

Module 5: Field Documentation



Integrated Learning Goals and Assessment

***California State University Los Angeles
School of Social Work***

Objectives

- Provide overview of integrated Learning Agreement and Comprehensive Skills Evaluation
- Clarify student and Field Instructor roles in process
- Offer concrete examples for constructing effective and appropriate learning activities to address desired CSWE competencies
- Overview of student Timesheet
- Overview of Process Recordings and Process Recording Log

Introduction

- Integrated Learning Agreement (ILA) identifies individual student learning objectives and field experiences.
- Student completes Learning Agreement document w/FI's guidance & approval during the first weeks of internship.
- The activities for each CSWE Competency should be measurable and achievable based on learning opportunities in placement.
- FI's use activities to evaluate students' progress at the end of each semester when preparing the Comprehensive Skills Evaluation submitted to Field Faculty Liaison.
- MSW or BSW Field Manuals will be provided

Learning Agreement Document Outline

Section...

I. Identifying Information

- Basic information about student contact information, agency address, phone number and field instructor and preceptor contact information (if applicable).

II. Agency and Community – *FI can suggest info sources*

- Ensure student understands context of agency such as agency mission, organizational structure, etc. Consider providing helpful documents for student to review.
- What role does your agency play within the community?
- What info/activities would help student to grasp community context?

III. General Time Management – *1 hour of weekly individual Supervision*

- Clarify days and time that student will be in field placement. We recommend a set schedule for the 1 hour a week field supervision.

Learning Agreement Document Outline

continued

IV. Field Education Assignments – *FI clarifies for student*

- Discuss what kinds of learning activities are available in the placement and appropriate for the student's level and scope of practice (BSW, 1st Year or 2nd year MSW)
- Consider how to expose student to mezzo and macro practice when possible, in addition to micro.
- Mark all to which the student will be assigned and exposed to.

V. Self-Awareness Assessment – *Honest self-appraisal*

- Student may have difficulty asking for help in considering these aspects of themselves, depending on their level of self-awareness.
- Student is to assess what they know about themselves and their interactions with others as well as areas that they want to enhance to become a more effective social worker.

Learning Agreement Document Outline continued

VI. Student Expectations for Supervision in Field/Instruction – *Learning and communication styles, etc.*

- Student identifies what they hope to get from the supervision process.
- Student identifies what they expect of themselves in placement and in supervision
- Student identifies what they expect from their field instructor.
- Student identifies what their responsibilities are or will be in preparing for supervision.

VII. Field Instructor Teaching Plan – *Written by FI*

- Field instructor can describe their expectation of the student while in supervision.
- Describe the use and role of preceptor (if applicable).
- Describe teaching plan. How will the field instructor maximize case management for every student?

Learning Agreement Document Outline continued

VIII. Orientation Checklist – *FI ensures student is oriented to*

- Agency Overview
- Agency Policies & Protocols
 - *Please review all carefully including harassment, discrimination, mandatory reporting, ADA, OSHA, HIPPA, etc.*
- Field Instructor/Student Responsibilities
- Integration of Field and Coursework
 - *Discuss their syllabi and assignments*
 - *It's also important to discuss continuity of care, especially during winter/spring breaks.*

IX. Signature Page – *FI and student to sign under Learning Agreement section*

- Mark Academic Term Designation (For Learning Agreement this usually is done in the Fall semester unless student is reassigned to another FI or agency)
- FI and student to sign once it has been discussed and reviewed
- Complete 9 Competencies/Associated Learning Activities

Learning Agreement Document Outline

continued

X. Learning Objectives and Activities in Fieldwork

- Objectives are organized based on 9 CSWE Competencies.
 - FI and student agree and create specific goals or learning activities for the first semester. Review these at beginning of each semester and revise as needed.
 - Keep this in mind when creating individualized learning activities with student...
1. Will the student have the opportunity to practice particular concept/skill?
 2. Will the learning activity allow student to build upon previously attained skills, knowledge and experience?
 3. Will learning activity challenge student's interest, provide both observational and participatory involvement and move student to increased independent performance?
 4. Are resources available and adequate to encourage completion (space, time, access, clientele, etc.)?
 5. Do learning activities allow for measurement of the skill (is it quantifiable?)

Section X: Competency/Objectives and Sample Learning Activities Samples

Competency #4 Engage in Practice-Informed Research and Research-Informed Practice

LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #4

Intern will investigate 2 evidence based practice interventions and discuss during supervision how the interventions might be used with agency clients.

Intern will review research and suggest one agency policy that could be improved, based on evidence.

Objectives

F

S

1. Understands and employs evidence-based interventions and policies for their particular populations.

2. Analyzes and integrates research findings and professional judgment to improve practice, policy and social service delivery.

3. Critically evaluates their own practice for effectiveness and improvement.


CSWE
Competency

Student
generates
individualized
activities to
achieve
Competency &
Objectives


CSULA Learning
Objective
(Standard for all
students)

Roles & Steps in Learning Agreement Development

Field Liaison (Seminar Instructor) provides training to students in orientation and in seminar on how to develop document with focus on Learning Activities...




