A comprehensive & definitive guide for Ohio Public Children Services Agencies interested in hosting Child Welfare University Partnership Student Interns.

Developed by the Ohio Child Welfare University Partnership Program Network in partnership with Ohio Department of Job & Family Services, Public Children Services Association of Ohio, Institute for Human Services, the Ohio Child Welfare Training Program & Ohio Public Schools of Social Work:

University of Akron  The Ohio State University
University of Cincinnati  University of Toledo
Cleveland State University  Wright State University
Ohio University  Youngstown State University
TABLE OF CONTENTS
Structuring the Optimal Field Placement

1. University Partnership Program Fact Sheet ........................................... 3

2. University Partnerships Readiness Assessment .............................. 6

3. Recommended Practices in Field Instruction:
   A Guide for Field Education Sites .................................................. 10

4. Qualifications of Field Instructor ................................................. 63

5. Key Field Experience Activities for UPP Interns:
   A Guideline .................................................................................. 66

6. Learning Plan & Related Resources ............................................... 70

7. Field Supervisors Support Appendix ............................................. 95
SECTION 1:
Fact Sheet - Ohio Child Welfare
University Partnership Program (UPP)

Background Points

1. Ohio’s UPP was established in 2002 as collaboration among the Ohio Department of Job and Family Services (ODJFS), the Institute for Human Services (IHS), the Public Children Services Association of Ohio (PCSAO), and the school of social work at the participating universities.

2. The program is funded by Title IV-E training dollars

3. Ohio’s program follows the design put in place in several states to address the following types of challenges for public child welfare:
   - Need to professionalize workforce
   - Difficulties in recruiting and retention
   - Need to reduce turnover
   - Minimize expenditures in time and dollars in training new workers.

Operations

1. BSW and MSW students may apply for admission to the program.

2. Among the requirements, all UPP students must successfully complete specially designed child welfare college courses that cover Ohio’s “Core Module” training for caseworker (except for the Legal Module). Students must also complete a Field Practicum in an Ohio public children service agency (PCSA).

3. After successfully earning their degree, graduates seek employment in an Ohio PCSA within a six (6) month target period. Once hired by a PCSA:
   - The student will receive a $5,000 incentive for each year of successfully completed UPP participation up to a maximum of two (2) years.
   - For each payment of $5,000 received, the graduate must commit to one year of employment in an Ohio PCSA.
   - The processing of payments (and collections if needed) is handled by the participating universities and ODJFS.
4. UPP is currently available to the following universities;

   **University of Akron** – Campus Coordinator:
   Becky Thomas  [Bthomas@uakron.edu](mailto:Bthomas@uakron.edu)

   **University of Cincinnati** – Campus Coordinator:
   Xan Boone  [boonexn@ucmail.uc.edu](mailto:boonexn@ucmail.uc.edu)

   **Cleveland State University** – Campus Coordinator:
   Linda Crowell  [lf.crowell@csuohio.edu](mailto:lf.crowell@csuohio.edu)

   **The Ohio State University** – Campus Coordinator:
   Linda Helm  [helm28@osu.edu](mailto:helm28@osu.edu)

   **Ohio University** – Campus Coordinator:
   Tracy Pritchard  [pritchar@ohio.edu](mailto:pritchar@ohio.edu) & Kortnie Weisenberger  [weisenbe@ohio.edu](mailto:weisenbe@ohio.edu)

   **University of Toledo** – Campus Coordinator:
   George Thompson  [george.thompson@utoledo.edu](mailto:george.thompson@utoledo.edu)

   **Wright State University** – Campus Coordinator:
   Paula Long  [paula.long@wright.edu](mailto:paula.long@wright.edu)

   **Youngstown State University** – Campus Coordinator:
   Phyllis Johnson  [pjohnson@my.ysu.edu](mailto:pjohnson@my.ysu.edu)

5. Each university employs a Campus Coordinator to serve as mentor and advisor for the student and liaison between the school and the PCSAs in the region. Most Campus Coordinators and the university instructors who teach the child welfare courses have had direct experience in public child welfare work.

**Current Status**

1. Ohio’s UPP program continues to grow stronger year by year. Recent developments have included positive evaluation outcomes, more standardization, and the development of *Recommended Practices in Field Instruction: A Guide for Field Education Site Manual and Notebook*.

2. Each year, between 50 and 60 UPP students successfully complete the program and a large majority of these graduates seek PCSA employment.

3. Ohio’s PCSAs are the prime beneficiaries of UPP. Through this program, universities are offering to play a key role in the recruitment, training and early professional development of the next wave of casework staff. These services are provided with no direct fee for the PCSA, but with the
opportunity for considerable input into how UPP operates in every region and across the state.

Kelly Lynch  
UPP State Coordinator  
dlynch8@roadrunner.com  
740-630-5041

Note: Fact sheet was originally compiled with the use, in part, of the resource information developed by Linda Helm, ACSW (OSU Campus Coordinator) and Kelly Knight, MSW (Franklin County Services Service Child Welfare Supervisor). Additions and updates have been done by the UPP Steering Committee.
SECTION 2: UPP Readiness Assessment

2.1 The Readiness Assessment

The Readiness Assessment was developed to be used as a self-screening tool for agencies who are considering becoming a host agency for UPP interns or for agencies who are updating or revamping their current internship program. This tool will allow the agency to assess its current state of readiness to take and support a UPP intern.

A low score in certain areas does not mean that your agency should not move forward but rather should be used to identify area(s) in need of further development or attention prior to and during the launch of your internship program.

2.2 University Partnership Program Implementation Readiness Assessment

This is a self-screening tool developed by the University Partnership Program (UPP) intended for agencies considering becoming a host agency (educational site) for UPP interns. This tool will allow the agency to assess its current state of readiness to take and support a UPP intern.

The UPP Campus Coordinators are available at any time to discuss any potential issues and help your agency find solutions to possible implementation barriers.

Rate your agreement with the following statements with 5=strongly agree and 1= strongly disagree.

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<th>BENCHMARK</th>
<th>RATING 1-5</th>
<th>EXAMPLE</th>
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<tbody>
<tr>
<td>Institutional Readiness</td>
<td></td>
<td>Provide example(s) that illustrate current activity within the agency that is consistent with provided score.</td>
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<tr>
<td>• The agency is open to new practice/new initiatives (vs. initiative fatigue).</td>
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Recommended Practices in Field Instruction: A Guide for Field Education Sites 6
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<tr>
<th>BENCHMARK</th>
<th>RATING 1-5</th>
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<tr>
<td>• The agency values the use of interns as a way to develop its workforce.</td>
<td></td>
<td>Provide example(s) that illustrate current activity within the agency that is consistent with provided score.</td>
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<tr>
<td>• The agency will adhere to model fidelity.</td>
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<td>• Agency is willing to educate the entire staff about UPP and what is expected of them in terms of roles, responsibilities and support.</td>
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<td><strong>Leadership Commitment</strong></td>
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<td>• The director plans to be fully engaged in the development and implementation of UPP and to “push down” the buy in to UPP.</td>
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<td>• Senior managers in all departments (not just those units with interns) are willing to engage in UPP and support it.</td>
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<td>• The agency has a new worker orientation process and ability to assign someone to implement it with an intern.</td>
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<td>• The agency has identified staff who will serve as field supervisors/mentors.</td>
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<td>• The agency has no policies or procedures in place that would prohibit or limit a UPP intern (e.g., insurance/liability concerns around intern travel).</td>
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<tr>
<td>• Agency is willing to set up a progressive educational structure to expose intern to child welfare practice and provide the opportunity to practice skill development. The Key Field Experience Guide was developed to help counties in this area.</td>
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<td>• Staff members throughout the agency will put in the time/effort to implement UPP.</td>
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<tr>
<td>• Agency has the capacity to assign supervisors to the UPP intern who will; o Attend orientation and training for field</td>
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<td>BENCHMARK</td>
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| o Supervisors  
 o Complete required paperwork, including the learning contract and student evaluation  
 o Ensure student has the opportunity to engage in most if not all of the following:  
 o shadow a caseworker; practice in SACWIS;  
 o do an interview; complete a safety assessment; complete a family assessment;  
 o complete a case plan; act as a secondary worker on cases; participate in a SAR;  
 o attend a court hearing  
 o Dedicate one hour a week to supervision  
 o with the intern by LSW or LISW | | Provide example(s) that illustrate current activity within the agency that is consistent with provided score. |
| • Agency is willing to adhere to ODJFS rules regarding what an intern is allowed to and not allowed to do. | | |
| • Agency is willing to educate all units in the purpose and value of UPP and the role they are expected to play (i.e. support, direct supervision, shadowing, etc.) | | |

**Infrastructure Readiness**

| • Agency has desk/office space, supplies and computer for an intern. | |
| • Agency has a MSW on staff who could act in a supervisory capacity. | |
| • If agency has no MSW on staff they would be willing to have someone at the university serve in this capacity. | |
Additional Comments:

______________________________________________________________________________
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For more information, please contact the UPP Campus Coordinator from the University in your region:

UPP is currently available to the following universities:

University of Akron  Bthomas@uakron.edu
University of Cincinnati  boonexn@ucmail.ucedu
Cleveland State University  l.f.crowell@csuohio.edu
The Ohio State  helm28@osu.edu
Ohio University  pritchar@ohio.edu  or  weisenbe@ohio.edu
University of Toledo  George.thompson@utoledo.edu
Wright State University  paula.long@wright.edu
Youngstown State University  pjohnson@my.ysu.edu

Thank you for your time and interest in the University Partnership Program.
SECTION 3:
Recommended Practices in Field Instruction:
A Guide for Field Education Sites

This section includes a comprehensive and definitive guide for Ohio Public Children Services Agencies interested in hosting Child Welfare University Partnership Students Interns.

It was created by members of the UPP steering committee to serve as a resource guide for counties who are acting as educational sites for UPP interns. Content for this guide comes from research done by the University of Kansas School of Social Work, research done by Ohio’s University Partnership Program, feedback from focus groups done with over 700 graduating UPP students and input from some of Ohio’s UPP educational sites.

We welcome any feedback you can give us as to the value of this document. It was made to, hopefully, make it easier for a county to be an educational site, if you have any suggestions or recommendations please feel free to contact Kelly lynch, State UPP Coordinator, at dlynch8@roadrunner.com or 740-630-5041. We thank you in advance for any suggestions you might give us.
A comprehensive & definitive guide for Ohio Public Children Services Agencies interested in hosting Child Welfare University Partnership Student Interns.

Developed by the Ohio Child Welfare University Partnership Program Network in partnership with Ohio Department of Job & Family Services, Public Children Services Association of Ohio, Institute for Human Services, the Ohio Child Welfare Training Program & Ohio Public Schools of Social Work:

University of Akron  
University of Cincinnati  
Cleveland State University  
Ohio University  

The Ohio State University  
University of Toledo  
Wright State University  
Youngstown State University
Preparing by:

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Kelly Lynch, MSW, LISW-S, LICDC-S, Institute for Human Services, UPP State Coordinator; Jenny Stotts, LSW, Ohio University, Assistant UPP Campus Coordinator; Xan Boone, LSW, University of Cincinnati, UPP Campus Coordinator; and Linda Helm, MSW, PhD, LISW-S, The Ohio State University, UPP Campus Coordinator.

Original document information developed by Stephanie Pittaway, Kansas Child Welfare Scholar 2002-2004, through support of the Title IV-E Training Contract with the Kansas Department of Social and Rehabilitation Services and the University of Kansas School of Social Welfare.

Ohio’s revision made by Melissa K. McCollister, MSW, The University of Akron, School of Social Work, Title IV-E Campus Coordinator, University Partnership Program 2008-2010 and again in 2017 by the individuals listed above with permission from Michelle Levy, MSW, University of Kansas School of Social Welfare. According to Ms. Levy, the original handbook was inspired from the California State University Title IV-E program.

Partner acknowledgements: Ohio Department of Job and Family Services; Public Children Services Association of Ohio; The Institute of Human Services; Ohio Child Welfare Training Program; Ohio’s public schools of social work; Public Children Service Agencies; Becky Thomas, MSW, LISW-S, ACSW, The University of Akron, UPP Campus Coordinator; UPP Campus Coordinator; Linda Crowell, PhD, Cleveland State University, UPP Campus Coordinator; Tracy Pritchard, LISW-S, Ohio University UPP Campus Coordinator; George Thompson, University of Toledo, UPP Campus Coordinator; Phyllis Johnson, LISW, Youngstown State University, UPP Campus Coordinator. Mary Serapigila, NEORTC, Kari Adkins, Field Instructor, Fairfield County Children Services
So… You Want to be a Field Education Site?

On behalf of the University Partnership Program (UPP) we want to thank you for deciding to be a field education site. We realize the day to day work of child protection is extensive and requires the most highly skilled, dedicated workers to meet the needs of children and families. We also realize it might be easier to let someone else train and mentor the next generation of Child Welfare professionals, therefore we thank you for joining us in this partnership. Truly the best way to learn to be a competent caseworker is to learn about how to do it, watch it being done properly, and then do it with support and feedback from those who are in the know. UPP wants to help you, in whatever way you need, to make this endeavor a success for all involved. Each university has a campus coordinator who will be assigned to your agency to help you, please feel free to contact them whenever you need assistance.

About the University Partnership Program

UPP was established in 2002 and is funded by Title IV-E training dollars. UPP is a partnership of independent entities which collaborate to provide an unique educational training program for social work majors who aspire to be public child protective workers. The partnership is comprised of the Ohio Department of Job and Family Services (ODJFS), the Public Children’s Services Association of Ohio (PCSAO), the Institute of Human Services (IHS) and eight social work programs in participating Ohio universities: University of Akron, Cleveland State University, University of Cincinnati, The Ohio State University, Ohio University, University of Toledo, Youngstown State University and Wright State University.

ODJFS is the administrative authority that governs the program’s activities by way of the provisions of a contract agreement with the participating universities. The Institute of Human Services and PCSAO provides coordination services and technical assistance to the participating universities and the counties. This coordination is aimed at promoting common practices and standardization to ensure program consistency.

The universities are responsible for providing support and education to the Ohio Child Welfare agencies, so they can provide the best opportunities for UPP students to learn about child welfare. UPP students are required to complete the specially designed child welfare courses that cover Ohio’s
Core Module Training for caseworkers and must also complete a field practicum in an Ohio Public Children Services Agency.

