.
Columbus, OH 43223

Dear Alison:

On behalf of The Ohio State University College of Social Work, I wish to thank you for your leadership and coordination efforts with the Title IV-E child welfare traineeship program.

Your support and advocacy of this program amongst FCCS staff and administration were very much appreciated. Thank you for taking the time to carefully recruit and match FCCS field instructors with our students. Because of your commitment to ensuring that students receive excellent instruction in public child welfare, I am confident that these students will positively impact their respective agencies and families. In sum, this pilot year would not have been successful without your assistance.

Alison, it's been a pleasure working with you, and I look forward to working with you again next year. Please feel free to call me at 614-688-3290 if I can assist you in any way.

Sincerely,

Sharon Chun Wetterau, LISW, MSW
Title IV-E Coordinator

cc: Denise Bronson
Nezettia Stevens

OSU Document
Sample Campus Coordinator's Thank You Letter to Field Instructor #2

June 24, 2003

Ms. Peggy Reeves, MSW
Crawford County Children Services
865 Harding Way W.
Galion, OH 44833

Dear Peggy:

On behalf of The Ohio State University College of Social Work, I wish to thank you for participating this year as a field instructor for the Title IV-E child welfare traineeship program.

Your professionalism, extensive social work knowledge, commitment to field instruction, and FLEXIBILITY were very much appreciated. I truly believe that your commitment to provide outstanding instruction in child welfare practice will enable your former student, Lori Ernsberger, to serve families well in the future. She has spoken very highly of you and has gained so much from your expertise and guidance. Thank you for partnering with me in this endeavor.

Peggy, it's truly been a pleasure working with you, and I look forward to working with you again in the future. Please feel free to call me at 614-688-3290 if I can assist you in any way.

Sincerely,

Sharon Chun Wetterau, LISW, MSW
Title IV-E Coordinator

cc: Denise Bronson
Nezettia Stevens

Summit County Children Services Field Placement Process and Time Line

The following process is followed for all SCCS field placement students, including those participating in CWWPEP.

Recruitment of Students

Beginning of Spring Semester Before Summer or Fall Placement

- The SCCS field placement office works with many universities, including the University of Akron, Youngstown State University, Case Western Reserve, Malone College, and others, all of whom refer students to SCCS for placement.
- University social work staff contact SCCS field placement office directly to refer students for placement.
- To market the SCCS placement program, field placement staff attend university job and recruitment fairs and talk directly with students.
- One SCCS field placement supervisor teaches social work courses at the University of Akron and discusses child welfare issues and practice with her students.
- Students call and write the SCCS field placement office for placement information.

Screening

Spring before Summer/Fall Placement

- All students accepted for screening must be social work majors.
- All caseworkers hired by SCCS must be licensed social workers. Advancement into supervision or management positions requires that a worker have a Master's degree in social work or related field.
- Each student selected for screening is interviewed individually. One field placement supervisor asks a series of standardized questions while the other field supervisors observe and record the student's answers.
- After the oral interview, the student is given a written exercise. The student is shown a "picture of poverty." She studies the picture for one minute, then writes about what she thinks the picture signifies, how the picture affected her, etc.
- The field placement supervisor then discusses with the student five key agency policies and some of the realities of working in child welfare, such as caseworkers' encountering hostility from clients and making home visits where there may be vermin, vicious dogs, etc.
- If the student has not worked in child welfare before, he is given the opportunity to shadow a caseworker for half a day.

Selection

Spring or Summer before Placement

- After all interviews are completed, field placement supervisors review results of the interviews and rank interviewees.
- The placement supervisor sends to the universities a list of its social work students who have been rated acceptable for placement at SCCS. The universities match that list with their students' placement preferences to determine which students will be placed at SCCS.
- The universities send their lists of matched students to SCCS and notify students of placements.