Student works on completing the document with input from FI who offers ideas and input...
(especially in Sec II, IV, X)



FI completes the Field Instructor Teaching Plan (p.6), gives to student for inclusion...



FI reviews/discusses document w/student, gives suggestions for improvement. Both sign document...



The learning agreement will be completed via IPT (online), once signed by both FI and student, field liaison will be able to review and sign on IPT

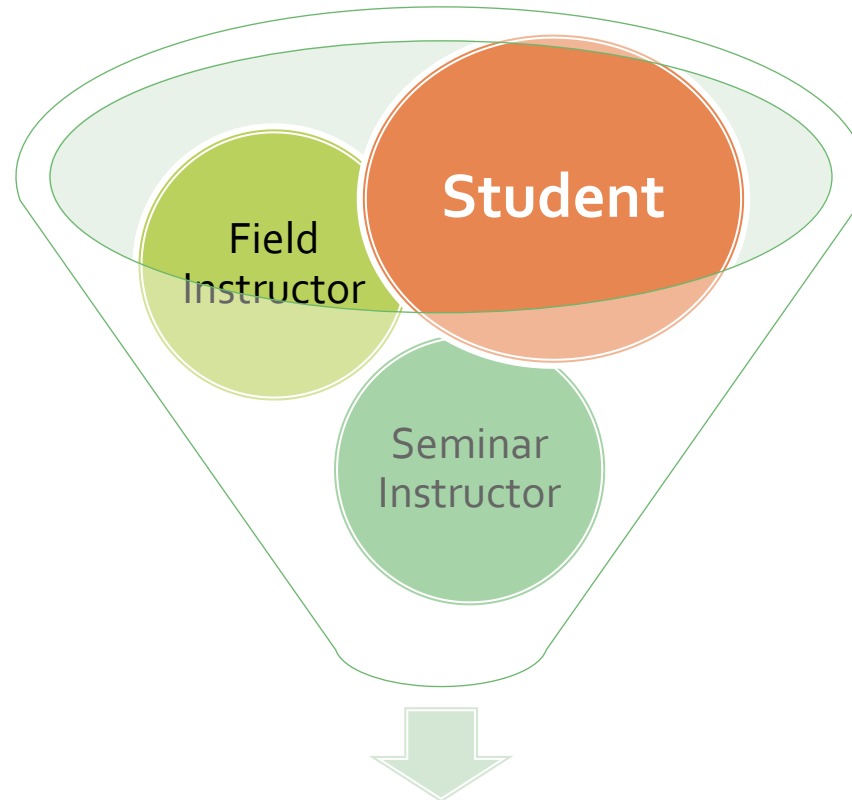
NOTE: All parties have access to the form on IPT.

A Team Approach in Support of the Student

Student is primary
person responsible
for the document
creation and
submission

BUT

Field Instructor and
Field
Liaison/Seminar
Instructor provide
support and
feedback.



CRUCIAL:

This document
is the roadmap
for the year and
will set
expectations
and goals for
students.

Finalized Learning Agreement

Section X: End of Semester Comprehensive Skills Evaluation

X. Comprehensive Skills Evaluation

- FI, Student sign once the Comprehensive Skill Evaluation once it has been reviewed and discussed by both.
- Field Faculty will assign grade based on field and seminar performance.
- FI to indicate internship hours completed for each semester.
- In the Comprehensive Skills Evaluation FI is to rate student performance by taking into consideration learning activities that were created by student and FI. Objectives that will be rated are organized based on 9 CSWE Competencies.
- We ask you to provide comments for those competency sections where the student receives a "0" or "4" rating.
- Also provide a summary assessment on the Comprehensive Skills Evaluation to note student progress for each semester.

Section X: End of Semester Comprehensive Skills Evaluation Sample

Competency #4 Engage In Practice-informed Research and Research-informed Practice

LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #4

Intern will investigate 2 evidence based practice interventions and discuss during supervision how the interventions might be used with agency clients.

Intern will review research and suggest one agency policy that could be improved, based on evidence.

Objectives	F	S
1. Understands and employs evidence-based interventions and policies for their particular populations.	1	4
2. Analyzes and integrates research findings and professional judgment to improve practice, policy and social service delivery.	1	2
3. Critically evaluates their own practice for effectiveness and improvement.	1	3

Based on these and other observations, Field Instructor evaluates student below...