After successfully earning their degree, UPP graduates who seek and obtain employment in an Ohio PCSA within six months of graduation will receive a $5,000 incentive payment for each year of participation in UPP, up to a maximum of $10,000.

Each University employs a Campus Coordinator to serve as a mentor and advisor for the students and liaison between the school and the PCSAs in their region. All campus coordinators and university instructors who teach the child welfare courses have had direct experience in public child welfare and have received training in the newest rollout of caseworker core training.

Each year, between 50 and 60 students successfully complete the program and a great majority of these graduates seek and obtain employment in an Ohio PCSA.

Ohio’s PCSAs are the primary beneficiaries of UPP. Through this program, universities play a key role in the recruitment, training and early professional development of future casework staff. These services are provided with no direct fee for the PCSA, but with the opportunity for considerable input into how the program is operated in every region across the state.

The UPP Field Education Philosophy

Field education is a critical component of the University Partnership Program experience. Field education across the universities is driven and directed by student learning needs in an effort to graduate highly prepared professionals, competent in a variety of child welfare practice applications.

Field education, combined with integrated child welfare coursework, provides the student with a well-rounded and holistic experience to begin their child welfare career. Graduates who successfully complete UPP are eligible to have their caseworker core training waived by the agency executive director.
What to Expect

Each UPP student, depending on whether the student is a bachelor or master level student, is expected to complete between 420 and 900 hours of field education in an Ohio Public Children Services Agency spread over the course of 2 semesters. The field placement requires the student to complete 14-24 hours per week depending on the university.

Students and their field supervisor work together to develop a learning plan or contract that maps out their activities and tasks in the field in order to fulfill the competencies and practice dimensions required by Council on Social Work Education (CSWE).

Each student is assigned to a Campus Coordinator at their respective university who serves as a liaison between the agency, the student, and the university. The Campus Coordinator is responsible for ensuring that field education sites have the support they need to provide students with a robust learning experience.

Each university has assigned weekdays in which field education should occur. This is usually two specified days a week (some universities might offer a third day) for BSW students and three days for MSW students. It is recommended that students complete their required practicum hours in a concentrated time period of no less than four hours a day. Best practice, when feasible, is for students to be at the field education site two full days per week.

Campus Coordinators meet regularly with students away from their field education site and complete at least 2 site visits during the academic year but can be available for additional support and guidance as needed.

Concurrent to the field education experience, students complete Child Welfare I & II Courses at the university, which delivers the Ohio Caseworker Core Training Modules 1-8, with the exception of legal core, which students
have the option to complete during the academic year at a regional training center.

In addition to field education, students complete a seminar or practice class that serves as a confidential group space to discuss and process field experiences while synthesizing content from coursework and applying to activities in the field.

Preparing Your Agency for Students

Field education sites are partners in student learning. In order to ensure success, field sites should be aware of the following expectations:

- Agencies will identify and select supervisors and workers who have a desire to work with an intern. Choose only those with the highest degree of skill and interest.

- The Director and Field instructor/Supervisor will explain to the staff the purpose of UPP and the role the supervisors and caseworkers will play. Feedback from UPP interns frequently indicates the more prepared and educated the staff is about UPP, the better the student is received into the agency.

- Staff should be trained as to what the intern can and can't do (Chapter 4, Section 3) and who will be responsible for their learning experience.

- Let staff know they may need to be a backup in case something happens, and the assigned superiors/caseworker cannot be present for the intern. Gauge their interest in acting in this role.

- Determine if any incentive can be given to the supervisor/caseworker.

- If your intern will be shadowing a caseworker, make sure the caseworker is highly skilled and wants to serve in this role.

- If you have UPP graduates employed in the agency, consider making an effort to include them in the intern’s field practicum. UPP students have reported that connecting with UPP graduates while in field practicum has added to the success of the placement, for both the agency and the student.
**Prepare a space/place for your intern**

The optimal field education site should include:

- Adequate space, including a desk for the intern, preferably in an area with other case workers
- Necessary office supplies for use by the student: pens, paper, staples, staple remover, tape, post it notes, phone, computer & access, SACWIS password, nameplate (if possible), and other standard office supplies you provide staff.
- Direction/instruction on the desk about how to find the restroom, emergency exit, copy machine; where the student should put his or her purse, coat, and car; instructions on use of phone system, timesheets, sign in and out procedures; copy of agency directory, map of agency, contact information for the supervisor and caseworkers in the unit, and emergency contact information and procedure.

**Interviewing potential interns**

In the spring, (some universities recruit students on a rotating-bases all year long) UPP applicants are reviewed and interviewed by Campus Coordinators prior to admission into the program. Highly qualified students are admitted into UPP and are then advised on how to contact PCSAs that are interested in accepting UPP interns. Since interviews themselves can be wonderful learning opportunities for students, agencies are encouraged to utilize their employee interview and selection procedures.

Once interviews are complete with student applicants, communicate with the Campus Coordinator to make recommendations for placement. The university is then responsible for reviewing student ratings of the potential field sites and making final selections based on the agency’s preferences and the student’s learning needs.
**Preparation for Intern’s Arrival**

**Three-five weeks prior** to field start date, contact the Human Resources department to request students complete fingerprinting and drug screening. Secure results and notify HR of pending intern(s).

**Two weeks prior** to start date, create the initial schedule, arrange desk assignments, prepare the mailbox and orientation folder, and set up SACWIS login credentials, if possible. Contact the intern to confirm start date, time, assigned supervisor or field instructor and any special directions about entering the building. If possible, consider planning a welcome breakfast or pot luck lunch on the intern's first day as a “meet and greet”.

**One-week prior** send an email or memo to co-workers introducing your student and notifying them of the arrival date and location and (if possible) include a photo of the intern and encourage staff to welcome them to the agency.

**Week of arrival** make sure that the student workspace is ready with office supplies, phone, agency directory, file/drawers for their work and place for personal items. Review field information from the university such as calendar, deadlines, breaks, etc. Keep the campus coordinators contact information in an easy to find location. Check with the intern’s field supervisor to make sure they are ready to welcome the student.

**Day of arrival** send out an email reminding staff and those on the intern’s orientation schedule that the intern has arrived and ask them if they have time to stop by and welcome the new intern. UPP interns have reported feeling fearful or anxious, particularly on the first day of their field placement. Sometimes reassurance from the other workers goes a long way in relieving some of those fears.
Preventing for Field Instruction

Do you remember when you were an intern? What did you want from your internship and field supervisor? Field education is the signature pedagogy of social work education. This section will equip you with what is needed to be a successful field supervisor.

Identifying Field Instructors

Administrators of Public Children Services Agencies who wish to host UPP students should work with supervisory staff to identify field supervisors (sometimes referred to as field instructors) who have an interest in supporting the education of emerging child welfare professionals and students.

Field supervision is a much more positive experience for staff & students if the field supervisor is enthusiastic and highly engaged in the entire process.

Suggested Training & Education for Field Instructors

It is important that Field Instructors/Field Supervisors have the education necessary to support learning and growth in the students.

Required Educational Qualifications:

- BSW or MSW, with at least 2 years, post-degree work experience in child welfare. In the event that a proposed field supervisor does not have a BSW or MSW, agencies are encouraged to contact the UPP Campus Coordinator to arrange for an augmented field supervisor.

- Participate in field supervisor training/orientation provided by the University at least biannually.

Recommended:

- Supervisor Core Training through OCWTP
- LISW-Supervision Designation

Readiness Checklist for Field Supervisors & Instructors

Field Instructors are sometimes called field supervisors. Sometimes,
field instructors are agency supervisors and sometimes they are seasoned or lead caseworkers. Selected employees can use the following checklist to determine if they are ready to become a field instructor:

- Enthusiastic and excited to participate in educating the future child welfare workforce.
- Meets the minimum education requirements for field instructors.
- Has sufficient experience in the field and within the agency setting to permit familiarity with the opportunities for student learning.
- Is able to demonstrate best practices and decision making in child welfare practice.
- Demonstrates an interest and capacity to teach and communicate knowledge.
- Has sufficient time to carry out instructional responsibilities including availability and accessibility to the student intern, hosting weekly supervision conferences with the student and maintaining regular communication with the campus coordinator.
- Has support from the agency to allocate time for field instruction.
- Has sound and relevant knowledge of current trends and research in social work and practice issues such as trauma informed care, SACWIS and CAPMIS tools.
- Takes continuing education seriously and is willing to participate in educational opportunities with the university.
The students are here… Now what?

This will likely be the first professional experience the student has encountered. Begin the day with a formalized orientation that includes agency overview, policies, procedures, housekeeping items, and introductions to unit and surrounding staff.

Preparing for Orientation with Students

Orientation is a MUST for students. A comprehensive orientation goes a long way in alleviating a student’s fears and establishes a structured format for helping the student learn about the agency and the work of child protection. Have your orientation activities ready and make sure everyone involved has a schedule and knows when they are to meet with the intern(s) and what they are to do. Take time to get to know your intern and begin to determine which activities you want the intern to participate in.

The following are some suggestions you might want to include in your orientation, the reference section has examples of complete orientations and the OCWTP has a recommended model for orientation on their webpage.

- Provide a written checklist as a guide
- Provide an overall structure of the agency (organizational chart and explanation)
- Overview of how a case flows from the first call to case closure. Many students tell us they feel like they fall into the middle of a case and never understand what happens from start to finish.
- Determine whether the student will be in an assessment(intake) or ongoing unit. Decide whether to have the student remain in that unit the entire school year or move to another throughout the year.
- Include housekeeping items like ID, W-9, parking, sign-in, sign-out, completion of their time/task logs hours, mileage reimbursement, etc.
❑ Set-up interviews with key agency personnel

❑ Schedule opportunities for students to shadow workers throughout the agency to familiarize themselves with agency roles, such as court hearing, family group conferences, SARs, Goodbye visit, caseworker working a case plan, etc.

❑ Read case files to familiarize with types of families the agency works with.

❑ Give them information about referrals and referral sources. Have them visit key agencies.

❑ Establish a supervision schedule and expectations for supervision

❑ Establish a communication style (come in when my office door is open/protocol if unable to be at placement, etc.).

❑ Remember that “down time” is deadly to an enthusiastic learner!

❑ Establish a plan for “down time.”

❑ Professionalism- dress and behavior

❑ Confidentiality, as it relates to cases and SACWIS

❑ Acronyms

❑ SACWIS orientation

❑ Personal safety in the field

❑ List of timelines for required events (intakes, safety assessment, etc.)

The better organized and prepared the field placement, the better the outcome for all.

**Learning Styles**

It is important to recognize that everyone has a different learning style. Having an awareness of your learning style as well as your student’s can enhance the learning and supervision process. The Ohio Child Welfare Training Program provides a Learning Style Inventory adapted from the LSI Learning Style Inventory by McBer and Company. Understanding these learning styles can provide information on supportive supervisory techniques and environmental supports for students. This inventory can be taken and discussed in supervision.
Structuring Learning Experiences

It is suggested that students begin working in their assigned unit by shadowing highly skilled caseworkers. Shadowing refers to accompanying other staff members as they go about their work. Watching experienced caseworkers gives students a firsthand view of the types of situations child welfare caseworkers experience and will help students gain a better understanding of how cases progress through the agency. This allows students to observe engagement, interviewing, and assessment skills as well as case decision-making and case process. Students then progress to direct practice, depending on their competency. Field supervisors decide when students are ready to work their own cases as a secondary worker with caseworkers as the primary worker. This typically occurs during students’ second semester in field placement, which is usually in the spring; however, some students may be ready near the end of their first semester.

Shadowing

Shadowing is an essential method for the students to experience child welfare practice, best practices, & to observe strategies for engagement.

Recommendations for shadowing include:

Agency

- Choose from your most highly skilled workers for shadowing and make sure they want to be shadowed. Caseworkers providing shadowing experiences should have a positive, engaging attitude and be enthusiastic about casework.
- Suggest that the student and worker write a summary of the shadowing experiences. This provides the agency with the opportunity to further assess the observation and writing skills of the intern.
- Process the shadowing experience and the written summary with the student during supervision.
- If possible, have the student shadow caseworkers in each unit.
so they can observe social work throughout the life of a case.

- Be prepared to process what the student may see during shadowing, either emotionally or ethically.

- Once the student is determined to be ready for participation in the client contact, predetermine the assessment/ongoing questions the student will lead.

**Student**


http://www.ocwtp.net/PDFs/Orientation/Shadowing%20Activity.pdf to help them be an active participant in their shadowing experience and to also help structure it.

During initial shadowing encourage the student to:

- Discuss the case with caseworker prior to the visit.
- Take notes and discuss the activities in which they were involved.
- Not use technology, unless instructed to do so by the worker, to assure active listening.
- Follow the directions of the caseworker; if asked to complete a task, do so.
- Ask the caseworker if it is OK to ask questions during the field visit.
- Be on time and be prepared.
- Express appreciation to the caseworker for the opportunity to shadow.

**Caseworker Home Visit - Prior**

Contact the intern prior to the visit to set up time to depart and location they are to meet you.

- Share any pre-contact information the agency already has regarding the family.
- Share the current referral concerns and/or reason for the home visit.
- Share demographics about the family such as family composition, where they live, information about the
neighborhood, any safety concerns.

- Review confidentially requirements related to the family and the visit.
- Discuss any paperwork that will need to be completed to document the visit.
- Discuss the intern’s role in the meeting and what is expected of them.
- Discuss the processes of how to knock on the door, how to introduce self, how to get in the door, and how to address the family member(s)
- Let the intern know how they will be introduced by the caseworker. Caseworker or intern should introduce the intern as an intern and ask if it is Ok for the intern to accompany the caseworker.
- Review how to respond to a family who is upset, yelling, hostile or aggressive.
- Discuss any concerns or questions the student might have prior to knocking on the door.

**Home visit- Afterwards**

The case worker and intern should:

- Talk about what happened during the contact.
- Discuss any uncomfortable feelings or concerns.
- Discuss follow-up plans for the family/child(ren).
- Discuss what to do if the contact was unsuccessful.
- Have student sit with the caseworker while they enter the contact into SACWIS.
- Discuss the required documentation and demonstrate where to find it in SACWIS.
- Have both case worker and intern complete the Shadowing Feedback form (found in the Resources and Reference section of this manual).
- Have intern talk to their supervisor during supervision about this experience. Court- Prior
Caseworker should make contact with the intern regarding departure and estimated time of return, and where intern should meet the caseworker.

Give student referral or case plan number and ask them to review history, referral and contacts prior to attending court with the caseworker.