Orientation

Beginning of fall semester

Retreat

First day of fall semester

- Students attend a one day retreat for orientation to placement at SCCS. Students are given field credit hours for attending the retreat.
- Before the retreat, students are asked to complete the Learning Styles Inventory (LSI) and bring it to the retreat.
- After introductions, the retreat begins with each student's being assigned a colored ribbon that designates his individual learning style.
- Orientation leaders discuss with the students how important it is on the job to be able to understand the various learning styles of their supervisors, fellow staff, and clients.
- Students then engage in an observed group activity where they must rank case scenarios by urgency of need. After the group activity, field placement staff provide feedback on the process.
- The afternoon session is led by MSW students who present on a social work topic, such as ethics, professionalism, or diversity.

Agency orientation

First 2-4 weeks of fall semester

- At the beginning of the semester, students are given their agency identification badges, develop and sign learning contracts, meet with their assigned field placement instructor and begin shadowing agency caseworkers.
- Students are assigned to weekly field placement team meetings. Teams include both CWWPEP and non-CWWPEP students and MSW students.
- The first team meeting of the semester is led by an SCCS placement instructor. MSW students lead several subsequent meetings, and then BSW students are paired with MSW students to lead the remaining meetings.
- Team meetings provide time for students to share their placement experiences, get feedback from other students, ask questions, and discuss any placement issues and problems.

Case assignments

Fall and spring semesters

- Before cases are assigned, placement students conduct "special studies" activities which include researching and answering requests for case record reviews from other agencies..

- Toward the end of the first month in placement, students are assigned protective cases which they manage throughout both semesters of placement.
- At the end of the first semester or beginning of the second, students are given intake referrals to assess.
- By the end of their field placement, students will have been working with two special studies cases, one or two protective cases and one to three intake cases..

Supervision

Fall and spring semesters

- Direct supervision of all students in placement is by SCCS field placement supervisors.
- Students shadow agency caseworkers, who do home visits and work with families, until students are deemed able to work on their own by their field supervisor.
- There is continual job performance feedback from field supervisors to the students via individual meetings, E-mails and written evaluations. The focus of all feedback is on positive reinforcement
- Students are formally evaluated in writing by their field supervisors at the end of each semester. Evaluations are based on the student's knowledge and job performance.
- Grades for field placement are assigned by the placement supervisor at the time of the student's evaluation

SCCS Document
FIELD PLACEMENT APPLICATION

Date of application _____

Name _____ Phone (home) _____

Current Address _____

Permanent address _____

Phone (work) _____

Date of birth _____ social security # _____

Special skills, foreign language _____

Is English your first language? Yes no
If not, what is? _____

Organizations to which you belong

What type of field placement are you in need of?

Bachelor level _____ Masters level _____ Other _____

College/University _____ Total # of field hours _____

Weekly total of hours _____ Semester placement needed for: _____

Days and times you would like to do your field.

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	_____	_____	_____	_____	_____
Afternoon	_____	_____	_____	_____	_____
Evening*	_____	_____	_____	_____	_____

(*Available to masters students only)



September 2002

Student application

Page 2

Name _____

Are you currently employed? Yes _____ no _____

Name of Company	Address	Position	How long
_____	_____	_____	_____

Previous Work experience or attach resume:

Current and previous volunteer work or attach resume:

Agency and Address	Duties	From	To
_____	_____	_____	_____
_____	_____	_____	_____

=====

=====

Do you have a car with adequate insurance and would you be willing to transport clients as part of your field placement? Yes _____ No _____

Driver's license number _____ License Plate # _____

Color _____ Make or model _____

Name of Insurance company _____

=====

=====

EMERGENCY INFORMATION

Name of person to contact in case of illness during field

Relationship _____ Phone _____

Family physician _____ Hospital preferred _____

=====

=====

Name _____

There are 5 policies that we require you understand and agree to.

