

Chapter 7

Integration of Course Curricula with Field Placement Activities

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INTEGRATION OF COURSE CURRICULA WITH FIELD PLACEMENT ACTIVITIES

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Chapter 7

INTEGRATION OF COURSE CURRICULA WITH FIELD PLACEMENT ACTIVITIES

Role of the Campus Coordinator in Integration

The campus coordinator is critical to the integration of the student's child welfare coursework with his public child welfare agency placement activities and experiences. To assist the student's transfer and application of classroom knowledge to field placement, the campus coordinator shall:

- Serve as the "link" or "bridge" between the university and field practicum site to ensure CWWPEP students' integration of theory with practice
- Assist the child welfare course instructor in curriculum development so that CORE equivalent content is delivered to student
- Assist agency field instructors/supervisors in development of field experiences that clearly illustrate and put into practice what students learn in the classroom
- Provide to students additional lectures, trainings, and materials that supplement child welfare course work
- Ensure that students attend supplemental, agency-sponsored trainings, such as CORE 100, risk assessment, field safety, and other specialized trainings
- Schedule and conduct periodic meetings with field instructors, agency supervisors and their designees, students, and child welfare course instructor to encourage continual integration of course curriculum with agency practice
- Ensure ongoing communication among students, agency field supervisors and course instructors
- Elicit evaluative feedback from students, field instructors and course instructors on CWWPEP and recommend changes to course and field work based on an analysis of the feedback

Student Placement Plan as an Integration Model

The student learning plan is a contract between the student and the field instructor/supervisor. The plan encourages the student to continue building his/her strengths, knowledge and skills while experiencing field placement. It is the ultimate tool for integration of classroom learning and application.

Integrative Features of the Student Placement Plan:

- Enables the campus coordinator and field instructor to assess the student's learning needs, preferences, objectives, goals, and field activities for the year
- Establishes and records the student's expectations of what he will learn in field, how course material will be applied, and the types of activities and projects in which he will participate
- Builds a professional and mentoring relationship between the field instructor and the student.
- Formally establishes the field instructor's expectations of the student
- Formally establishes the student's expectations of the field instructor
- Records the student's strengths and areas needing improvement
- Links university field practicum objectives with agency activities

OSU Document
Student Placement Plan

The Ohio State University
College of Social Work

STUDENT PLACEMENT PLAN for Child Welfare Students

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

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: _____

Integration -- Communication Models

OSU Integrative Communication Approaches: Campus Coordinator/Student

1. Biweekly field seminars and alternate biweekly child welfare seminars

Field Seminar

- Required for all placement students including CWWPEP students
- University hourly credit given and grades assigned by the seminar leader
- Emphasizes discussion and processing of students' field experiences
- Standardizes class topics and assignments
- Integrates general social work course content and actual field practice

Child Welfare Seminar

- Required for CWWPEP students only
- Led by campus coordinator and meets alternate weeks from field seminar
- No university credit is granted nor grades assigned
- Focuses on issues in public child welfare

Fall quarter: Cultural competency, worker safety, placement, and disruption of placement

Winter quarter: Interviewing, including videotaping

Spring quarter: Termination, licensure, job readiness, interviewing for a job, resume writing, and special job-related events

- Discussion of student field experiences includes problem solving of issues using a team approach; informal case presentations
- Integrates child welfare course content and field experiences (theory vs. reality)
- Direction provided regarding required program documents, evaluations, pre-tests and post-tests
- Coordinates and schedules students into agency training opportunities and related events

2. Meetings with individual students regarding performance, issues, and concerns

3. Ongoing written communications with students, via E-mail, regarding upcoming events, field activities, and supplemental trainings

3. How often did you meet with your field instructor (agency supervisor) during this period? Do you need more direction or support?

