Module 5

Field Documentation

Integrated Learning Goals and Assessment
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
Integrated Learning Agreement (ILA) identifies individual student learning objectives and field experiences.

Student completes Learning Agreement document with 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 quarter when preparing the Comprehensive Skills Evaluation submitted to Field Faculty Liaison.
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.
IV. Field Education Assignments — *F1 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, 2nd year MSW—including MSW Advanced Standing Program students)
- 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.
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 his or her 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?
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

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 quarter unless student is reassigned to another FI or agency)
- FI and student to sign once it has been discussed and reviewed
- Complete Ten Competencies/Associated Learning Activities – see samples here and online
X. Learning Objectives and Activities in Fieldwork

- Objectives are organized based on 9 CSWE Competencies.
- Fl 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

<table>
<thead>
<tr>
<th>LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #4</th>
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### Objectives

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**CSWE Competency**

Student generates individualized activities to achieve Competency & Objectives

**CSULA Learning Objective**

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

Student develops 1st draft(s) of 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...

Student submits signed doc to Field Liaison who may have additional edits. If edits needed, student updates, reviews with FI, both re-sign and student resubmits.

NOTE: Saving a soft and hard copy of this document is wise for both student and FI!
A Team Approach in Support of the Student

Student is the 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 Quarter Comprehensive Skills Evaluation

X. Comprehensive Skills Evaluation

- On signature page, FI and student sign under Comprehensive Skill Evaluation section once it has been reviewed and discussed by both.

- FI provides credit/no credit recommendation. 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 comments at the last page of Comprehensive Skills Evaluation to note student progress for each quarter.
## 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

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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

1\textsuperscript{st} YEAR STUDENTS

- Submit whole 15+ page document (see Field Calendar Deadline for each Cohort)
- At beginning of Spring semester, student may revise using LA Revision Form with your agreement/signature.
- Student and FI save soft copy for use at end of this term!

2\textsuperscript{nd} YEAR STUDENTS

- Submit whole 15+ page document (see Field Calendar Deadline for each Cohort)
- At beginning of Spring semester, student may revise using LA Revision Form with your agreement/signature.
- Student and FI save soft copy for use at end of this term!
Submitting the BSW Learning Agreement

SUBMIT LEARNING AGREEMENT OUTLINE EARLY IN THE FALL SEMESTER (MASTER CALENDAR WILL PROVIDE SPECIFIC DUE DATE)

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

STUDENT AND FI SAVE SOFT COPY FOR USE AT END OF THIS TERM!
Submitting the MSW Comprehensive Skills Evaluation

MSW 1ST YEAR
- Cover page & Signature Page to end (p. 8-15)
- 15th week of Fall
- 15th week of Spring

MSW 2ND YEAR
- Cover page & Signature Page to end (p. 8-15)
- 15th week of Fall
- 12th week of Spring

Save soft copy of document for use at end of each quarter for one composite document w/ all three quarters comments/ratings!

*Please save trees and do not print unnecessary pages! Thank you!*
Submitting the BSW Comprehensive Skills Evaluation

BSW

15th week of Fall
15th week of Spring

Save soft copy of document for use at end of next Quarter for one composite document w/ all three quarters comments/ratings!

Please save trees and do not print unnecessary pages! Thank you!
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 so to verify hours that student is logging.

Timesheet is to be submitted at the end of each quarter with every row having been completely filled out by student and every signature line completed by field instructor.
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).
The use of process recordings as a teaching and learning tool in the fieldwork setting is a requirement of the School of Social Work. Cases for recording might include on-going cases, short-term, specific issue areas or meetings. (see MSW Manual Appendix Section)

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.
Outlines of Process Recordings

- For MSW students in the 1st and 2nd year of their MSW field experience we recommend Process Recording Outline D3 and for BSW students we recommend the Process recording found in Appendix (see MSW/BSW fieldwork manuals).
- This outline encourages students to record actual dialogue, rather than summarize and provides section to identify client’s and intern’s feelings (vs. thoughts).
- Students should analyze their interventions (i.e. validating, normalizing, reflecting, open-ended question, etc.). and identify themes (i.e. grief, loss, abandonment, attachment).
Outlines of Process Recording continued

- Process Recording can best be used to record group or family therapy sessions (see MSW/BSW field manuals).
- A macro based Process Recording is sometimes used in macro settings to record a meeting (see MSW/BSW field manuals).
- Feel free to contact your liaison to discuss which process recording outline to use.
- Be aware that students will sometimes select a process recording outline that takes less time to complete. Encourage your student to use an outline that best addresses the learning experience.
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 Winter and 1 Process Recording in Spring
- Process Recording submission to FI begins week five for Fall semester and week one for Spring semester for 1st and 2nd year MSW students
- 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!
Ask the 4 questions:

- Studies of effective teaching and learning (Dinham, 2002, 2007a; 2007b) have shown that learners want to know where they stand in regards to 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?
The way feedback is presented can have an impact on how it is received, which means that sometimes even the most well-meaning feedback can come across the wrong way and reduce a learner's motivation.

The following three situations demonstrate when feedback could be counterproductive:

1. **When students feel too strictly monitored**: If students feel that they are being too closely monitored, they might become nervous or self-conscious, and as a result, disengaged from learning.

2. **When students interpret feedback as an attempt to control them**: Students may sometimes interpret feedback as an attempt to control them or tell them how they should be doing something rather than guidance on how to improve.

3. **When students feel an uncomfortable sense of competition**: Feedback shared in a group setting could cause students to feel like they have to compete with their peers. This can be another source of disengagement in learning.

To avoid these situations, try explaining the purpose of any monitoring, and ensuring that learners understand how the feedback is meant to help them compete against their own personal bests rather than each other.
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 actually 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