1. MIS: you will not knowingly introduce a virus or download any unapproved information into the agency computer.
2. Confidentiality: you will be asked to sign a statement that you will maintain client and agency confidentiality.
3. Corporal punishment: you will refrain from using any type of physical discipline with any child you are involved with the agency.
4. Substance abuse policy: you will agree to a urine screen prior to starting your field experience.
5. Criminal background check: you will be required to do a finger print criminal background check. Certain offenses may limit your ability for field placement.

I have, I have not (circle one) been convicted of a felony in the past seven years. I understand that if I am approved to do my field placement at Summit County Children Services that a law enforcement clearance record will be run.

I have, I have not (circle one) previous case involvement with CSB.

Yes ____ No ____ If yes, please explain:

Summit County Children Services agrees that if you do your internship at our agency that we will provide the following:

1. An orientation to the agency and clients served as well as policies and procedures and on-the-job training
1. A supervisor assignment to provide guidance and support
2. Evaluation and feedback to the student regarding field placement performance.
3. Adequate space, equipment and working conditions.

Student signature

Date



SCCS Document
Placement Applicant Interview Questions

Name of Student _____ Date of interview _____

University _____

Bachelor _____ Masters _____ Other _____

CSB-KIDS 2100 check _____ History Yes _____ No _____
Completed by _____ date _____

Shadowing completed: Yes _____ no _____

Date: _____ Worker shadowed: _____ Dept. _____

Written exercises completed:

Shadowing Observation exercise: Yes _____ No _____

Interview written exercise: Yes _____ No _____

Comments on exercises:

Describe yourself:

Strengths and areas of limitations:

Classes taken that will assist in field:

Describe your knowledge of CSB:

Describe your support systems:

How would/do you use supervision:

What is your understanding of the NASW Code of Ethics and can you define confidentiality:

Describe your work ethics:

Why do you want to do a Field Placement with SCCS?

Observations:

Team members participating in interview.

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Acceptable for placement: yes _____ no _____

Comments:



SCCS Document
BACHELOR STUDENT
FIELD PLACEMENT ASSIGNMENTS

Student Checklist for _____

STUDENT ASSIGNMENTS	DATE COMPLETED			STUDENT INITIALS	
Retreat: Balancing Work, Family, and Field					
Orientation Folder					
Orientation Meeting					
Fingerprinting / ID Badge					
Drug Screen					
Sign Confidentiality, MIS and Discipline policies					
Tour Department					
Tour Agency					
Research Tara Cook and Charlie Wright					
Read: Only Home They Ever Knew					
Watch videos / Read articles					
Learning Style Inventory					
Agency Orientation					
Phone training					
Observe phone room					
Observe visitation					
Observe respite center					
Shadow living center					
Visit Records Room					
Special Studies meeting with Barb / Rick					
Write special studies (2)					
Learning Contract					
Meeting with Field Liaison					
GroupWise training / Word training					
Training on documentation (dictating)					
KIDS 2100 training					
Shadow intake					
Assign intake case					
Shadow protective					
Assign protective case					
Learn documentation (RAM, CP, CCP, PR)					
Learn review process (SAR, QR, UR, Peer)					
Complete Peer Review					
Mock Interview					

Training Unit Workshops: Assessing Neglect and Physical Abuse / Intake and Protective Philosophy / Casework Process / Interviewing / Confidentiality / Caseload Management / Legal Training / How to Read a Record /Doing Case Presentations					
Visit community sites: ACGC, APD, AMHA, Battered Woman's Shelter, CH, CHC, CSS, Decker, ODJFS, Harvest Home/Haven of Rest, Juvenile Court, Orianna House, Parenting Project, Safe Landing					
Additional Shadowing Opportunities: Medically fragile, FH coordinator, PC unit, adoption, pre- adoption, receiving unit. Clinic, clothing department, children's room, satellite offices, independent living					
Child Welfare Realities Notebook					
Attend Match Meeting					
Attend ACC					
Attend SAR					

M. Serapiglia
6/20/02



What Is Professional Intellect

The true professional commands a body of knowledge - a discipline that must be updated constantly. The professional intellect of an organization operates on four levels, presented here in order of increasing importance:

Cognitive knowledge (or know-what) is the basic mastery of a discipline that professionals achieve through extensive training and certification.