Share, verbally, the type of referral/case plan, concerns and relevant history of the family.

Explain the type of hearing and the purpose and possible outcomes.

Explain the expectation of the intern while in court, including appropriate dress.

Answer any questions the intern might have.

**Court**

Afterwards the case worker and intern should:

- Discuss the orders that were given and answer any questions.
- Discuss the student’s impression of the courtroom, their observations and impressions.
- Discuss anything that made the intern uncomfortable or confused.
- Discuss what happens next in the casework process.
- Discuss what type of documentation is required.
- Have both case worker and intern complete the Shadowing Feedback form (found in the Resources and Reference section of this manual).
- Encourage the intern to share this experience with their supervisor during supervision.

**Other topics**

The caseworker might want to review with the intern:

- Talk about why the caseworker chose to work at the agency.
- Talk about the benefits of working in the agency and in child welfare.
- Talk about the hardest thing you have had to do at work.
Talk about what to expect from supervision.

Talk about how to get directions to homes with a referral.

Talk about anything you wish someone had told you when you were an intern or a new employee.

Additional resources for shadowing are located in the Field Supervisors Support Appendix section of this manual which includes Shadowing Feedback Forms for supervisor, student and employee which provide an ideal tool for using shadowing as a key tool for training and evaluating the student. Also, in this section is a Shadowing Orientation Activity we strongly encourage the student to use to help shape their shadowing experience.

In addition to shadowing caseworkers, students will need to learn SACWIS, safety planning, safety assessments, family assessments, risk assessments, working with juvenile court and case planning. This is in conjunction with the required university child welfare core equivalency courses. Students will also have the opportunity to attend learning labs to enhance their practice. Learning Labs promote critical thinking in casework and provide the opportunity for participants to apply critical thinking skills to key decision-making points.

**Monitoring & Evaluation of Students**

Appropriate and dedicated supervisory conferences with students is an integral part of field education. It is important that at least 1 hour per week be dedicated to field supervision.

Supervision is a great opportunity to review the learning contract/plan, check in on goals and objectives and process critical incidents in the field, while applying social work concepts and values to practical field experiences.

The field practicum is essentially a class and the expectation is that the supervisor will rate the student according to the grading rubric included in the learning plan at the end of each semester. It is important the supervisor keeps in mind the intern is a student. The expectation is that the student’s level of knowledge and skills will increase throughout the placement.
A Learning What?

The Council on Social Work Education (CSWE) requires every student in a field placement to complete a document to meet accreditation standards, sometimes referred to as a learning plan, learning contract or learning agreement. For ease we will refer to this document as a learning plan. UPP is continually working to make this document user friendly to both the agency and the student.

Each competency listed is associated with a practice dimension (skill set). Students must show mastery of competencies in order to graduate. UPP has identified specific child welfare learning activities for the bachelor and master levels. This form identifies specific activities, tasks and assignments that assist the student in mastering skills and behaviors. During the first weeks of placement, students and field supervisor need to discuss goals, activities and tasks for the learning plan. Students and field supervisors should work together to identify 1-2 additional activities per competency that are appropriate and relevant to the agency/setting. Activities should:

- Be specific and measurable
- Include target dates for specific tasks or projects (by the 5th week, by the second semester of field, etc.)
- The campus coordinator should provide you with a copy of the course syllabus so you can incorporate class assignments that relate to field experiences
- While it is the agency’s responsibility to help the student identify tasks and activities for the Learning Plan, students are also responsible to help direct their learning experience.

Some agencies think of the Learning Plan as a case plan, things you want to include are:

- Basic knowledge to function in the agency; what are the units and what do they do. One university sent their interns on a scavenger hunt thru the agency to help them locate the different units and what they do
- Knowledge about the community and its resources

The learning plan can seem overwhelming to both the student and the agency so UPP has created resources to help you identify the learning activities related to each competency. Each university has a standardized
form specific to their programming that adheres to CSWE standards. Remember some universities refer to this document as a learning plan and some refer to it as a learning contract or agreement.

Field supervisors are encouraged to use the learning plan and course syllabus during supervision to help the student transfer knowledge from classroom to the field.

**Key Field Experiences for UPP Students**

The list that follows provides an inventory of activities compiled from the suggestions of PCSA field supervisors and administrators, social work educators, child welfare training experts, and the professionals who operate the UPP network. The objective is to have every UPP intern involved in each of these activities to guarantee a meaningful field experience.

To organize this listing, the activities have been classified into three categories: **Lessons** interns should learn from their field supervisor or other appropriate agency personnel; **Observations** of situations or child welfare activities that every intern should witness; **Participation** – a listing of the key activities in which interns should play an active role.

**Lessons to Learn**

- Confidentiality
- Personal safety techniques
- Key agency policies which guide caseworker activity
- The purpose of key forms and procedures and the techniques involved in completion (e.g., especially the CAPMIS Safety Assessment and Family Assessment, etc. and the rudiments of SACWIS)

**Observations**

- The screening of a new referral and an initial investigation home visit
- A Juvenile Court hearing involving a child abuse/neglect action

**Tiny Tips**

Keep a jar filled with “rainy day” activities: learning tasks that can be completed when the intern finds themselves with unexpected downtime. Examples include:

- Update information in a directory of community organizations and partners.
- Update genograms & ecomaps in case files.
- Research pending legislation relevant to child protection.
❑ A child removal
❑ The process of placing a child in out-of-home care
❑ A sexual abuse investigation interview with a child and/or an alleged perpetrator
❑ A permanency or adoption placement staffing
❑ Observe children of varied ages and assess their level of development
❑ A multidisciplinary team meeting or family team meeting
❑ A semi-annual review (SAR)
❑ Shadowing caseworkers from all of the agency’s service departments

**Participation**

❑ Visit several community service agencies
❑ Monitor a parent-child visit
❑ Visit a child in placement
❑ Interact one-on-one with a child with a pre-planned purpose
❑ Conduct a client interview to practice engagement skills
❑ “Lead” a home visit
❑ Complete a case plan
❑ Complete documentation entries based on actual client contacts
❑ Have some responsibility for the management of an open case (that is officially assigned to a PCSA employee)

**Notes on Activities:**
The above category listing is meant to be flexible and is designed to set “at minimum” standards.

- The “participation” activities may be carried out along with a caseworker or the field supervisor or solo based on agency policy and with due attention to the situation and the readiness of the intern.

- It is important to remember that the primary purpose of taking on interns is not to bolster staffing levels or to have substitute caseworkers. Interns are students. There are key mandated case
functions that must be performed by the PCSA caseworker.

**Sample Learning Activities**

Below, you will find a sampling of a learning activity matched to the appropriate competency and practice dimension. A sample of a complete learning plan is available later in the notebook.

**Competency #1: Demonstrate Ethical and Professional Behavior**

**Practice Dimensions:** Use technology ethically and appropriately to facilitate practice outcomes

**Suggested Task(s):**

- Discuss with your field supervisor, the agency policy on the use of technology such as emails, texting, cell phones, etc. as it relates to communication on client matters.
- Discuss with your field supervisor the benefits and challenges associated with use of technology such as emails, texting, Facebook, internet, cell phones, etc. to communicate with/about clients.
- Use technology to learn one new evidenced-based practice model/intervention and share with field supervisor.

**Developing and Implementing Learning Activities**

The purpose of this section is to assist University Partnership Program (UPP) students, in a professional practicum environment, with integrating the core competencies learned in their social work education. It provides the student with options for building critical thinking skills and applying generalist social work practice in child welfare. This section can be used to guide the student in what to look for, questions to ask, skills to build upon, and topics to discuss regarding best practice principles with the field supervisor and other social workers encountered during the field placement experience. It is an excellent supplemental tool for cultivating ideas in fulfilling the requirements of the student’s learning/field contract. **Agencies are encouraged to copy this section and share it with their UPP intern in preparation of doing their learning plan.**
Although this tool is to be used as a supplemental guide, it is recommended to be used for all UPP students across the State of Ohio. It is not expected that every UPP student would be able to complete all tasks under each topic area. Based on the resources available at each field education site, the tasks under each topic area are to be used as ideas and can be added or subtracted from the learning experience; however, it is recommended that each student complete at least one task under each topic area (use either the examples in the guide or add other tasks under the topic area). The design of this tool not only fulfills the requirements of generalist social work practice in the field practicum environment, it also helps students to analyze, discuss, demonstrate and objectively measure their skills in practice. This tool serves as the first critical step in educating potential generalist social work practitioners for the field of child welfare in Ohio.

**The Office/Worker Safety**

- Attend the agency orientation. Learn agency history, services provided, placement philosophy, and demographics of the target population. Discuss with your field supervisor the mission statement and goals of the agency. How are they carried out on a day-to-day basis?

- Ask your field supervisor to explain the structure and leadership roles in the agency. Make a rough sketch of how the agency is organized.

- Find out where the supplies are kept. Locate at least five forms/items you will use regularly (examples: activity logs, mileage reimbursement, consent for release of information, etc.)

- Spend a few hours at the front desk at your area office. Note of the following:
  - What initially brought the clients to the office?
  - What types of services are offered to them?
  - How are the clients treated? Do those at the front desk utilize the strengths perspective?
  - How has your training/education made a difference in how you approach clients, as compared to the front desk employees?
❑ Spend time with a child welfare administrator, if possible. What are the administrative activities that occur? How is a “typical day” for an administrator different/similar to that of a child welfare caseworker?

❑ Spend time at an office (either a neighborhood office of the agency or another social services agency) that is in an area whose population is very different from yours. For example, if you are in a suburban or rural area, spend the day in an urban area, or vice versa. What are the differences and similarities between this office and client population and your office and the clients you serve?

❑ Spend time at an office that is in an area whose population is very different from yours.

Identify the differences in group development, organizational behavior and structure, and concepts of community functioning.

❑ Attend Safety Awareness Training.

❑ Ask your field supervisor to explain the procedures for dealing with threats from clients.

❑ Make a list of safety tips and “what-to-dos” in each of the following areas and review them with your field supervisor:
  ○ Before leaving the office
  ○ Dogs
  ○ Observing the neighborhood surroundings
  ○ Entering and exiting a residence
  ○ Drug labs
  ○ Guns
  ○ Bugs and other “creepy critters”
  ○ Assessing a physical threat
  ○ Anything else you or your field supervisor think is important

❑ Discuss with your field supervisor any concerns you may have about your personal safety on the job, and how to relieve your
anxieties. (For example: If you encounter a safety concern, during a home interview, take note of potential safety concerns and think about what the caseworker did to minimize/counteract them). Discuss your feelings and what you observed with field supervisor.

**Time and Stress Management**

- Develop your own system of filing and field “tool kit” with important resources and forms.
- Use a calendar, day planner, or schedule to help you with organization and time management skills.
- At the beginning of one of your days at the agency, ask a caseworker for a list of all the things he/she has to do for that day. Prioritize the tasks from the list and compare them with the caseworker’s. Discuss any differences between the lists to learn about the caseworker’s rationale for his/her method of prioritization.
- If possible, review your Learning Style Inventory and discuss it with your field supervisor.
- Read information on Worker Stages of Development and discuss with your field supervisor.
- Document how you spend your time during a given week (Monday through Sunday). Notice how much time you devote to your studies, the field practicum, family and friends, and alone time. Are you able to effectively balance school, work, family, friends, alone time, and extracurricular activities? Ask your field supervisor how he/she balance his/her time in given week. Discuss your time management skills with other field practicum students and your field supervisor.
- If possible, attend a stress management workshop or training.
- Write down your responses to the following questions:
  - What are three things that are personally satisfying to you about working in child welfare?
  - What can you do every day to stay in touch with these motivations?
○ What helps you to relieve stress?
○ What can you do to “stick up for yourself” when you think that there are too many demands being placed upon you?
○ Can you make a list of three people you can talk to if and when you have a strong emotional response to a situation at your practicum/work?
○ Do you value taking care of your physical and emotional well-being? What about when there is a conflict?

❑ Ask a mentor, other social workers, your field supervisor, caseworkers, practicum students, or other UPP students what they do to handle stress.

❑ Design a personalized plan for how you are going to take care of yourself starting today!

❑ Make a list of positive resources that you can use to relieve stress.

❑ Keep a journal to document times when you feel stressed during the field practicum. Be aware and document all of your behaviors (positive and negative) during times when you feel stressed. Highlight what your thoughts, feelings, and emotions were during each event and how you handled the stress. What resources did you use to help reduce the stress?

Did you use positive or negative coping skills or both? Did you contact anyone during the time when you were feeling stressed? If so, who did you contact and why? Analyze these coping strategies within the context of professional development of self-care.

❑ Find a book, resource, or evidence-based research article about stress management to read (for example: Daniel Goleman’s Emotional Intelligence, 1995, Social Work Journal, or National Association of Social Workers.) You can also ask your field supervisor or supervisor for resources on the topic. Critically analyze your stress management skills with evidence-based research and literature on the topic.

❑ Ask at least two case workers in your unit how work is assigned, and what a “typical” day in the work unit is like. Ask the caseworker for three work-coping strategies that work for him/her.
Recall a situation where you had to deal with a crisis. Write about your style of handling this event.

- What specific things were successful or detrimental to the situation as you look back on it now?
- What have you learned from your practicum that would have helped you handle the situation differently?

**Demonstrate Ethical and Professional Behavior**

- Review your copy of the NASW Code of Ethics and discuss with field supervisor potential conflicts between local laws and NASW Code of Ethics.
- Review the Ohio Revised Code Standards for abuse and neglect. Discuss with your field supervisor any ethical dilemmas that may arise based on social work values and ethics.
- Ask your field supervisor to review an active case with you, and discuss the potential ethical issues related to the case, maintaining confidentiality as needed.
- Discuss with your field supervisor any potential ethical issues that may arise or have come up in the past at your agency. Have the field supervisor explain the agency policy and procedures regarding these ethical issues.
- Based on your classroom or field instruction, explain how each social work value is carried out in the following instances, and cite an ethical standard that has been/could be involved:
  - Working with individuals
  - Working with families
  - Agency policies and procedures
  - Working with other agencies
  - Your own practice
- Learn the agency policy on confidentiality. Look carefully at the
entire section on Privacy and Confidentiality (1.07) in the Code of Ethics. Ask your field supervisor to review how each stipulation in that section is addressed at the child welfare agency. How is confidentiality observed? What are the limits of confidentiality? What circumstances call for the sharing of information?