Using rating scale on p. 8, rate student progress from semester to semester (Fall, Spring)

Submitting the MSW Learning Agreement

1ST YEAR STUDENTS

- ☐ Submit entire document in IPT
- ☐ At beginning of Spring semester, student may revise using LA Revision Form with your agreement/signature.
- ☐ Make sure to sign form in IPT

2ND YEAR STUDENTS

- ☐ Submit entire document in IPT
- ☐ At beginning of Spring semester, student may revise using LA Revision Form with your agreement/signature.
- ☐ Make sure to sign form in IPT

Submitting the BSW Learning Agreement

**SUBMIT LEARNING AGREEMENT OUTLINE
EARLY IN THE FALL SEMESTER (DUE DATE
PROVIDED IN SEMINAR CLASS)**

**AT BEGINNING OF SPRING SEMESTER,
STUDENT MAY REVISE USING LA REVISION
FORM WITH YOUR
AGREEMENT/SIGNATURE.**

**STUDENT AND FI COMPLETE THE FORM ON
IPT**

Submitting the BSW and MSW Comprehensive Skills Evaluation

BSW AND MSW

Comprehensive skills evaluation
is due at the end of each
semester (fall and spring) for
both BSW and MSW
students.

Submit via IPT. Students and FI's have own login name and password

Timesheet

- Student is to log the day and time that they are in field (including lunch time in and out) also providing a total number of hours at field.
- Field Instructor is to sign log for everyday that student is in field to verify hours that student is logging.
- Timesheet is to be submitted at the end of each semester with every row having been completely filled out by student and every signature line completed by field instructor.

Required Internships Hours

BSW	1 st yr. MSW	2 nd yr. MSW	Advanced Standing Prog (ASP) students
14 hours per week (days vary)	16 hours per week (generally, Mon/Wed/Fri)	20 hours per week (generally, Mon/Wed/Fri)	24 hours per week Wed/Thurs/Fri
Fall Semester 196 hours	Fall Semester 224 hours	Fall Semester 280 hours	Fall Semester 336 hours
Spring Semester 224	Spring Semester 256 hours	Spring Semester 320 hours	Spring Semester 384 hours
Total=420	Total=480	Total=600	Total=720

Process Recordings

- A process recording is the written reconstruction of an interview/interaction, reflecting both the content and the dynamic of the interaction between student intern and client(s)
- Process Recordings help students rethink the interview process throughout the internship.
- Process Recordings help students remember interventions and integrate theoretical and practice materials in preparation for supervisory conferences.
- Process Recording help students further their learning of practice skills during the entire field experience.
- Field instructor to provide student with helpful feedback regarding student interaction with client(s).

Process Recording: Teaching Tool

Process recordings emphasize the capacity to observe, recall, report accurately, and gain further insight into what occurred in the client session (or group/meeting session)

Process recordings help establish the student's:

1. Learning needs
2. Knowledge gaps
3. Ability to address a variety of potential personal issues which influence decision making, e.g., dependency, aggression, resistance, ambivalence, authority, etc.
4. Knowledge of social work values, ethics, interventions, etc.

Requirements of Process Recordings

- The use of process recordings as a teaching and learning tool in the fieldwork setting is a requirement of the School of Social Work
- Appropriate client sessions might include on-going cases, short-term, specific issue areas or meetings. As with most recordings at an agency there should be a specified time and date that it needs to be turned in. Students should not be turning in past due recordings. If this should happen, please address this with the student and the liaison.

Process Recording Log

- Student is to log case last name, date that process recording was submitted, student and field instructor signatures along with the date particular process recording was discussed and date of supervision with FI.
- BSW students are required to complete 1 process recording in the fall and 1 Process Recording in Spring
- Process Recording Log is to be submitted at the end of each semester for MSW students*

****Please note, this is not required for BSW students***

Why do we require BSW students to complete at least 1 process recording?

- To give field instructors an opportunity to gain insight into the student's thought process and offer constructive feedback.
- To give the student an opportunity to begin to think about the interview from various perspectives.
- To learn about what the student could have done differently in future practice.

Honest Feedback

- Students should receive honest feedback weekly in supervision, Learning Agreements, Comprehensive Skills Evaluation and Process Recordings so they can incorporate it and grow.
- As caring professionals, sometimes we are uncomfortable giving difficult feedback, yet it is the kindest, most ethical thing we can do as Field Instructors.
- The evaluation process is already stressful, receiving feedback on unsatisfactory progress unexpectedly at end of the semester is even more so for everyone, especially students!

Honest Feedback (Cont.)

Ask the 4 questions:

- Studies of effective teaching and learning (Dinham, 2002, 2007a; 2007b) have shown that learners want to know where they stand regarding their work. Providing answers to the following four questions on a regular basis will help provide quality feedback:
 1. What can the student do?
 2. What can't the student do?
 3. How does the student's work compare with that of others? (e.g., are they on par with what is expected of all students)
 4. How can the student do better?

Involve Students in the Process

The importance of involving students in the process of collecting and analyzing performance-based data cannot be understated.

- Students must be given access to information about their performance . At the broadest level, students need to know if they have mastered the material or not. Giving them information about the ways they are engaging, comprehending, implementing, or answering questions can be invaluable.
- When students have access to this information, they develop an awareness of their learning, and are more easily able to recognize mistakes and eventually develop strategies for tackling weak points themselves.

Your feedback, sharing your thoughts, suggestions and allowing for the student to engage with you in their learning, in the process of coming into their own as professionals is invaluable.

THANK YOU

THE END