Advanced skills (know-how) translate “book learning” into effective execution. The ability to apply the rules of a discipline to complex real-world problems is the most widespread value-creating professional skill level.

Systems understanding (know-why) is deep knowledge of the web of cause-and-effect relationships underlying a discipline. It permits professionals to move beyond the execution of tasks to solve larger and more complex problems - and to create extraordinary value.

Self-motivated creativity (care-why) consists of will, motivation, and adaptability for success. Without self-motivated creativity, intellectual leaders can lose their knowledge advantage through complacency.

from Harvard Business Review March-April 1996

September 2002

SCCS Document **Part 2 of Field Orientation Packet**

BOOK / VIDEO / ARTICLE LIST

1. Book: The Only Home They Ever Knew by Marilyn W. Merryweather
2. Videos (in preferred order of viewing)
 - a. World Song
 - b. With Our Mission In Mind, Levy 1998
 - c. SCCSB Board Report 4/01
 - d. The Changing Face of the American Family
 - e. Eleventh Commandment (caution)
 - f. Ordinary People
 - g. Multiplicity - Child's Point Of View About Placement
 - h. Nobody's Home
 - i. Why God, Why Me (Sexual Abuse – caution)
 - j. Names Can Hurt (Emotional Abuse)
 - k. Through The Eyes of a Child
3. Articles
 - a. Good Habits for Practicum Students by Julie Birkenmaier and Marla Berg-Weger
 - b. Managing Oneself by Peter F. Drucker
 - c. Reflections of Knowing Oneself Ethically by Marcia Abramson
 - d. Genograms in Family Assessment by Monica McGoldrick and Randy Gerson
 - e. Diagrammatic Assessment of Family Relationships by Ann Hartman
 - f. Professional Intellect by James Brian Quinn, Philip Anderson and Sydney Finkelstein (Master's Students only)
 - g. Social Work Code of Ethics / Child Welfare Code of Ethics

September 2002

SCCS Document

Part 3 of Field Orientation Packet

THE 11TH COMMANDMENT

BACHELOR STUDENT ASSIGNMENT

- Identify the types of Abuse and Neglect referred to in the video.
- How did the video make you feel? Discuss in supervision.

MASTERS LEVEL FOUNDATION STUDENT ASSIGNMENT

- Describe your personal reaction to this video. What does it touch in you and why?

MASTERS LEVEL MICRO STUDENT ASSIGNMENT

- Which scenario would be most harmful for a child to be subjected to and why?

MASTERS LEVEL MACRO STUDENT ASSIGNMENT

- Identify the target population to use this video with and explain why.
- Discuss the impact of the “religious” overtones of the video.