❑ Ask your field supervisor to point out a caseworker to you who is skilled at time management. Interview this worker about his or her system for task management: how the worker keeps his/her calendar and daily schedule organized, keeps track of documentation in the field, organizes and uses forms, etc. Discuss with your field supervisor what you learned and what you can implement.

❑ Discuss with your field supervisor about formal and informal supervision. Define and set up a supervision schedule for formal supervision. Find out where and how and with whom informal supervision occurs.

❑ Attend agency trainings and discuss your experience with your field supervisor.

❑ Discuss, with your field supervisor social work best practice principles related to professional behavior.

❑ Define and give examples of personal and professional social work boundaries with your field supervisor.

❑ Define and discuss the importance of networking and demonstrate skills within in the agency or during trainings with your field supervisor.

❑ Define and discuss self-awareness with your field supervisor. Identify at least one personal bias or personal value and discuss it with your supervisor its potential impact on clients.

❑ Talk with your field supervisor about your role and responsibilities in building professional relationships with your clients. Include in the discussion details regarding your understanding of the appropriate use of authority, providing examples.

❑ Discuss an area of discomfort with any client population and identify the factors that contribute to the discomfort.
❑ Discuss with your field supervisor agency policy on use of technology (emails, texting, Facebook, internet, cell phone, etc.) regarding communication on client matters.

❑ Discuss with your field supervisor the benefits and challenges associated with the use of technology to communicate with/about client.

❑ Provide an agenda/list of discussion points and questions for weekly supervision.

❑ Based on your classroom or field instruction, make a list of three things you can attempt in a crisis to de-escalate anger. Ask other caseworkers about how they have handled a client’s anger during various cases. What techniques did they use? Were they effective?

❑ Go over the requirements and forms to fill out court reports and petitions. Ask a social worker who has a reputation for good writing techniques to tell you how they prepare and write their reports. Then, write up a court report or petition for one of the cases you are working on to share with the case worker who is assigned that case.

❑ Interview a social worker who has a child placed out of state. Discuss how laws and procedures affect the case.

**Engage Diversity and Difference in Practice**

❑ Seek out a case worker from whom you think you can learn more about cultural competency. Ask if the worker would be comfortable in discussing with you how personal values and cultural background could influence perceptions of parenting issues.

❑ Have a discussion with your field supervisor about how racial discrimination and economic oppression can affect a family’s response to agency intervention. Discuss what you can do to address a family’s perception of racism in the system.

❑ Ask your field supervisor which immigrant populations you will be working with in your area.

What specific cultural considerations do you need to be aware
of? Discuss how new immigrant families can be affected by child welfare intervention. Discuss how you as a worker can deal with these issues and provide required intervention on behalf of the child.

❑ Ask your field supervisor to provide you with your area’s procedures for assessing an Indian Child Welfare Act (ICWA) case. Make a list of at least three requirements of ICWA that are different from those of non-Indian cases.

❑ Review a case with an Indian Child and describe the ways the case follows the guidelines of ICWA.

❑ Attend a Multi-Cultural Development Team Meeting.

❑ Learn how to access and arrange for interpreter services. Observe or conduct an interview where an interpreter is used. Discuss the effect that using an interpreter had on the interview.

❑ Reflect upon your own race and general background and how that might affect your interaction with clients. Comment on how cultural differences might impact relationship building with clients. Discuss with your field supervisor ways to build relationships with clients that are different from your race or general background.

❑ Discuss the value of self-determination and how that can be implemented in the child welfare system. When you are observing how a case worker interacts with the client, notice how self-determination is addressed. Discuss what you observed with your field supervisor.

❑ Identify how clients can serve as teachers for the student worker and discuss how this differs from learning from supervisor and colleagues.

❑ Identify one client who presents as different/unique in some way. Take steps to learn about the client from his/her perspective.

❑ Participate in a discussion regarding how a child’s loss of cultural ties to family/community/tribe could potentially affect a child’s growth and development. How can family connections be maintained?
- Create a list of characteristics that summarize the perceived similarities and differences between the clients and yourself and discuss with field supervisor.

- Discuss steps to be taken to manage personal bias when working with diverse clients.

- Solicit feedback from your field supervisor and/or colleague on their observations or perceptions of your interactions with diverse clients or new situations.

- With your field supervisor, discuss how you might go about treating the clients you observe in a caring, respectful manner.

- Review a case. Describe any effects of child maltreatment on this child that you may notice. Write about your personal reactions to your observations. Discuss your personal reactions with your field supervisor.

- In a case you have observed or read about, identify two ways in which the family dealt with the crisis that is either different or the same as the culture in which you were raised.

- Observe an experienced case worker from a different culture than yours while he/she conducts an interview with a parent (or caretaker) and a child. Discuss your personal reactions with your field supervisor.

- During a home visit or community engagement, identify how the influence of age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and/or sexual orientation impacts human behavior and development. Discuss these concepts with your field supervisor.

- Ask your field supervisor about the various religious/spiritual beliefs that exist in the client population. What issues do you need to consider when interviewing clients with specific religious beliefs? How will the beliefs that you have affect your interactions with clients?

- Accompany a case worker to a home visit on a case where the home is considered “dirty”.

After the visit, discuss the following with the case worker:
○ What was your initial reaction to being in the home?
○ What was the state of the home?
○ Does the home threaten the well-being of the child(ren)? If so, how?
○ What are the caseworker’s grounds for determining a home to be environmentally unsafe for a child? How do the case worker’s personal values influence his/her determination on a case like this?
○ What personal values do you have that could influence your decisions on a case like this?

❑ Shadow an experienced case worker on a child sexual abuse investigation. During and after the experience:
○ Write down your reactions to the case.
○ Select some personal feelings and reactions to share with your field supervisor and discuss how they could potentially affect your perceptions and decisions.
○ Discuss your observations of the interview with the case worker.
○ Share your perceptions of how the various family members might have been feeling during the interview.
○ Fill out the forms the agency uses when assessing risk; go over them with the worker.
○ Discuss with your field supervisor the ethical and cultural considerations in this case.

❑ Talk with a foster care worker about the developmental and cultural factors involved in the placement of each child.

**Advance Human Rights and Social, Economic, and Environmental**

❑ During a home visit or community engagement, identify how groups, communities, social policy, discrimination, oppression, and/or organizations impact human development. Using general systems theory and ecological perspective, discuss these concepts with your field supervisor.

❑ Ask your field supervisor to explain the legal and clinical definitions of abuse and neglect. Discuss the challenges
associated with the terms when they are applied in the real world.

- Identify agency procedures and activities that promote social, economic or environmental justice.
- Discuss with field supervisor community standards/values or state/federal regulations that may limit client rights.
- Learn about one agency/program that is focused on advocacy work.
- Demonstrate an ability to advocate for a client to ensure that an identified need is met.
- Write a letter to a public official regarding client injustice and rights violation.
- Discuss with supervisor and implement strategies to empower clients regarding rights and justice.
- What are some of the barriers you observe that hinder your clients from receiving the quality services that they need? What can you do to decrease these barriers? Share your thoughts with your field supervisor.
- Discuss with your field supervisor how cases involving domestic violence are handled in your area.
- If possible, observe a Child Advocacy Center. Discuss with your field supervisor how sexual abuse cases are handled in your area. Find out what special measures, if any, are taken during the sexual abuse investigation, such as forensic interviewing, special sex abuse unit, etc.
- Find out about what the process is for guardianship to be granted to a relative or other caregiver. Demonstrate ability to explain the process to the caregiver.

Engage in Practice-informed Research and Research-informed Practice

- Ask your field supervisor what trainings will be available to you throughout your time at the agency. Make a list of trainings or learning sessions you will be attending (example: HIPAA, CAPMIS, SACWIS, Intranet, Word, Outlook, etc.). Discuss with your supervisor how the training applies to the agency and the clients served.
During a home visit or community engagement, identify social work theories, perspectives, or concepts learned in class while observing behaviors and impacts on human development. (For example: Micro-Mezzo-Macro Impacts, Erikson’s Eight Stages of Development, Maslow’s Hierarchy of Needs, Piaget’s Cognitive Development, Bandura’s Social Learning, Cycle of Abuse, Cycle of Poverty, Poverty, Discrimination, Oppression, Strengths Perspective, Person-in-Environment Perspective, Empowerment, Diversity, etc.) Discuss these concepts with your field supervisor.

Read a journal article on a client-related issue and discuss your perspective on the relevance of the findings to the agency’s clients.


Discuss with your supervisor how research findings you learned about can improve agency findings.

Ask your field supervisor about how research, evaluation, and/or policy formation is conducted at the agency or attend agency trainings and workshops on research or policy practice. Identify the social work ethical and value issues that arise in the different phases of the process, as delineated in the NASW Code of Ethics regarding research. Discuss your experience with your field supervisor.

Conduct a literature review of empirical research in child welfare, including a synthesis of research findings, implications, and area for future research. Articulate the importance of utilizing qualitative and quantitative research findings to provide and improve evidence-based interventions in generalist strengths-based social work practice in the local-to-global
continuum. Present your findings to agency workers or your field supervisor. (example: research best practice for maintaining a child in their own home)

❑ Identify practice issue within the agency for which the student worker needs information/data and propose a small-scale quantitative or qualitative research project.

❑ Develop a questionnaire or observation sheet to be used to gather client data on a specific issue.

❑ Locate at least two journal articles on a topic related to client issues and discuss them with your supervisor and other staff.

❑ Identify an area of practice with new research made available. Compare agency practice against research findings.

**Engage in Policy Practice**

❑ Locate the agency Policy and Procedure Manual. Review each section’s table of contents.

Learn about case status definitions, high risk infant protocol, HB 484 highlights, etc. Request a reading assignment of pertinent sections from your field supervisor. Read and discuss them with your field supervisor. How do these policies and procedures affect service delivery to your clients?

❑ Attend a policy practice workshop at the PCSAO (Public Child Service Association of Ohio) Conference or Advocacy Day. Discuss with your field supervisor.

❑ Identify at least one local or state policy that has some bearing on the agency’s clientele.

❑ Identify one federal policy that has some bearing on the agency’s clientele.

❑ Discuss one local, state or federal policy that has undergone recent changes and identify the rationale and implication for changes.

❑ Identify one social welfare/economic policy and discuss with your field supervisor its origin, purpose and impact on agency
Discussions services/service delivery.

- Discuss with your field supervisor any potential gap in services or policy and propose possible resolutions.
- Discuss with your field supervisor the differential impact of policies on two different groups of client populations.
- Interview a select number of clients regarding the satisfaction/recommendations for changes that would enhance their wellbeing and present a summary of findings to supervisor and staff.
- Participate in a meeting with legislators or policymakers and advocate for client-specific issues.
- Learn the process of writing a policy brief and present a draft to field supervisor.
- Go over the laws and procedures that pertain to domestic violence and child welfare interventions. Discuss with your field supervisor.
- If possible, either by yourself, or with other practicum student prepare a policy brief or newsletter to be distributed to professionals involved in child welfare (i.e. school officials, legislators, social workers, etc.). It should educate professionals with up-to-date information on a topic, as well as provide public officials with valuable information about an issue that can help them justify their vote. For this task, choose a federal, state, or local policy issue of concern to case workers in child welfare. Obtain as much relevant information about the issue as necessary for you to gain a thorough understanding of the key issues involved (i.e., be able to analyze and summarize the issue, as well as the strengths & weaknesses of current or pending legislation directed toward alleviating the problem). It should be approximately two pages, and reflect the:
  - Background of the issue
  - Current status of relevant legislation (if applicable)
  - Legislative options or possible policy alternatives
  - Your specific policy recommendations, and why.
If possible, upon completion, review it with your field supervisor or professor, and distribute the policy brief/newsletter to all concerned parties.

**Engage with Individuals, Families, Organizations & Communities**

- When you are conducting the interview with the client, how are you ensuring that self-determination is addressed in the contact? Discuss this with your field supervisor.

- Complete an ecomap of a case. Make note of the biological, psychological, social, cultural, spiritual and environmental factors that impact the family. How can you utilize the eco-map as a visual tool to build on the family strengths and identify impacts on human development for the family system? Discuss your thoughts with your field supervisor.

- Describe the essential components of an effective investigative interview to your field supervisor. Shadow or, under close supervision, conduct an interview using these essential components. Discuss these concepts with your field supervisor.

- Learn how to arrange for an interpreter. Observe or conduct an interview where an interpreter is used. Discuss the effect that using an interpreter had on the interview.

- Observe an experienced caseworker who interviews a client whom they know is resistant or difficult to interview. Notice how the caseworker engages the client in the case planning process.
  - Observe what the caseworker does to engage with the client.
  - Discuss with the caseworker his/her strategies for engaging with the client.
  - What behaviors did you recognize that communicated resistance?
  - Discuss how the verbal and behavioral resistance expressed by this client could be viewed as a strength.

- Find out if your area uses any type of structured Family Meetings (Team Decision Making, Family Group Conference). Observe such a meeting if possible. How do the workers engage families in developing goals for themselves? What examples do you see of
family-centered practice?

- Talk with caseworkers who have a reputation for developing rapport with the following people:
  - Young children
  - School age children
  - Adolescents
  - Parents of a different race/ethnicity

- Discuss any techniques or strategies they find useful and observe them during their interviews.

- Discuss with your field supervisor about resistance and how to engage a resistant client.

  Recognize resistance behaviors and how these behaviors could be expressed as strengths.

- Discuss at least one social work theory, perspective, or concept and its relevance to understanding or working with the client population.

- Discuss a concrete example with supervisor how Human Behavior and Social Environment (HBSE) or theoretical knowledge can be used in the engagement process.

- Describe the differences and implications between sympathy and empathy.

- Complete process/summary recording after a client interaction and identify examples of active listening, attending, reflective listening, use of empathy etc.

- Observe a child being interviewed or, under close supervision, conduct an interview with a child. Based on your classroom or field instruction, make a list of at least three specific strategies for interviewing a child who has been maltreated that may be of help to you.

- Prepare a list of at least three specific strategies for interviewing a person who is either addicted to a substance, a victim of domestic violence, and/or a child who has been sexually abused.
Prepare ahead of time for your first home visit with a client who abuses substances by asking yourself the following:

- What specific information do you hope to gain from this visit?
- What specific screening tools will you use to evaluate the current use of substances by members of this family?
- What are the specific effects of the parent’s substance abuse on the child’s development?
- What services has the parent been referred to already (if any), and which (if any) are being used?
- What safety measures do you need to take?

Observe a caseworker on a case interview with a parent who is mentally ill. Discuss the following questions with him/her:

- What was the diagnosis?
- What were the parent’s behaviors that preceded this diagnosis?
- How did the parent’s condition affect the care of the child?
- What behaviors did the parent exhibit that were signs of the mental illness?
- What interviewing techniques did the worker use?

Accompany various caseworkers and observe how they interact with clients, as well as the issues that are covered during a session. Are there any techniques they use for interacting with clients that you would adopt? Discuss your ideas or insights with your field supervisor.

If possible, observe at least one interview of a child who has experienced severe physical or sexual abuse. Make note of the interviewing techniques and how you can incorporate them into your own practice.

Assess Individuals, Groups, Organizations & Communities

Arrange with your field supervisor to observe workers as they screen referrals. Discuss the criteria for screening in a case and assigning the response time. Practice filling out the referral form.
and review it with your field supervisor.

- Ask your field supervisor to show you and explain how to complete the documentation that is required for the investigation phase and for ongoing services. Complete agency documentation according to professional standards.

- Ask your field supervisor for an active case to review. After review, discuss the following:
  - What were the reasons for the original referral?
  - What factors in this case constituted abuse and/or neglect?
  - What was the finding of the maltreatment?
  - What behaviors did the child exhibit that indicated that the child was maltreated?
  - How was the caregiver’s behavior abusive or neglectful?
  - What family or other support did the family have?
  - What strengths did the family have that could be cultivated?
  - Were there cultural factors that entered into the case?
  - What ethical issues were/could have been involved?

- Accompany a caseworker to a home where there has been neglect. Ask the worker what was observed that indicated neglect? What interventions occurred? Discuss with your supervisor how selected intervention strategies relate to assessment and goals.

- Using developmentally appropriate questions, interview the following types of clients, while being observed by an experienced caseworker or your field supervisor (or observe an experienced caseworker interviewing the following):
  - Child under age 6
  - School-aged child
  - Adolescent
  - Child victim of physical abuse
  - Child who has witnessed domestic violence
○ Adult substance abuser or another adult

Ask caseworkers to describe a failure to thrive case. Ask them what interventions were used and what the outcomes were. Discuss with your field supervisor suggestions for alternate intervention goals and objectives.

After accompanying an experienced caseworker (one that has been designated as a mentor or approved by the field supervisor) on an initial interview, do the following:

○ Discuss your observations with the field supervisor. Share your perceptions of how the various family members might have been feeling during the interview and why.

○ Share your personal feelings and reactions, and how they could potentially affect your own perceptions and decisions.

○ Conduct your own brief developmental assessment of the child and family system. Discuss your assessment with the caseworker and your field supervisor.

○ Fill out your own copies of the forms the agency uses throughout an investigation (i.e. logs, safety plan, referral forms, etc.); go over them with both the caseworker and your field supervisor.

○ Go through this process on at least 5 different cases by either shadowing or conducting your own interviews under close supervision

Observe an experienced caseworker during case planning. Discuss any techniques or strategies he/she finds useful to empower clients with self-determination during case planning. Share your thoughts with your field supervisor. Use strategies learned to practice working collaboratively with clients to develop goals.

Develop a proposed case plan for possible use on an actual case. Discuss your proposed case plan, along with a rationale for the selection of goals/objectives with your field supervisor.

After accompanying a case worker on a visit dealing with domestic violence, discuss the following questions with the worker:
○ What were the reasons for the original referral?
○ What factors in this case constituted child maltreatment?
○ What current laws regarding domestic violence and child protective services intervention apply to this case?
○ What behaviors did the child exhibit that indicates the child was maltreated?
○ How were the children affected by the domestic violence?
○ Engage in a discussion regarding the effects of exposure to domestic violence on a child’s growth and development.
○ How was each caregiver’s behavior abusive or neglectful?
○ What family or other support did the family have?
○ What interventions were used?
○ What strengths did the family possess that could be cultivated?
○ What role did culture play in this case?

❑ After meeting a family for the first time:
   ○ Fill out the forms that the agency uses when assessing risk and safety.
   ○ Write down some notes about your personal reactions (apart from your documentation).
   ○ Discuss your experience with your field supervisor, going over the forms you have filled out.
   ○ Share your perceptions of how the various family members might have been feeling during the interview.
   ○ Discuss with your field supervisor the cultural considerations in this case.
   ○ Select some of your own personal feelings and reactions and share them with your field supervisor. Discuss how these feelings and reactions could potentially affect your perceptions and decisions and how you came to this conclusion.

❑ Spend time at an agency/program, or during a home visit, where you can observe children at various stages of development (i.e.
Head Start).

- What are the ages of the children you observed?
- List some of the observable signs that indicate what stage a child is at. What are the appropriate behaviors for each age/stage?
- When you observe the children, make note of the behaviors they exhibit. How do they compare with the healthy moral development of children who are the same age?

Discuss with a caseworker about their observations on how children born with positive toxicology screens have been developmentally affected. How does this impact the selection of interventions for the child and family?

Complete a client assessment/interview and summarize personal and professional impressions.

Demonstrate familiarity with at least two theoretical approaches and identify how they are helpful in understanding client development. Theoretical approaches used by social workers are general explanations supported by scientific evidence that explain human behavior. Social workers most often use the following theories: Systems, Social Learning, Psychosocial Development, Psychodynamic, Transpersonal, and Rational Choice.

Students will apply two theories to their work with a client in order to compare and contrast the differences.

Observe a supervised family visit with a child who is in placement. Assess the visit for its effect upon the child. Find out what the standards are to allow for unsupervised visits.

Discuss with your field supervisor your observations and find out what needs to happen to move to unsupervised visits.

Observe several admission and assessment processes at the Juvenile Intake and Assessment Center (if possible).

- What are your reactions/observations?
- What types of behavior did the children exhibit?
Intervene with Individuals, Families, Organizations and Communities

Accompany a social worker on a case where a child has marks. Discuss with the caseworker how they think the marks were caused, how they came to that conclusion, and possible interventions to decrease harm to the child.

- Arrange to observe a day/morning/afternoon in Juvenile Court. Observe at least one of each of the following hearings:
  - Temporary Order of Custody
  - First Hearing
  - Dispositional hearing
  - Review hearing
  - Permanency hearing
  - Adoption
  - Parental rights termination
  - Removal hearing
  - Drug court hearing
  - Criminal court hearing

- Observe a caseworker testifying in court. If that is not possible, interview a caseworker who has recently testified in court, and ask what that person did to prepare for giving their testimony. Discuss with field supervisor your observations and/or conversation on preparing to testify.

- If possible, introduce yourself to the District Attorney(s) and Guardian(s) ad litem who you will be working with; Ask them to tell you the three most important things you need to do in order to be prepared to handle your cases in court. Find out about the court’s relationship with the CASA program (if there is one in your area).

- If possible, introduce yourself to the attorneys who will be representing your clients. Ask this attorney to tell you three of the most important things you need to do to work effectively with an
attorney who represents one of your clients.

- If possible, introduce yourself to the Juvenile Court Judge. Ask the judge to tell you the three most important things a caseworker can do to effectively represent your agency’s position regarding a child welfare case in his or her court. Discuss what you learn with your field supervisor.

- Ask other caseworkers how they close cases and terminate relationships with parents and/or children. Use this knowledge to help plan and prepare for termination as case ends or as the student worker ends placement.

- Talk to a caseworker about his or her work with clients who abuse substances. Have a discussion with the caseworker about clues he or she uses to determine whether a client is under the influence of a substance, how they handle it, and appropriate interventions for this type of case.

- Find out what special measures, if any, are taken during a domestic violence investigation, such as cooperation with law enforcement. Discuss with field supervisor.

- Demonstrate an ability to provide justification for selected interventions.

- Review a previously completed case plan and discuss suggestions for alternate interventions.

- Interview at least one non-social work agency colleague and learn how their role relates to the social worker’s in facilitating client outcomes (examples: GAL, CASA, foster parent).

- Meet with a local drug and alcohol agency. Learn about their referral process and link a client to their services.

- Find out how to access the paperwork (both internally and externally) needed for a client to receive financial or food assistance. Demonstrate ability to refer client to the services.

- Write a letter or place a phone call on a client’s behalf to secure access to services/support.

- Discuss with supervisor your observations of how diverse clients may have unmet needs and suggest possible solutions.
Demonstrate an understanding of how to initiate and end client interactions appropriately.

Discuss with your supervisors your emotional responses to transitions and termination and the potential impact on clients.

Discuss with a foster care worker the issues surrounding a youth who is aging out of the system. Choose at least two interventions that may be applicable to this population and discuss with field supervisor.

Accompany an experienced caseworker while the worker visits a teenage child in placement. Discuss the issues that the caregiver is facing. Talk about what the child’s needs are and how the caseworker interacts with the caregiver concerning the child’s needs.

Demonstrate familiarity with at least two theoretical approaches and identify one specific intervention for each approach.

Identify an intervention that is appropriate for clients within a specific age range and discuss why this is so.

Demonstrate an ability to understand the difference between interventions that target individual change versus environmental change.

**Evaluate Practice with Individuals, Families, organizations and Communities**

Learn how cases are reviewed in your unit (i.e., formal case consultations, meeting with a supervisor, etc.) Observe several case reviews. Write about what thoughts, concerns, and questions came up for you during your observations. Discuss these, as well as the effectiveness of interventions provided, with your field supervisor.

Design/use a basic pre- and post-test for clients.

Discuss with your supervisor tools the agency uses to evaluate client outcomes.

Discuss with your supervisor tools the agency uses to evaluate agency effectiveness and impact.

Learn about two types of evaluation.
Use classroom acquired knowledge on evaluation to design a brief questionnaire to assess an agency program/service.

Develop a logic model for a program/the agency.

Analyze the results from a client satisfaction interview/survey (these are required for all Child Welfare agencies with COA certification).

Demonstrate the ability to monitor and adjust case plans due to implementation challenges.

Complete a 90-day case review and discuss with field supervisor.

Interview a relevant staff member about SAR (Semi-Annual Reviews) procedures used by the agency and how data from evaluations are used to improve practice/services.

Demonstrate an understanding of how positive individual client outcomes are impactful beyond the micro level.

Assist in gathering data and/or writing the agency’s monthly/annual report.

**Interdisciplinary Practice/Community Resources**

Visit or telephone the following, and discuss with them what services they provide, and how to best access their services/assistance. Get business cards and/or brochures from the programs and make note of personal contact numbers:

- Adoption services
- Area schools
- CASA
- Child Advocacy Center
- Counseling/therapy
- Court
- Drug/alcohol abuse treatment programs
- Day Care
- Family Preservation
- Family resource center
○ Family shelter
○ Foster Care
○ Home health
○ Hospital emergency room
○ Housing programs
○ Local police, Juvenile Division
○ Medical services (physician, dentist, optometrist)
○ Mental health practitioners for children/adults
○ Mentor programs/extracurricular activity programs for children
○ Parents as teachers
○ Pregnancy centers
○ Programs and services for migrant and seasonal workers
○ Recreation center
○ Rent/utilities assistance programs
○ Sexual trauma program
○ Shelter or program for domestic violence assistance
○ Substance abuse program for teens/adults
○ Tribal child welfare agency
○ Other (ask your field supervisor)

Additional resources for completing the Learning Plan are found in Section 6 of this manual’s accompanying notebook.

**Ground Rules**

All public children services agencies in Ohio are unique and manage students and staff in different ways. Students should be encouraged to familiarize themselves with agency protocols and procedures. Statewide, some regulations have been developed to guide field instruction and casework activities. For example:
A student intern should not be expected or permitted to complete mandated functions which are required by Ohio Administrative Code 5101:2 to be conducted or completed by the PCSA. In order to satisfy the PCSA’s obligation under OAC, those mandated functions must be completed by a PCSA staff member, including, but not limited to, initiation of assessments or referrals, monthly face to face contacts with the child or other principles, mandatory home visits during active in-home or out-of-home safety plans, and so on. PCSA’s that require clarification on the responsibilities and liabilities of accepting UPP students should contact a representative of ODJFS for guidance.

Casework activities such as those listed above do offer a great deal of educational value, however a student intern is still learning and should not be depended upon to conduct such activities independently. It is recommended that the PCSA consider allowing a student intern to accompany the PCSA caseworker on those mandated visits to observe and assist. The student intern may, at agency discretion, be permitted to conduct follow up visits and contacts with the family, taking into consideration individual case circumstances, safety and student intern skill and competence level.

Additionally, ODJFS has allowed for UPP students to receive an independent login credential for the use of SACWIS. Non-UPP students have not been granted such privileges. Host sites are encouraged to assign credentials to UPP students to allow them access to SACWIS. General guidelines related to the use of such information is provided in UPP coursework, however individual agencies should provide on-site training and guidance to students regarding the use of SACWIS.
Taking It to the Next Level

For many agencies, having student interns is not new. Several Ohio agencies have been home to UPP students for years. Others have had interns from areas other than social work representing universities throughout the state. Supervising interns is no small task. Agencies that have committed to supervising interns are doing a great service to the profession of child welfare. In UPP, we would like to challenge agencies to provide this service to the profession and to enhance it in order to not only demonstrate best practices but to elevate the student and supervisory experience. This allows students to become more self-sufficient, more accurate, and more competent ending in a win-win for both agency and student.

Best Practices for Supervision

Workers who receive effective supervision reciprocate with positive

Recommended Practices in Field Instruction: A Guide for Field Education Sites 57
feelings and behaviors toward their jobs and organizations.

Three supervisory dimensions act as protective, proactive, or preventive factors in ensuring a positive work environment that can contribute to worker effectiveness and quality service delivery: task assistance (Education); social and emotional support (Support); and interpersonal interaction (Administration) (Mor Barak, Travis, Pyun, & Xie, 2009).

Within the supervisory function of Task Assistance, empowerment, organizational citizenship behavior, job satisfaction, and retention are realized when supervisors provide tangible, work-related advice and instruction to workers.

Within the supervisory function of Social and Emotional Support, workers’ well-being, organizational commitment, and job satisfaction improves when they receive support of their emotional needs and job-related stressors from their supervisors.

The third function of effective supervisory functions is Interpersonal Interactions. There is a link between a worker’s perception of the quality of the supervisory relationship and worker outcomes such as sense of competence, sense of personal accomplishment, organizational citizenship behavior, and job satisfaction.

Of the three dimensions, task assistance had the greatest impact on positive worker outcomes, while supportive supervision and quality supervisory relationships were associated with reduced worker anxiety, stress, depression, somatic complaints, burnout, intention to leave, and turnover.
Cultivating Teachable Moments

Every moment in a typical child welfare day has the potential to be an intense learning experience. Supervisors should be prepared to capitalize on these opportunities to encourage students to see all perspectives of the situation, using a variety of lenses. For example:

Help a student understand a removal from the viewpoint of the child, parent, community, and themselves as a professional.

Help the student understand the importance of visitation with parents or custodians, especially a final visit after the agency received permanent custody.

Debrief following a court hearing and ask students to think critically about a witness’ testimony and evaluate how they might answer questions thoughtfully and thoroughly.

Help a student understand the dynamics of drug addicted parents, including the impact the addiction has on the children, the parents and the prospect the family has to stay together. Identify treatment options and potential reunification opportunities.

Enriching the Learning Experience

Consider partnering a UPP student intern with an experienced caseworker to cultivate a professional mentoring relationship. If a current employee is a UPP graduate, encourage them to seek out student interns to assist in the application of classroom concepts to the field.

Feedback from focus groups with UPP students indicate the learning experience is greatly enhanced by pairing a UPP intern with a UPP graduate as a mentor and/ or support person. Some agencies have informal meetings for workers who have been involved with UPP.

Tiny Tip

When assigning students to read case files, give them 3-4 objectives or pieces of information to find. This promotes critical thinking and turns a necessary, but sometimes monotonous task into a robust learning experience.
The University Partnership Program has completed data collection and program evaluation since 2002. We’ve have learned that there are several components of a successful field placement experience including:

- Well organized and prepared field supervisors
- Agency staff who are highly educated on the role, value and opportunity available for an intern.
- Commitment to doing the work necessary to shape and mold the next generation of caseworkers.
- Routine structured supervision
- Strong linkage of coursework to field experience.
- Utilization of prior UPP graduates to mentor/support the interns.
- Agency staff (Directors, managers, supervisors and caseworkers) who buy into and support the concept of interns as a positive way to build the workforce.
- Supervisor and intern’s ability and opportunity to build a strong working relationship.
- Students willingness to take some responsibility for their own learning experience.
- Passion for the work we do.

One Last Note. The Most Important Note.

Have Fun! Allow yourself to lean into the enthusiasm that students bring to the office. Get excited about their excitement! You are shaping the future workforce of the child protection system in Ohio. Even the most mundane parts of your day are rich with learning opportunities for your students. Enjoy yourself as you cultivate that enthusiasm and ambition into a well-rounded and vibrant member of the child welfare team. Thank you!
References

Resources
Ohio Child Welfare Training Program Supervisor Station
http://ocwtp.net/Supervisors.html
Ohio Administrative Code Section 5101:2 Division of Social Services
http://codes.ohio.gov/oac/5101%3A2
SACWIS Resources http://sacwistraining.knowledgeowl.com/help
OCWTP Orientation Checklist for New Employees
http://ocwtp.net/PDFs/Orientation/Orientation%20Checklist%20print%20out.pdf

Important Definitions
Council of Social Work Education (CSWE): The national association representing social work education in the United States. All social work programs participating in UPP are accredited by CSWE.

Practice Dimensions: Professional skill sets that demonstrate mastery of the competencies outlined by CSWE.

Competencies: There are 9 core social worker competencies identified by CSWE. These competencies are reflected in the learning plan that is completed by UPP interns.

Field Education Site: An Ohio PCSA that agrees to host a UPP student for a 2-semester field practicum providing practical field education while monitoring student progress.

Field Instructor: The person identified by the field education site to directly monitor and supervise the intern’s work and is responsible for carrying out the learning objectives outlined by UPP. The field instructor is sometimes called a field supervisor.

Campus Coordinator: University faculty member responsible for coordinating all student learning needs and ensuring that the field education site is well supported.
Competencies:

There are 9 core social worker competencies identified by CSWE. These competencies are reflected in the learning plan that is completed by UPP interns.
SECTION 4:
Qualifications of Field Instructor

4.1 Identifying Field Instructors/Supervisors

This section provides the agency with some potential guidelines to use for identifying field supervisors. It contains the following resources:

- Qualifications for Field Supervisor
- Expectation for UPP Field Supervisor

4.2 Qualifications for UPP Field Instructors/Supervisors

1. Bachelor of Science in Social Work or Master of Social Work. If your agency does not have social work licensed staff the university can provide someone for you who can meet this requirement,

2. At least two years of experience in child welfare,

3. Sufficient experience in the agency to permit familiarity with programs and opportunities for student learning,

4. Interest and ability to teach, communicate knowledge, stimulate student self-development; flexibility to allow unique individual development, and the orientation towards learning rather than task performance,

5. Sound knowledge of at least one area of social work practice,

6. Sound knowledge of community social welfare structure and the utilization of community resources,

7. Sufficient time to carryout instructional responsibility including availability and accessibility to student, planned supervision, completion and monitoring of the learning plan, student evaluation and meeting with UPP campus coordinator,

8. Knowledge of trends in social work

9. Knowledge and implementation skill with appropriate practice issues, including SACWIS and CAPMIS.

Adapted from The Ohio State University College of Social Work, 2018
4.3 Expectation for UPP Field Supervisors

1. Become familiar with the Recommend Practices in Field Instruction: A Guide for UPP Field Education Sites (your university campus coordinator can provide you with this or you may find it on the PCSAO website under UPP).

2. Educate the unit the intern will be placed in about UPP, what the intern can and cannot do, explain each staff’s roles and responsibilities with the intern, identify caseworkers who are willing to mentor and have the intern shadow. Employee who are UPP graduates, trend to be interested in working with UPP interns.

3. Become familiar with the course syllabus for each semester and integrate into field experiences (the university campus coordinator can provide you with the syllabus).

4. Interns will also be attending learning labs around safety planning, family assessment and case planning, determine when these will happen and provide the opportunity for the student to practice what they learned in the labs.

5. Work with the student to complete the required Learning Plan each semester (see Recommend Practices in Field Instruction for child welfare specific tasks and suggestions).

6. Meet with student for at least one hour weekly for supervision and to review progress on the Learning Plan. A set time and location for these conferences are helpful.

7. Do a formal evaluation of student’s performance (most learning plans include a place for the evaluation).

8. Help students become familiar with and utilize resources within the agency as well as the larger social welfare system.

9. Communicate on a continuing basis with your university campus coordinator regarding student’s performance and meet with the campus coordinator at least once per semester.

10. Develop a relationship with student that will provide a climate of reciprocal learning.
11. Develop a plan for the intern to keep them busy and to help them complete all their tasks on the learning plan while they are learning child welfare.

12. Ensure your intern has accessibility to you and always knows who to go to if you are not available.

13. Act as a role model.

14. Attend training and meetings offered for UPP field supervisors

15. Have fun and enjoy your role in developing the next generation of child welfare professionals.
SECTION 5:
Key Field Experience Activities for UPP Interns-
A Guideline

5.1 Key Activities

The following section of this manual provides a list of suggested key activities for UPP interns. These activities can be included in the required Learning Plan or can just be used as a resource to structure the field placement. This list also provides some guidelines for what the UPP intern can and cannot do per Ohio policy. Please note the agency might also have additional policies regarding what the intern is permitted to do. This section of the manual would be a good place to include those agency policies.

5.2 Key Field Experience Activities for UPP Interns: A Guideline

Introduction

Graduates of Ohio’s University Partnership Program (UPP) are making a positive impact working as caseworkers in Public Children Services Agencies (PCSA) across the state. An essential part of their training is the completion of an internship in a PCSA.

A variety of considerations must be made in organizing a productive field experience for UPP interns. The work assigned must be meaningful yet not overwhelming for someone who is still a student. The range of experiences should provide a comprehensive view of key agency services, yet the process should follow a plan or a sequence to the degree this is possible in the hectic world of child protection. Finally, it is critical that UPP interns go through “real life”, “hands-on” experiences in dealing with clients and case situations, but without testing the liability concerns and accountability mandates of the local PCSA and the state.

In Ohio, there are state mandates that do affect the field placement experiences, but much of the day-to-day involvement of interns can be shaped by the host agency. More specifically, under Ohio policy all cases must be officially assigned to a PCSA caseworker/employee. That employee must perform certain specifically noted case functions (e.g. making a monthly visit to a child in substitute care;
making “face-to-face contact”, once a month with the principals involved in an in-home service case).

But interns can also play a key role in these types of cases and can carry out a variety of other functions as well. For example, they can accompany caseworkers on home visits, monitor parent-child visitation, and make auxiliary home calls. The principles that should guide the scope, nature and intensity of intern involvement are: (1) a prior assessment of intern’s skills; (2) preparation; (3) close supervision. With a plan in place to execute these principles, the host PCSA can engage the intern in a variety of very important learning experiences.

**Listing of Key Activities for UPP Interns**

The list that follows provides an inventory of activities compiled from the suggestions of PCSA field supervisors and administrators, social work educators, child welfare training experts, and the professionals who operate the UPP network. The objective is to have every UPP intern involved in each of these activities to guarantee a meaningful field experience.

To organize this listing, the activities have been classified into three categories: **Lessons** interns should learn from their Field supervisor or other appropriate agency personnel. **Observations** of situations or child welfare activities that every intern should witness. **Participation**- a listing of the key activities in which interns should play an active role.

**Lessons to Learn**

- Confidentiality
- Personal safety techniques
- Key agency policies which guide caseworker activity
- The purpose of key forms and procedures and the techniques involved in completion (e.g. especially the CAPMIS safety assessment, safety planning, family assessment & case planning tools)
- The rudiments of SACWIS

1) **Observations**

- The screening of a new referral and an initial investigation home visit
- A Juvenile Court hearing involving a child abuse/neglect action
- A child removal
- The process of placing a child in out-of-home care
• A sexual abuse investigation interview with a child and/or alleged perpetrator
• A permanency or adoption placement staffing
• Observe children of varied ages and assess their level of development
• A multi-disciplinary team meeting or family group conference or family team meeting
• A semi-annual review (SAR)
• Shadowing caseworkers from all of the agency’s service departments

2) Participation
• Visit key community service agencies
• Monitor a parent-child visit
• Visit a child in placement
• Interact one-on-one with a child with a pre-planned purpose
• Conduct a client interview to practice engagement skills
• "Lead" a home visit
• Complete a safety assessment
• Complete a safety plan
• Complete a family assessment
• Complete a case plan
• Complete documentation entries based on actual client contacts
• Have some responsibility for the management of an open case (that is officially assigned to a PCSA employee) – if permitted by agency polices

Notes on Activities
• The above category listing is meant to be flexible and is designed to set "at minimum" standards.
• The "participation" activities may be carried out along with a caseworker or the field supervisor or solo based on agency policy and with due attention to the situation and the readiness of the intern.
• It is important to remember that the primary purpose of taking on interns is not to bolster staffing levels or to have substitute caseworkers. Interns are students. There are key mandated case functions that must be performed by the PCSA caseworker.

**Closing Statement**

The above list is not meant to be all inclusive. Direct assistance, collaboration and consultation is available from UPP and the participating universities to any PCSA that has an interest in hosting interns. Also, a publication for field supervisors (Recommended Practices in Field Instruction, A Guide for Field Education Sites) and one for students (University Partnership Program of Ohio: Child Welfare Practicum Handbook) is available as tools to assist agencies in structuring the field placement.

The support for UPP by Ohio’s Public Children Service Agencies has been remarkable. It is hoped that this guideline document will be helpful to PCSA partners as they join in the challenging, exciting and important process of educating the next wave of professionally trained caseworkers.

**The UPP Network**

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<th>University of Akron</th>
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<td>Ohio University</td>
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<td>Institute for Human Services (IHS)</td>
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<td>Ohio Department of Job &amp; Family Services (ODJFS)</td>
<td>Ohio Child Welfare Training Program (OCWTP)</td>
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6.1 Tips for completing the Learning Plan

The following section of this manual is designed to help assist the county in doing the required learning plan/agreement/contract. Universities use a different terminology for the Council of Social Work Education (CSWE) required form. To simplify we will refer to it as the Learning Plan/Evaluation.

In short, the learning plan is a list of activities students can do while in their field placement. The goal of the learning plan is for students to become competent in the required social work competencies by completing the related practice behaviors while in their field placement.

Learning Plans are usually due early in the semester and are done for each semester the student is in the field. The university will let county supervisors know when it is due and will provide the appropriate paper work.

In the best of all worlds the learning plans should be a collaboration between the university, the student and their field supervisor.

The following are the tasks related to completing the learning plan:

- **University**- the Campus Coordinator should introduce the UPP student to the learning plan, explain its purpose and encourage the student to look over some of the suggested key activities (found in the prior section) and the Suggested Possible Task(s) (found in this section) to become familiar with the list of possible child welfare specific activities they can do during their placement to meet the CSWE) requirements.

  The campus coordinators are also available, at each university, to assist the UPP host agency with any training or assistance in helping the students understand and complete the learning plan.

- **County agency**- the UPP student’s field supervisor should also review the suggested Key Activities (found in the prior section) and the Suggested Possible Task(s) (found in this section) to become familiar with the list of possible child welfare specific activities the student can do during their placement to meet the CSWE) requirements.
• **UPP Student Intern**- Prior to approaching the field supervisor about completing the learning plan the student should review the suggested Key Activities (found in the prior section) and the Suggested Possible Task(s) (found in this section) and identify the ones they would like to discuss with their field supervisors to include in the learning plan.

• **Field Supervisor and UPP Intern**- We have found the most valuable learning plans are the ones completed collaboratively with the UPP Intern AND the field supervisor. Once completed the field supervisor should use the learning plan to help structure the field placement and guide supervision. It can be shared with case workers the students are shadowing so they too know what the student is expected to do.

**Using the Learning Plan in Supervision**

• Field supervisors can use the learning plan to help structure the student’s required weekly supervision.

• Students should also use the learning plan to help prepared them for supervision. Students should be prepared to share what they have achieved on the learning plan with their field supervisor and also to help plan what activities they should be doing before their next supervision

• Some universities suggest the students bring an agenda to supervision to make sure the tasks/activities on the learning plan have been completed.