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
Campus Coordinator's Memo to CWWPEP Students

MEMO

TO: BSSW Child Welfare Traineeship Students
FR: Sharon Chun Wetterau, Title IV-E Coordinator & Your Field Liaison
RE: Beginning of the Year Business
DATE: Monday, 9/30/02

Welcome back to school! I look forward to getting to know you this year. I wanted to let you know of a few things as you begin the year:

- 1) **CW Field Seminar:** This quarter your child welfare seminar will meet on 10/10, 11/7, 11/21, 12/5. Our first meeting will be held in Stillman 115 (McMillan Room):

Thursdays, 9-10:48

Erica Sturgill
Kelly Knight
Jamie Galownia
Lori Lewis-Ernsberger
Patsy Willis
Kelly Hartmann

Thursdays, 12:30-2:18pm

Cathy Carman
Waytia Willis
Teandra Smith
Ebonie Hafford

Like your other field seminar, your attendance is mandatory. You can attend either section. Should you miss a section altogether, you will receive a make-up assignment from me.

1. **Core 100 Training:** To supplement your child welfare class, you will be attending Core 100, which covers the legal aspects of the OH Revised Code (abuse & neglect). All FCCS interns and Lori have been (tentatively) scheduled to attend the **Monday, October 21 training @ FCCS Regional Training Center, 1919 Frank Rd, 9am-4pm**. (Cathy, we will arrange Core 100 training at your county's regional training center.)
2. **Placement Plan/Learning Agreement:** Use the revised version for child welfare students (see attached; don't use the one on the College of Social Work website).
3. **Field Activities:** You will also be asked to complete additional field activities to help you integrate material from other Core trainings that may not be covered in class.

4. **Contracts:** I will have your formal copies to sign this week. Review the one that I emailed to you.
5. **Evaluations:** I will be meeting with you and your field instructor 2-3 times this year. We'll discuss the details of this at our seminar meeting.

This will be an exciting year for all of us. If you need to reach me, you can call (614) 688-3290 or email me @ chun-wetterau.1@osu.edu. I check my email often!

OSU Document
Child Welfare Seminar Agenda

Child Welfare Field Seminar

February 13, 2003

AGENDA

- Announcements
 - a. Update on ODJFS, reimbursement, financial aid statements
 - b. Next quarter:
 - i. part-time status ok
 - ii. scheduling for CWF seminar—you can be placed together, need your preferences
- Recruitment Meeting 2/19, 3:30-5pm: need student volunteer speaker
- Burning Issues?
- Interviewing Skills Practice

OSU Document
Campus Coordinator's Sample E-mail Message to Students

Hello, students:

Just a friendly reminder about our final 2 cw field seminars for this quarter.

Next Thursday 11/21:

9-10:48 group: SH 118 (same room as last time)

12:30-2:18 group: SH 315 (same room as last time)

Thursday, 12/5:

Both groups (at your designated time): Stillman Hall 115 (McMillan big room)

IMPORTANT: THIS GROUP WILL BE A FOCUS GROUP where one of our university collaborative partners will ask you your opinions about your experience of the program thus far. WE WANT TO HEAR FROM YOU! (Erica, if you are able to make it, please do!)

I'll bring treats to both of the seminars. . . .

Sharon

OSU Integrative Communication Approaches: Campus Coordinator/Field Instructor

1. Field instructor orientation held in August
2. Bimonthly meetings with field instructors
 - Assesses needs of field instructors for trainings, consultations, etc.
 - Provides consultation, problem solving regarding field activities, concerns about students' progress, performance, etc.
 - Coordinates schedules so students may attend university and agency field events, such as trainings and orientations
 - Closes gaps between the child welfare course curriculum and actual field practices and agency policies and procedures
 - Links child welfare course instructor who attends the meeting once a semester with field instructors
3. Ongoing communication with field instructors via telephone and E-mail; personal consultation regarding course assignments and content, field activities, and student's needs, issues, and performance concerns

OSU Document
Campus Coordinator's Orientation Meeting with Field Instructors

OSU College of Social Work
Franklin County Children's Services
Field Instructor Meeting