September 2002

SCCS Document
Part 4 of Field Orientation Packet

**HOW TO USE THE LEARNING STYLE INVENTORY
(RE: STUDENT FIELD PLACEMENT DEVELOPMENT)**

- *Indicator of how the student views herself/himself as a learner.
- *Understanding your learning style is a major step to increase your learning power and getting the most from your learning experience.
- *This tool should not be used in isolation. The student must seek feedback from peers, instructors and field placement supervisors regarding the student's approach to problem solving and learning.
- * Why is the student's self knowledge of her/his learning style important?
As a student in field placement, the individual will be confronted with new experiences and situations. Part of problem solving and dealing with new situations relies on the individual's learning style and use of their strengths.
- *Effective learning starts with self awareness, but it is also a process that shifts from:
1) getting involved 2) listening 3) creating an idea and 4) making a decision
- *Learning style impacts choosing your career, problem solving , managing people and working as part of a team. All these areas of the student's professional and personal development are impacted during the field placement experience.
- *Understanding your learning style will enable the student to seek out learning situations that match their strength area(s), but to improve their effectiveness the student may choose to:
1) Become a flexible learner and develop the underused learning skills that formulate their style.
2) Develop work and learning relationships with other students, supervisor etc... with a learning style opposite of yours.
3) Improve the match/fit between your learning style and life situation-this may be a career change or a reorganizing of a person's tasks and priorities.
- *The Learning Style Inventory (LSI) can best be utilized as a self awareness tool that recognizes the student's learning style strengths and also identifies the student's underused learning style areas. It is the student's responsibility to seek out opportunities to develop their underused skill areas while the challenge to the field placement supervisor/ field agency is to present learning situations to achieve this goal.
- *Developmental progress can be measured by ongoing feedback between the student and the field placement supervisors, instructors and peers. In addition, at the end of the student's field placement experience, the student may choose to take the LSI again to assess if/how their learning style changed and how that impacts who they are both professionally and personally.



September 2002

SCCS Document
Part 5 of Field Orientation Packet

CASELOAD DEVELOPMENT

- A. RISK LEVEL
- B. COMPLEXITY OF PROBLEMS
- C. SKILLS OF CASEWORKER
- D. DIVERSITY
- E. TIME REQUIREMENTS
- F. USE OF RESOURCES
- G. NUMBER OF CASES
- H. SERVICE BOUNDARIES
- I. INTEREST OF CASEWORKER



September2002

SCCS Document
Part 6 of Field Orientation Packet

HEROES IN THE MAKING:
THE UNTAPPED POTENTIAL OF FIELD PLACEMENT
STUDENTS

September 12, 2002 ... 3:30pm-5:30pm
Christina Malpass, MSW, LISW
Pam Reid, MSSA, LISW
Mary Serapiglia, MSW, LISW

BIBLIOGRAPHY

American Humane Association (1996). Helping in Child Protective Services. Colorado: American Humane Association.

Chiaferi, Rosemary and Griffin, Michael (1997). Developing Fieldwork Skills. California: Brooks/Cole Publishing.

Doel, Mark and Shardlow, Steven (1998). The New Social Work Practice. Brookfield, VT: Ashgate Publishing Co.

Schulman, Lawrence (1994). Teaching the Helping Skills. Alexandria, VA: Council on Social Work Education.



Summit County Children Services

264 S. Arlington St., Akron, Ohio 44306-1399

September 2002

SCCS Document
Training Unit Field Supervisor Assessment

_____ Please circle appropriate rating/(Almost Never = 1, up the scale to Almost Always = 5).

1. My supervisor is fair and consistent.

1 2 3 4 5

2. My supervisor provides suggestions, ideas to prompt me.

1 2 3 4 5

3. My supervisor gives feedback regarding my professional development.

1 2 3 4 5

4. My supervisor listens to my concerns.

1 2 3 4 5

5. My supervisor maintains open communication within agency departments.

1 2 3 4 5

6. My supervisor treats staff fairly.

1 2 3 4 5

7. My supervisor displays skills and competence in dealing with agency staff, clients and collaterals.

1 2 3 4 5

8. My supervisor makes herself/himself accessible outside of the supervisory conference.

1 2 3 4 5

9. My supervisor gives explanations clearly.

1 2 3 4 5



SCCS Document
Student Evaluation of Field Placement Agency

Please fill out this form and send to Barbara Wright after the final evaluation meeting with your field placement supervisor. The purpose of this evaluation is to give SCCS feedback about your placement experiences. This is a voluntary evaluation, however please keep in mind that your feedback will be used to enhance the program for future field placement students.

My thoughts about what I learned, and the merits of this placement:

The challenges of this placement were:

My suggestions for improving this placement.

Please complete: I wish my agency supervisor would have done the following to make my placement more educational for me:

