

Welcome to the California State University, Los Angeles



Module 1 Field Instructor Training

Objectives

- Introduce Field Instructors (FI) to CSULA School of Social Work: Mission Statements
- Review Objectives of Field Education
- Review the 9 Core Competencies
- Roles, Functions and Responsibilities
- What to expect

MSW Mission Statement

- *The MSW Program at California State University, Los Angeles educates students to assume leadership roles in professional practice. Our advanced urban generalist graduates analyze, intervene, evaluate and advocate with diverse, underserved and oppressed clients and communities.*

BSW Mission Statement

- *The BSW Program in the School of Social Work at California State University, Los Angeles prepares students for beginning strengths-based generalist practice in socially, culturally and economically diverse urban communities. Our BASW graduates are educated to promote social and economic justice and facilitate change and growth at all levels of professional practice.*

Objectives of Field Education

- Students are expected to:
 1. Integrate and apply knowledge, values and intervention skills to cross-cultural practice with diverse populations and develop the skills to translate theory into practice.
 - develop ability to select practice and/or intervention approach which would best serve individual and/or population group, including both micro and macro strategies;

Objectives of Field Education (continued)

2. Develop advanced knowledge, skills and abilities in a specialized field of study area of practice, Children, Youth, Women and Families, Aging and Families or Forensic Social Work within a cross-cultural context;
3. Develop understanding and competent level of skill in utilization of variety of social work methods and modalities in direct practice appropriate to cross-cultural contexts.
 - Students who select an administrative focus in their second field placement period will develop a continuum of practice skills across the management/administration continuum, appropriate to cross-cultural contexts;

Objectives of Field Education (continued)

4. Develop understanding of and demonstrate commitment to professional social work values & ethics.
 - develop the capacity for self-evaluating and regulated practice at a beginning level of independence and autonomy;
5. Learn techniques of effective collaboration with other professionals for service delivery to clients;

Objectives of Field Education (continued)

6. Develop understanding of service delivery systems and ways in which social workers can bring about needed organizational and policy changes with specific sensitivity to the needs of ethnic minority and other oppressed populations;
7. Integrate theory and research from course work through direct application and practice within an agency, and demonstrate ability to evaluate one's own practice through appropriate research methods; and
8. Contribute practice situations from fieldwork to classroom discussion thus enhancing integration of theory and practice.

Council on Social Work Education - 9 Core Competencies

- Our academic and field curriculums are based on the Council on Social Work Education (CSWE) 9 core competencies.
- These competencies guide students in developing an understanding of the social work profession, including values, ethics, social work roles, key theoretical and practice concepts, use of self and integration of personal and professional values.
- Creating activities based on the competencies will be further discussed in the “Developing the Integrated Learning Agreement” module.
- Students are evaluated based on these 9 competencies each semester.

CSWE 9 Core Competencies

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

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

THE FIELD LIAISON: ROLES, DUTIES AND FUNCTIONS

- The FIELD LIAISON is a faculty member who teaches the integrative seminar class and provides linkage between the University and the field agencies/organizations.
- The Field Liaisons are responsible for the educational progress of the students. They teach, evaluate and grade students' performance.

THE FIELD LIASION: ROLES, DUTIES AND FUNCTIONS

- The Field Liaison maintains contact with the Field Instructor, student and the various field placement agencies including conducting site visits throughout the academic year.
- Field Liaisons provide educational, evaluative, supportive, mediation, gate-keeping, administrative and consultative services.

In the performance of their functions, field liaisons engage in the following roles:

- ◆ **Adviser**—provides assistance to students in planning for practicum.
- ◆ **Monitor**—assesses agencies, field instructors, and students' learning experiences throughout their practice experience in the field.
- ◆ **Consultant**—assists field instructors in developing supervisory skills and provides support and guidance (as warranted).
- ◆ **Teacher**—assists students with the integration of course work and practicum, including providing feedback, suggestions and guidance.
- ◆ **Role Model**—exemplifies core social work values and standards.
- ◆ **Mediator**—assists in resolving problems between students and field instructors or other agency personnel.
- ◆ **Advocate**—provides relevant information to academic review committees (when necessary) to evaluate students' field and academic performances.

When to reach out to a Field Liaison?



- Field Liaisons are the “first contact” for students and field instructors alike. They serve to guide students through the “field placement experience” to help them become active learners and maximize learning opportunities in their social work agencies.
- Additionally, they provide support, advocacy, consultation, mediation, problem-solving and guidance to field instructors when issues, concerns or questions arise.

Creating a Learning Community

Key to field instruction is *INSTRUCTION*

Whether within an academic or agency setting, we are working towards creating safe space for students to learn, grow, and evolve into their social work professional identity.

Creating a learning community allows for students to share and learn from each other, agency staff, preceptors, field instructors, etc. thereby improving their ability grow and show progress over time.

Welcome & Gratitude!

Thank you in advance for becoming a
Field Instructor for CSULA and for your
work with our students!

Resources:

A Survey of Field Instructors' Perceptions of the Liaison Role

Geraldine Faria, Cynthia Brownstein and Harrison Y. Smith *Journal of Social Work Education*, Vol. 24, No. 2
(Spring/Summer 1988), pp. 135-144

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Welcome & Gratitude!

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