**Using the Learning Plan for the student’s evaluation**

• Ultimately the learning plan will be utilized to complete the student’s evaluation of field performance

• The student should be evaluated on how well they completed their chosen activities/tasks

• In preparing the evaluation, the field supervisor can utilize the scoring and comments sections at the end of each competency to evaluate the student on his or her tasks

• Some universities ask their students to prepare the evaluation document and submit it to the field supervisor and then the supervisor and student discuss the student’s strengths and areas for growth as they review and finalize the evaluation.
In this section you will also find:

- An explanation of the nine Council on Social Work Education (CSWE) Educational Competencies
- List of each of the competencies with the practice dimensions and suggested/possible task for each dimension which are child welfare specific
- Sample Learning Plan/Evaluation

6.2 Council on Social Work Education (CSWE) Competencies

**Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgement and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
• Use technology ethically and appropriately to facilitate practice outcomes; and
• Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, and political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

• Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
• Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
• Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, and adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies.
to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, economic, social and cultural human rights are protected. Social workers:

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- Engage in practices that advance social, economic, and environmental justice.

**Competency 4: Engage in Practice-Informed Research and Research-Informed Practice**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- Use practice experience and theory to inform scientific inquiry and research;
- Apply critical thinking to engage in analysis and quantitative and qualitative research methods and research findings; and
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

**Competency 5: Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social Workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global
influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services;
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professionals as appropriate. Social workers:

- Apply knowledge of human behavior and social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers
understand theories of human behavior and social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies. Including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand
qualitative and quantitative methods for evaluating outcomes and practice
effectiveness. Social workers:

- Select and use appropriate methods for evaluation or outcomes;
- Apply knowledge of human behavior and the social environment, person-in-
  environment, and other multidisciplinary theoretical frameworks in the
  evaluation of outcomes;
- Critically analyze, monitor, and evaluate intervention and program
  processes and outcomes; and
- Apply evaluation finding to improve practice effectiveness at the micro,
  mezzo, and macro levels.
6.3 Sample Learning Plan

State University-Department of Social Work

BSW UPP FIELD EDUCATION LEARNING CONTRACT/EVALUATION

<table>
<thead>
<tr>
<th>Name of Student</th>
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<tbody>
<tr>
<td>Name of Supervisor</td>
</tr>
<tr>
<td>Agency</td>
</tr>
<tr>
<td>Address</td>
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<tr>
<td>Phone &amp; Email</td>
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<tr>
<td>Student Email</td>
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<tr>
<td>Hours completed</td>
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<td>(at evaluation)</td>
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The learning contract provides a broad framework for developing an individualized learning plan which is responsive to the needs of the student and the resources of the field agency. It is designed to give direction and learning structure to the field experience and is developed around the core practice competencies that are designated in the 2015 Educational Policy and Accreditation Standards (EPAS) by the Council on Social Work Education (CSWE).

It is the joint responsibility of the student and field instructor to negotiate the learning contract content within the first weeks of the field placement. The student is responsible for providing a copy of the learning contract to the Seminar Instructor/Field Liaison.

This learning contract outlines the 9 core competencies and 31 practice dimensions that all accredited social work programs are required to measure. Each practice dimension has suggested tasks, which can be modified to fit the agency setting. Students and supervisors should choose between 13-15 practice dimensions, with at least one task each to address in the fall, with the remainder to be worked on in the spring.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
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<tbody>
<tr>
<td>2-Competent</td>
<td>Performance meets expectations</td>
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<tr>
<td>1-Below Competent</td>
<td>Performance is below expectations</td>
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<tr>
<td>0-Not Competent</td>
<td>Performance does not meet expectations</td>
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<tr>
<td>N/A-Did not observe</td>
<td>Behavior was not observed or worked on during this semester</td>
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<tr>
<td>Practice Dimensions</td>
<td>Suggested/Possible Task(s)</td>
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| Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context | - Interview a social worker who has a child placed out of state. Discuss how laws and procedures affect the case.  
- Ask your field supervisor to review an active case with you, and discuss the potential ethical issues related to the case, maintaining confidentiality as needed.  
- Discuss with your field supervisor any potential ethical issues that may arise or have come up in the past at your agency. Have the field supervisor explain the agency policy and procedures regarding these ethical issues. |       |
| Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations | - Define and discuss self-awareness with your field supervisor. Identify at least one personal bias or personal value and discuss with supervisor its potential impact on clients.  
- Discuss an area of discomfort with any client population and identify why this is presents as a discomfort.  
- Keep a journal to document times when you feel stressed during the field practicum. Be aware and document all of your behaviors (positive and negative) during times when you feel stressed. Highlight what your thoughts, feelings, and emotions were during each event and how you handled the stress. What resources did you use to help reduce the stress? Did you use positive or negative coping skills or both? Did you contact anyone during the time when you were feeling stressed? If so, who did you contact and why? Analyze these coping strategies within the context of professional development of self-care. |       |
| Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication | - Ask your field supervisor to point out a social worker to you who is skilled at time management. Interview this social worker about his or her system for task management: how the worker keeps his/her calendar and daily schedule organized, keeps track of documentation in the field, |       |
organizes and uses forms, etc. Discuss with field supervisor what you learned and what you can implement.

- Define and give examples of personal and professional social work boundaries with your field supervisor.
- Talk with your field supervisor about your role and responsibilities in building professional relationships with your clients. Include in the discussion details regarding your understanding of the appropriate use of authority, providing examples.

<table>
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<tr>
<th>Use technology ethically and appropriately to facilitate practice outcomes</th>
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<tbody>
<tr>
<td>- Discuss with field supervisor agency policy on use of technology regarding communication on client matters.</td>
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<tr>
<td>- Discuss with field supervisor benefits and challenges associated with use of technology to communicate with/about clients.</td>
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<tr>
<td>- Use technology to learn one new evidenced-based practice model/intervention and share with field supervisor.</td>
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<tr>
<th>Use supervision and consultation to guide professional judgment and behavior</th>
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<td>- Provide an agenda/list of discussion points and questions for weekly supervision.</td>
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<td>- Based on your classroom or field instruction, make a list of three things you can attempt in a crisis to de-escalate anger. Ask other social workers about how they have handled a client’s anger during various cases. What techniques did they use? Were they effective? Discuss with field supervisor.</td>
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<td>- Define and discuss the importance of networking and demonstrate skills within in the agency or during trainings with your field supervisor.</td>
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**Comments:**
### Competency #2: Engage diversity and difference in practice

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<th>Practice Dimensions</th>
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| Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels  * | ❑ Ask your field supervisor which immigrant populations you will be working with in your area. Discuss how new immigrant families can be affected by child welfare intervention. Discuss how you as a worker can deal with these issues and provide required intervention.  
❑ Ask your field instructor to provide you with your area’s procedures for assessing an Indian Child Welfare Act (ICWA) case. Make a list of at least three requirements of ICWA that are different from those of non-Indian cases.  
❑ Reflect upon your own race and general background and how that might affect your interaction with clients. Comment on how cultural differences might impact relationship building with clients. Discuss with your field instructor ways to build relationships with clients that are different from your race or general background. |       |
| Present themselves as learners and engage clients and constituencies as experts of their own experiences | ❑ Identify how clients can serve as teachers for the student worker and discuss how this differs from learning from supervisor and colleagues.  
❑ Discuss the value of self-determination and how that can be implemented in the child welfare system. When you are observing how a caseworker interacts with the client, notice how self-determination is addressed. Discuss what you observed with your field supervisor.  
❑ Identify one client who presents as different/unique in some way. Take steps to |       |
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<tr>
<th><strong>Recommended Practices in Field Instruction: A Guide for Field Education Sites</strong></th>
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<tr>
<td><strong>Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies</strong> *</td>
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| ❑ Create a list of characteristics that summarize the perceived similarities and differences between the clients and the student social worker and discuss with field supervisor.  
❑ Discuss steps to be taken to manage personal bias when working with diverse clients.  
❑ Solicit feedback from supervisor and/or colleague on their observations or perceptions of the student worker’s interactions with diverse clients or new situations. |

**Comments:**
### Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice

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<th>Practice Dimensions</th>
<th>Suggested/Possible Task(s)</th>
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| Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels | ❑ Identify agency procedures and activities that promote social, economic or environmental justice.  
❑ Discuss community standards/values or state/federal regulations that may limit client rights  
❑ During a home visit or community engagement, identify how groups, communities, social policy, discrimination, oppression, and/or organizations impact human development. Using general systems theory and ecological perspective, discuss these concepts with your field supervisor. |       |

| Engage in practices that advance social, economic, and environmental justice | ❑ What are some of the barriers you observe that hinder your clients from receiving the quality services that they need? What can you do to decrease these barriers? Share your thoughts with your field supervisor.  
❑ Write a letter to a public official regarding client injustice and rights violation.  
❑ Discuss with supervisor and implement strategies to empower clients regarding rights and justice. |       |

**Comments:**
### Competency #4: Engage In Practice-informed Research and Research-Informed Practice

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<th>Practice Dimensions</th>
<th>Suggested/Possible Task(s)</th>
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<tbody>
<tr>
<td>Use practice experience and theory to inform scientific inquiry and research</td>
<td>❑ Identify practice issue within the agency for which the student worker needs information/data and propose a small-scale quantitative or qualitative research project.&lt;br&gt;❑ Develop a questionnaire or observation sheet to be used to gather client data on a specific issue.&lt;br&gt;❑ Read a journal article on a client-related issue and discuss your perspective on the relevance of the findings to the agency’s clients.</td>
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<tr>
<td>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings</td>
<td>❑ Ask your field supervisor what trainings will be available to you throughout your time at the agency. Make a list of trainings or learning sessions you will be attending (example: HIPPA, CAPMIS, SACWIS, Intranet, etc.). Discuss with your supervisor how the training applies to the agency and the clients served.&lt;br&gt;❑ Conduct a literature review of empirical research in child welfare, including a synthesis of research findings, implications, and area for future research. Articulate the importance of utilizing qualitative and quantitative research findings to provide and improve evidence-based interventions in generalist strengths-based social work practice in the local-to-global continuum. Present your findings to agency workers or your field supervisor.&lt;br&gt;❑ During a home visit or community engagement, identify social work theories, perspectives, or concepts learned in class while observing behaviors and impacts on human development. (For example: Micro-Mezzo-Macro Impacts, Erikson’s Eight Stages of Development, Maslow’s Hierarchy of Needs, Piaget’s Cognitive Development, Cycle of Abuse, Cycle of Poverty, Poverty, Discrimination, Oppression, Strengths Perspective, Person-in-Environment Perspective, Empowerment, Diversity,</td>
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Use and translate research evidence to inform and improve practice, policy, and service delivery

- Identify an area of practice with new research made available. Compare agency practice against research findings.
- Research topics on Child Welfare Information Gateway (https://www.childwelfare.gov/). Discuss with field supervisor how research findings you learned about can improve agency findings.
- Ask your field supervisor about how research, evaluation, and/or policy formation is conducted at the agency or attend agency trainings and workshops on research or policy practice. Identify the social work ethical and value issues that arise in the different phases of the process, as delineated in the NASW Code of Ethics regarding research. Discuss your experience with your field supervisor.

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<tr>
<th>Practice Dimensions</th>
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<tr>
<td>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services</td>
<td>❑ Identify at least one local or state policy that has some bearing on the agency’s clientele. ❑ Discuss one local, state or federal policy that has undergone recent changes and identify the rationale and implication for changes. ❑ Attend a policy practice workshop at the PCSAO (Public Child Service Association of Ohio) Conference or Advocacy Day. Discuss with field supervisor.</td>
<td>❑</td>
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<tr>
<td>Assess how social welfare and economic policies impact the delivery of and access to social services</td>
<td>❑ Identify one social welfare/economic policy and discuss with field supervisor its origin, purpose and impact on agency services/service delivery. ❑ Discuss with field supervisor any potential gap in services or policy and propose possible resolutions. ❑ Locate the agency Policy and Procedure Manual. Review each section’s table of contents. Learn about case status definitions, high risk infant protocol, HB 484 highlights, etc. Request a reading assignment of pertinent sections from your field supervisor. Read and discuss them with your field supervisor. How do these policies and procedures affect service delivery to your clients?</td>
<td>❑</td>
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<tr>
<td>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice</td>
<td>❑ Interview a select number of clients regarding their satisfaction/recommendations for changes that would enhance their wellbeing and present a summary of findings to supervisor and staff. ❑ Participate in a meeting with legislators or policymakers and advocate for client-specific issues. ❑ Learn the process of writing a policy brief and present a draft for your field supervisor.</td>
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Comments:
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<tr>
<th>Practice Dimensions</th>
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<tr>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies</td>
<td>❑ Discuss at least one social work theory, perspective, or concept and its relevance to understanding or working with the client population. ❑ Complete an eco-map of a case. Make note of the biological, psychological, social, cultural, spiritual and environmental factors that impact the family. How can you utilize the eco-map as a visual tool to build on the family strengths and identify impacts effecting human development for the family system? Discuss your thoughts with your field supervisor. ❑ Discuss a concrete example with supervisor how HBSE or theoretical knowledge can be used in the engagement process.</td>
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<tr>
<td>Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies *</td>
<td>❑ Observe a child being interviewed or, under close supervision, conduct an interview with a child. Based on your classroom or field instruction, make a list of at least three specific strategies for interviewing a child who has been maltreated that may be of help to you. ❑ Complete process/summary recording after a client interaction and identify examples of active listening, attending, reflective listening, use of empathy etc. ❑ Describe the essential components of an effective investigative interview to your field supervisor. Shadow or, under close supervision, conduct an interview using these essential components. Discuss these concepts with your field supervisor.</td>
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Comments:
| Competency #7: Assess Individuals, Families, Groups, Organizations, and Communities |
|----------------------------------|-----------------|-------|
| **Practice Dimensions**          | **Suggested Task(s)**                                                                 | **Score** |
| Collect and organize data, and apply critical thinking to interpret information from clients and constituencies | ❑ Arrange with your field supervisor to observe workers as they screen referrals. Discuss the criteria for screening in a case and assigning the response time. Practice filling out the referral form and review it with your field supervisor.  
❑ Ask your field supervisor to show you and explain how to complete the documentation that is required for investigation phase and for ongoing services. Complete agency documentation according to professional standards.  
❑ Observe a supervised family visit with a child who is in placement. Assess the visit for its effect upon the child. Find out what the standards are to allow for unsupervised visits. Discuss with field supervisor your observations and what needs to happen to move the visits to unsupervised. |       |
| Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies | ❑ Demonstrate the ability to use at least two different client assessment tools and identify the strengths and limitations of each.  
❑ Demonstrate familiarity with at least two theoretical approaches and identify how they are helpful in understanding client development.  
❑ After accompanying an experienced social worker on an initial interview, do the following:  
  ○ Discuss your observations with the field supervisor. Share your perceptions of how the various family members might have been feeling during the interview and why.  
  ○ Share your personal feelings and reactions, and how they could potentially affect your own perceptions and decisions.  
  ○ Conduct your own brief developmental assessment of the child and family system. |       |
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<tbody>
<tr>
<td><strong>Discuss your assessment with the social worker and your field supervisor.</strong></td>
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<tr>
<td>o <strong>Fill out your own mock forms the agency uses throughout an investigation (i.e. logs, safety plan, referral forms, etc.); go over them with both the social worker and your field supervisor.</strong></td>
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**Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies**

- Ask social workers to describe a failure to thrive case. Ask them what interventions were used and what the outcomes were. Discuss with field supervisor suggestions for alternate intervention goals and objectives.
- Develop a proposed case plan for possible use on an actual case. Discuss your proposed case plan, along with a rationale for the selection of goals/objectives, with your field supervisor.
- Observe an experienced social worker during case planning. Discuss any techniques or strategies he/she finds useful to empower clients with self-determination during case planning. Share your thoughts with your field supervisor. Use strategies learned to demonstrate ability to work collaboratively with clients to develop goals.

**Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies**

- Accompany a social worker to a home where there has been neglect. Ask the worker what was observed that indicated neglect? What interventions occurred? Discuss with field supervisor how selected intervention strategies relate to assessment and goals.
- Demonstrate an ability to incorporate client values and preferences into selection of intervention strategies.
- Discuss with a social worker about their observations on how children born with positive toxicology screens have been developmentally affected. How does this impact the selection of interventions for the child and family?
## Competency #8: Intervene with Individuals, Families, Groups, Organizations, and Communities

<table>
<thead>
<tr>
<th>Practice Dimensions</th>
<th>Suggested Task(s</th>
<th>Score</th>
</tr>
</thead>
</table>
| Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies | - Accompany a social worker on a case where a child has marks. Discuss with the social worker how they think the marks were caused, how they came to that conclusion, and possible interventions to decrease harm to the child.  
- Talk to a social worker about work with clients who abuse substances. Have a discussion with the social worker about clues used to determine whether a client is under the influence of a substance, how they handle it, and appropriate interventions.  
- Review a previously completed case plan and discuss suggestions for alternate interventions. |       |
| Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies | - Demonstrate familiarity with at least two theoretical approaches and identify one specific intervention for each approach.  
- Identify an intervention that is appropriate for clients within a specific age range and discuss why this is so.  
- Demonstrate an ability to understand the difference between interventions that target individual change versus environmental change. |       |
| Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes | - Arrange to observe a day/morning/afternoon in Juvenile Court. Keep notes of your observations and questions to discuss with your field supervisor.  
- If possible, introduce yourself to the attorneys who will be representing your clients. Ask this attorney to tell you three of the most important things you |       |
need to do to work effectively with an attorney who represents one of your clients.

❑ Interview at least one non-social work agency colleague and learn how their role relates to the social worker’s in facilitating client outcomes (examples: GAL, CASA, foster parent)

Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies

❑ Meet with a local drug and alcohol agency. Learn about their referral process and link a client to their services.
❑ Write a letter or place a phone call on a client’s behalf to secure access to services/support
❑ Find out how to access the paperwork (both internally and externally) needed for a client to receive financial or food assistance. Demonstrate ability to refer client to the services.

Facilitate effective transitions and endings that advance mutually agreed-on goals

❑ Demonstrate an understanding of how to initiate and end client interactions appropriately.
❑ Ask other social workers how they close cases and terminate relationships with parents and/or children. Use this knowledge to help plan and prepare for termination as case ends or as the student worker ends placement.
❑ Document student worker’s emotional responses to transitions and termination and discuss potential impact on clients.

Comments:

Competency #9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

<table>
<thead>
<tr>
<th>Practice Dimensions</th>
<th>Suggested Task(s)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select and use appropriate methods for evaluation of outcomes</td>
<td>Design/use a basic pre- and post-test for clients.</td>
<td></td>
</tr>
<tr>
<td>Recommended Practices in Field Instruction: A Guide for Field Education Sites</td>
<td></td>
<td></td>
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<tr>
<td>-------------------------------------------------</td>
<td></td>
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<tr>
<td>Discuss with field supervisor tools the agency uses to evaluate client outcomes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discuss with supervisor tools the agency uses to evaluate agency effectiveness and impact.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes</td>
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<td></td>
</tr>
<tr>
<td>Learn about two types of evaluation.</td>
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<tr>
<td>Use classroom acquired knowledge on evaluation to design a brief questionnaire to assess an agency program/service.</td>
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<tr>
<td>Develop a logic model for a program/the agency.</td>
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<tr>
<td>Critically analyze, monitor, and evaluate intervention and program processes and outcomes</td>
<td></td>
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</tr>
<tr>
<td>Learn how cases are reviewed in your unit (i.e., formal case consultations, meeting with a supervisor, etc.) Observe several case reviews. Write about what thoughts, concerns, and questions came up for you during your observations. Discuss these, as well as the effectiveness of interventions provided, with your field supervisor.</td>
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<tr>
<td>Demonstrate the ability to monitor and adjust case plans due to implementation challenges.</td>
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<tr>
<td>Complete a 90-day case review and discuss with field supervisor.</td>
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<tr>
<td>Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels</td>
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<tr>
<td>Interview a relevant staff member about SAR procedures used by the agency and how data from evaluations are used to improve practice/services.</td>
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<tr>
<td>Demonstrate an understanding of how positive individual client outcomes are impactful beyond the micro level.</td>
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<tr>
<td>Assist in gathering data and/or writing the agency’s monthly/annual report.</td>
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</tbody>
</table>

Comments:
Overall summary statement of student's strengths and areas needed for further development.

Overall Rating: ________ (based on rating scale on page 1)
SECTION 7:  
Field Supervisors Support Appendix

7.1 Tools to Assist Field Supervisors

This section includes various tools that can be used to assist the Field Supervisor in performing their very important job in shaping the next generation of Child Welfare Professionals. Most of these tools are taken from county agencies and are tried and true.

The following are enclosed:

- Shadowing Forms/Tools - Summit County
- Supervision Logs – The Ohio State University
- Exit Interviews - Athens & Fairfield

7.2 Shadowing Forms and Tools

Orientation Activity for Interns:

Shadowing refers to accompanying other staff members as they go about their work. Watching experienced caseworkers will give you a first-hand view of the types of situations child welfare caseworkers experience and will help you gain a better understanding of how cases progress through your agency.

Instructions:

Meet with your supervisor to identify three or four staff members who have agreed to have you accompany them as they work in the field. You should try to arrange activities that give you a broad view of the work of your agency including:

- Home visits with families who have different types of problems, different cultural backgrounds, and with different degrees of involvement with the agency
- Visits to foster homes to meet and talk with children in care and their foster caregivers
Visits to residential facilities and group homes operated by the agency or by other community agencies

Sit in with workers in the agency while they screen complaints in the intake unit

Sit in with workers in the agency while they interview a potential adoptive family.

Observe a court hearing

Observe a Semi-Annual Review

Other:
<table>
<thead>
<tr>
<th>Shadowing Feedback Form (Employee)</th>
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</thead>
<tbody>
<tr>
<td><strong>Student/New Staff Name:</strong></td>
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<tr>
<td></td>
</tr>
<tr>
<td><strong>Employee Name:</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Type of Experience (check one)</strong></td>
</tr>
<tr>
<td>❑ Intake Assessment</td>
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</table>

**TOPICS COVERED:**

| Did the student ask appropriate questions? | ❑ Yes | ❑ No |
| Did the student communicate what was learned during the shadowing? | ❑ Yes | ❑ No |
| Did student maintain professionalism? | ❑ Yes | ❑ No |

Please list strengths noted:

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Do you have any areas of concern?

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Please contact the assigned supervisor for any other necessary feedback.  
Thank you for taking the time to provide this valuable service to students and new staff.
### Shadowing Feedback Form (Student)

<table>
<thead>
<tr>
<th>Student/New Staff Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Employee Name:</th>
<th>Department:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

#### Type of Experience (check one)
- [ ] Intake Assessment
- [ ] Protective Home Visit
- [ ] Court Hearing
- [ ] Non—Custody PSUP
- [ ] Custody
- [ ] Shelter Care Adjudication
- [ ] Disposition Review Sunset
- [ ] Delinquency

#### TOPICS COVERED:

- Did the employee thoroughly answer your questions?  [ ] Yes  [ ] No
- Did the employee discuss the purpose of the shadowing experience prior to going into the field?  [ ] Yes  [ ] No
- Did employee maintain professionalism?  [ ] Yes  [ ] No
- Was this a beneficial experience?  [ ] Yes  [ ] No
- Would you like to shadow this employee again?  [ ] Yes  [ ] No

*If you answered no to any of these questions, please explain in the comment section.*

Be prepared to discuss the following items with your supervisor:

- Employees approach to casework
- The style of communication used by employee such as engagement techniques/rapport
- Does the style suit your personality?
- What would you do differently than the employee?
- What would you do same as the employee?
- Can you detect a beginning, middle, and end to the interview? What questions might be asked in each part? What information might be given in each part?
- What new skills or knowledge have you gained?
- What did you like most about your experience?
- What did you like least about your experience?

#### COMMENTS:

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

*Recommended Practices in Field Instruction: A Guide for Field Education Sites* 98
<table>
<thead>
<tr>
<th>Shadowing Feedback Form (Supervisor)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student/New Staff Name:</strong></td>
</tr>
<tr>
<td><strong>Employee Name:</strong></td>
</tr>
</tbody>
</table>

**Type of Experience (check one)**

- [ ] Intake Assessment
- [ ] Protective Home Visit
- [ ] Court Hearing
- [ ] Non—Custody PSUP
- [ ] Custody
- [ ] Shelter Care Adjudication
- [ ] Disposition Review Sunset
- [ ] Delinquency

**TOPICS COVERED:**

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can the student identify specific tasks learned?</td>
<td></td>
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<tr>
<td>Are there any areas where the student would like more information?</td>
<td></td>
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<tr>
<td>Can student identify/discuss professionalism of the employee and self?</td>
<td></td>
<td></td>
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<tr>
<td>Can student identify specific style of employee?</td>
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<tr>
<td>Can the student identify what they would do the same as the employee or differently from the employee given the same situation themselves?</td>
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</tbody>
</table>

**LIST STRENGTHS NOTED:**

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7.3 Office of Field Education Supervision Log

Identification

Name: ___________________________  Rank: ______________________
Semester: _________________________  Year: ______________________

Background and Instructions

- Students must complete this form and should keep it up to date throughout the semester.
- Field and task instructors should review the form on an ongoing basis.
- This form is different from the journal and should document items directly discussed with field and/or task instructors in supervision.
- At the end of the semester, student and field instructors(s) must sign this form in conjunction with completing and signing the Evaluation and Time Sheet.
- Supervision is an integral part of the field experience. Students or instructors concerned that adequate supervision is not occurring should contact their field liaison for assistance.

Week 1

1. Date of Supervision ________________

2. Check any competencies discussed during this week’s supervision:

☐ Competency 1: Demonstrate Ethical and Professional Behavior
☐ Competency 2: Engage Diversity and Difference in Practice
☐ Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
☐ Competency 4: Engage in Practice-Informed Research and Research-Informed Practice
☐ Competency 5: Engage in Policy Practice
☐ Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
☐ Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
☐ Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
☐ Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

3. Summarize what was discussed in supervision and address competencies checked above.

4. Summarize items for follow-up or future action (optional):

---

Week 2

1. Date of Supervision

2. Check any competencies discussed during this week’s supervision:
   - ☐ Competency 1: Demonstrate Ethical and Professional Behavior
   - ☐ Competency 2: Engage Diversity and Difference in Practice
3. Summarize what was discussed in supervision and address competencies checked above.

4. Summarize items for follow-up or future action (optional):

[Click to add week]
☐ I confirm that supervision was received as described in this document.

Intern: _______________________

☐ I confirm that supervision was provided as described in this document.

Field Instructor: _______________________

☐ I confirm that supervision was provided as described in this document.

Task Instructor: _______________________

Recommendations for Field Instruction: A Guide for Field Education Sites
7.4 Exit Interviews for UPP Interns

The last section of this manual provides examples of exit interviews that can be done with UPP interns. We thank Athens County and Fairfield County for sharing these forms with us. The UPP interns should complete the exit interview at the end of their time in placement. It is suggested these forms be used as an agency uses an exit interview for an employee.
7.5 Athens County Children Services Intern Exit Interview Form

Name: 
Intern Position: ___________________________ Immediate Supervisor: ___________________________
Length of Time as Intern: ___________________________ Last Day Worked: ___________________________

What did you like the most about your position?  The least?

How well did you feel you were supervised/supported?

Under what conditions would you have stayed?

Did you feel your position was important and significant in the overall operation of the agency?

Was our mileage compensation beneficial for you?

How well did your orientation help you to understand the overall operation of the agency?
To what level did ongoing training help you in your job?

Would you care to make any additional comments or recommendations?
7.6 Fairfield County Exit Interview

Fairfield County University Partnership Program Exit Interview

Thank you for taking part in the University Partnership Program at Fairfield County. Please answer the questions as honestly as possible. The information you provide will assist with future decisions. All of the information that you provide will be confidential.

The following questions pertain to your internship experience. Please circle Yes or No for questions 1-5.

1. Did your internship turn out to be as you expected?     Yes     No
2. Did you receive enough training to do your job effectively? Yes     No
3. Did you receive sufficient feedback on your performance? Yes     No
4. Would you recommend this agency and the program to others? Yes     No

On a scale of 1-5 please rate your experience in the internship program with 5 meaning that you strongly agree and 1 meaning that you strongly disagree. Please circle the number to indicate your response.

1. This internship has helped me to develop my skills to solve problems.
   1   2   3   4   5
2. This internship has helped me to develop interviewing skills.
   1   2   3   4   5
3. This internship has helped me improve my verbal communication skills.
   1   2   3   4   5
4. This internship has helped me to develop professional competence.
   1   2   3   4   5

Short answer:

1. What was most satisfying about your internship experience?
2. What was least satisfying about your internship experience?
3. What suggestions do you have to help improve the overall program and experience?