Monday, September 23, 2002
1 -- 2:30 pm

Agenda

Welcome & Introductions

Goals & Benefits of Title IV-E Pilot Program

- a. Tuition Reimbursement
- b. Specialized CW Curriculum
- c. More Integrated Support & Supervision from FI & Liaison
- d. "Ready to Go!" at Hiring Time
- e. Incentive for Workers to Pursue MSW

Role & Responsibilities of Title IV-E/Campus Coordinator/Field Liaison

- a. Integration of Learning between Classroom & Field
 - i. Monthly campus meetings with students
 - ii. 2-3 site visits per year
 - iii. Activities to support FIs
- a. Consultation & Support to FIs and Students
- b. Coordinate activities with CW Course Instructor, Scottye Cash, PhD (SW 695.21, SW 695.22)

BSSW Student Responsibilities (11 weeks per quarter)

- a. Placement Plan—due 5th week, 10/25 to field liaison
- b. Monthly Meetings with Coordinator (in addition to Field Seminars)
- c. Evaluation

Field Instructor Responsibilities

- a. Weekly Supervision
- b. Mentoring (on-going)
- c. Placement Plan (assistance with)
- d. Field Activities (corresponding to cw class syllabus)
- e. Quarterly Evaluations
- f. Additional Tools for Transfer of Learning/Skill Mastery
- g. Bi-Monthly Meetings with OSU Coordinator (next mtg 11/11, 10 am -11:30)

Additional FI Support

- a. "Bridgeline" Seminars for Training/CEU credit (e.g. mentoring/coaching, etc.)

b. Your Ideas

OSU Document
Campus Coordinator's Fall Quarter Meeting with Field Instructors

University Partnership (OSU)/FCCS
Field Instructors' Meeting
Monday, November 11, 2001

Agenda

Introductions

Update on Partnership (a.k.a. "how is everything going so far?")

Linking Classroom (Theory) & Field (Practice)

Field Activities

- Upcoming Trainings for Students
 1. Risk Assessment (FCCS Julia Harrison), Wed, 11/13, 9:30-12:30, 525 E. Mound St, 1st floor conference room)
 2. Core 100 (Day 2), Wed 12/4 @ FCCS/CORTC
 3. Court (as necessary; Bob Zeman - contact)
- First Link Tour?
- Creating additional linkages & activities for students
- Additional assignments?

Bridgeline Topics

New Field Instructor Orientation @ OSU, 11/21, 9-12 Fawcett Ctr (3 CEUs)

Additional Items

OSU Document
Campus Coordinator's Spring Quarter Meeting with Field Instructors

University Partnership (OSU)/FCCS
Field Instructors' Meeting
Monday, March 10, 2003

Agenda

- I. ODJFS Update & Next Year's Applicants
- I. Your Feedback & Recommendations for Next Year
- I. Spring Quarter:
 - a. Cross-Pollination, Students Shadowing in Other Departments
 - b. Child Welfare Field Seminar only (no Child Welfare class)
- I. Field Activities
 - a. Upcoming Trainings for Students
 - i. Field Safety Training 3/20 Crawford County (Jamie Galownia, Erica Sturgill, Patsy Willis, Lori Ernsberger)
 - ii. Methamphetamine Training last Thursday 3/6 (Teandra Smith & Lori Ernsberger)
 - iii. Gangs Training 4/14, 4/15?
- I. Next Meeting

Additional Items

OSU Document

Campus Coordinator's Sample E-mail Message to Field Instructors

Good morning,

Just a quick update on what's been covered in cw class so far:

1) CW History, key legislation, such as the 1980 legislation (forgot the name!), Fam Pres, MEPA, ICWA, Adoption & Safe Families Act; brief overview of the OH statutes

2) Values: cw system, family-centered values, family ctd practice, conflicting issues between personal & profession selves, our use of power & impact on involuntary (our)clients

Dr. Cash led an exercise in class to assess the students' motivation to be in the class. depending on how they scored on the motivation assessment, she divided the 'motivated' students from the "unmotivated" ones (including me) and then gave preferential tx to the motivated students. the point of the exercise was to help the students see how quickly we "write off" our clients as unmotivated and how this creates many problems for both the workers & clients, including the client not feeling empowered and feeling further marginalized by "the system."

3) Culture: Dr. Cash also began to touch on cultural differences and how there are differences between different groups. She did a "chicken soup/things your parents did when you were sick' exercise to help students think of the child and how when they are removed, they have to acclimate to a whole new set of rules & comforts, not necessarily their own familiar comforts. Several of our cw trainee students participated in this discussion and in a discussion about MEPA (and the difficulties created in the context of MEPA). I told them they should ask you how MEPA gets played out in reality in your agencies.

Tomorrow I'll be meeting with them in our child welfare field seminar. Originally I was going to talk about worker safety, but I think I will hold off on this to follow up on the issues of difference & privilege & its impact on families.

OSU Integrative Communication Approaches: Campus Coordinator/Field Instructor/Student

1. Ongoing, continual communication among campus coordinator, field instructor and student regarding student's performance
2. Quarterly student evaluation conferences to discuss field grades, performance, strengths, and needs of students

OSU Document
Campus Coordinator's Memo to Students Regarding Quarterly Field
Evaluation

MEMO

TO: IV-E CWWPEP Student

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 conference.** You can email me your self-evaluation or place a hard copy in my mailbox 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 Form

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 Integrative Communication Approaches: Campus Coordinator/Course Instructor/Field Education Faculty

1. Regularly scheduled meetings and on-going communication, as needed, with course instructor regarding course content, CORE equivalency curriculum issues, and placement activities
2. Ad hoc meetings and on-going communication with field education faculty regarding program development, field agency recruitment, and placement process

University of Akron Communication Approaches: Campus Coordinator/Student

1. Monthly CWWPEP student team meetings
 - Required for CWWPEP students and led by the campus coordinator
No university credit granted
 - Focuses on child welfare issues raised in field activities
2. Meetings with individual students regarding performance, issues, and concerns
 - Regularly scheduled monthly meetings with individual CWWPEP students
 - Ad hoc meetings with individual students, as needed or requested

U of A Document
Campus Coordinator's Fall Semester Team Meeting
Schedule

CWWPEP Pilot Group Meetings Fall 2002

This assignment will cover the Fall semester 2002. Each of you is expected to participate by honestly risking your opinions, feelings and point of view even though it may be different from your colleagues in the group. You have chosen to enter an exciting profession where there is never a dull moment, there are more ideas than resources, where you will constantly question your sanity and sometimes have second thoughts about your decision.

My words of wisdom are: 1. Don't take yourself too seriously and 2. Get a life outside child welfare. Your relatives and friends will love you for that.

Agenda for Every Meeting

Room 412 Polsky Building
Third Friday 11:45 – 12:45pm

- Announcements
- “Left Overs” from Previous Meetings
- Field and/or Class Issues
- Questions, Comments, Suggestions
- Discussion Topic

Meeting Dates for Fall 2002

September 20, 2002	Myths About Child Welfare, Child Abuse and Neglect
October 18, 2002	Listening, Hearing and Diversity Part I (Interviewing)
November 15, 2002	Listening, Hearing, and Diversity Part II (Likeness/Difference)
December 6, 2002	Listening, Hearing, Diversity Part III (Assessment, Ecomapping, Developing Genograms)

U of A Document
Agenda for October 2002 Monthly CWWPEP Team Meeting

Listening, Hearing and Diversity

Audio and Video of the McDonald Family

OCTOBER 18, 2002 Part I

Discussion items

Describe the person(s) interviewed

Mr. McDonald
Mrs. McDonald
Sandra
Mike
Linda
Grandma McDonald

Reason for the Interview/ Services Requested

Dialogue/ Exchanges from Interview

Behaviors observed (non verbal communication)

Setting/Context

Own Feelings and Thinking During Interview

U of A Document
Team Meeting Agenda Topic
Child Welfare 1 Class - Case Presentations

Refining Case Presentation(s)

Case presentation should consist of a **summary** of the client system, problem(s) identified, plan developed and the rationale. Your objective is to provide as much information as necessary for others to understand what your plan is and why you have developed it as you did. Most case reviews will focus on the progress the client has made over the course of time. You should have notes but should not “read” directly from them. You need to be concise. You should try not to take more than 15 minutes to present your case. Your information should be clear, concise and complete so that your audience is confident of their understanding of your case and the direction it is going.

Types and Purposes of Case Presentations

Content of Case Presentation

Demographic information

- Family name, family composition, age, race, socioeconomic level ,relevant social and family history.

Reason for Referral and Disposition (summarize) (**Unless requested, do not identify by name the referent**)

Case Plan Goals and Objectives

- What is the problem? Goal? Identified objectives?
- Who is responsible ? What are the potential barriers?

Current Situation

- Progress or revisions.
- Description of events, contacts, services provided.
- Collateral contacts/ external service providers.

PRACTICE PRESENTATION of the PARKER FAMILY

1. Team Meeting
2. Multidisciplinary planning meeting
3. Court review

U of A Document
Spring Semester Team Meeting Schedule

CWWPEP TEAM MEETING SCHEDULE
Spring 2003

Agenda

Announcements

Updates from Previous Meetings

Discussion

 Class Issues

 Field Issues

 “Burning “ Issues or “I Have Just Got to Say This’ Comments

Topic(s) for Discussion

Adjournment

Meeting Dates and Discussion Topics

February 15, 2003 Integration of Class and Field Activities

March 7, 2003 Refining the Case Presentation

March 21, 2003 Resume Development

April 4, 2003 Licensure Preparation

May 2, 2003 Job Interview Preparation

All meetings are 11:45 – 12:45 in Room 412. Please be ON TIME!

U of A Document
Spring Semester Individual Student Conferences Schedule

Individual Monthly Conferences

Tim	First Monday of each month	9:00 am
Grace	First Wednesday of the month	9:00 am
Mary Ellen	Second Wednesday of the month	9:00 am
Carlotta	First Thursday of the month	10:00 am
LaKesha	Second Thursday of the month	9:00 am
Catherine	First Friday of the month	11:45 pm

U of A Document
Agenda for March 2003 Monthly CWWPEP Team Meeting

CWWPEP Group Meeting
March 7, 2003

AGENDA

Updates from Last Meeting

Jobs???????

Mid term progress reports

Field placement issues

Class issues

New issues/suggestions/comments

U of A Document
Campus Coordinator Memo to Field Supervisor

SUPERVISORY SUGGESTIONS FOR EARLY CASES

1. Assign students to read all existing data on cases
2. If applicable, assign the student some reading on appropriate to the presenting problem or topic
3. Ask student to identify the possible needs of the client and prepare a list of questions for discussion during supervisory conference.
4. Role play the first contact
5. Process record the first contact. Discuss the content and the recording
6. Ask student to keep logs of feelings and impressions of early cases
7. Process case contacts by applying classroom concepts to activities

CASE ASSIGNMENTS/ GUIDELINES

1. Do not postpone case assignments until all other learning (procedures, etc.) has been achieved. This is not possible
2. Avoid cases that are poorly written
3. Do not assign only easy cases, or only boring or routine cases, or only cases regular staff want to get rid of
4. Try to give a variety of cases and variety in contacts (family, court, individual).
5. Remember, it is impossible to adequately prescreen all cases
6. In highly complicated cases allow students to shadow experienced workers
7. Students should carry caseloads. It is sometimes appropriate to assign a student to assist another worker but not the entire internship
8. Be creative if you feel it will provide a good learning experience
9. Assign cases that may provide the student with practical application of a case in a topic area currently or previously covered in class