

APPENDIX D – MICRO CONCENTRATION FIELD GUIDELINES AND FORMS

CLEVELAND STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK

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JOINT MASTER OF SOCIAL PROGRAM

MICRO CONCENTRATION FIELD Student Integrative Learning Contract and Student Evaluation

Field education is the component of the MSW curriculum that provides an opportunity for the student to gain experience in the application of social work theories and constructs, as well as maintain a sense of self-awareness, through the utilization of “self” in working with client systems. The Student Integrative Learning Contract is designed in such a manner that provides an opportunity for each student to develop learning objectives, assignments and incremental tasks in conjunction with the field instructor to reflect the student’s learning needs, learning level, and learning style; the agency’s purpose; client population; as well as the Program’s expectations and guidelines. Advanced Concentration Micro Field III and IV competencies are delineated under Advanced Concentration Micro Field objectives and Learning Experiences.

The student draws upon the Program’s expectations and guidelines, as well as experiences unique to the agency, to develop the Student Integrative Learning Contract, which reflects the student’s learning needs and learning level. The Contract brings together theory and practice, instructor and student, as well as agency and School, through its direct relationship to the actual course work of the student. The Student Integrative Learning Contract operationalizes and specifies the areas of the student’s learning the first semester and serves as the building block for the second semester. The student and field instructor work together to develop, implement, and evaluate the Contract, which involves:

- assessing the student’s learning needs, level, and styles in order to maximize the student’s learning;
- formulating learning objectives and assignments in order to direct the learning experiences toward the student’s needs and level, as well as the agency’s purpose and function;
- delineating incremental tasks in the practice experience that will insure a progression in the student’s growth and development;
- evaluating the student’s performance and accomplishments with consideration of
 - ❖ AFFECTIVE OUTCOME = What has the student learned to value and believe, and developed in new awareness?
 - ❖ COGNITIVE OUTCOME = What new knowledge and understanding has the student gained?
 - ❖ SKILL OUTCOME = What will the student be able to do?
 - ❖ OPERATIONAL OUTCOME = What impact has the student made on the agency?

STUDENT INTEGRATIVE LEARNING CONTRACT

General Guidelines

The Program's expectations are that:

1. The learning contract should be viewed by the student and field instructor as a binding agreement between the student, field instructor, and agency which represents the learning needs and level of the student, as well as needs, functions, and policy guidelines of the agency;
2. The learning contract is reflective of the theoretical constructs that the students are expected to have learned in the course work during the foundation year;
3. The learning contract allows for the student to participate in learning opportunities throughout the agency.

The **incremental tasks** that form the basis for the evaluation process should reflect the psychological states that are conducive to the student's growth and development, which are:

1. The task is perceived as being meaningful;
2. The task depicts the student's responsibility for its outcome;
3. The task is developed in a manner that the student and field instructor are able to determine whether or not outcome is satisfactory.

The characteristics inherent in the development of tasks that can achieve these psychological states are:

- **Skill variety** – Will task provide an opportunity for the student to increase the number and variety of skills and talents as it is being carried out?
- **Task completion** – Will the task provide an opportunity for the student to complete it from beginning to end?
- **Task significance** – Will the task be developed to help the student understand the degree of impact that it has on the lives and work of people in the organization?
- **Autonomy** – Will the task assist the student in exploring ways to increase independence and discretion in determining work procedures within the agency's protocol?
- **Feedback** – Does the task provide opportunities for feedback from the task itself, as well as from coworkers and supervisors?
- **Interpersonal relationships** – Does the task provide opportunities to work more closely with clients, or with people in other parts of the agency, or other members in the work unit?
- **Training** – Does the task provide for an opportunity for growth through on-the-job training, especially seminars?

STUDENT INTEGRATIVE LEARNING CONTRACT

Specific Instructions

The student in conjunction with the field instructor develops the Student Integrative Learning Contract. The Contract should include learning objectives with incremental tasks designed as the road map to accomplish specific, measurable and achievable objectives, as well as consider the learning needs and style of the student and all potential learning experiences in the field setting. The learning contract is a joint effort with the field instructor and the student functioning as partners, with the faculty field liaison providing advising and consent functions. The activities of these key actors are:

KEY ACTOR**RESPONSIBILITIES**

Field instructor	Provide opportunities for student to learn the agency's mission, functions, policies, and appropriate individuals to contact.
Faculty liaison	Contact field instructor and share information regarding responsibilities of the agency and the School.
Student	Gain information about the agency through reading pertinent material and meeting with appropriate staff at all levels to determine congruity with the Program's expectations and opportunities to apply knowledge and skills developed in the course work.
Field instructor	Participate in field instruction training to become familiar with the Program's expectations and curriculum, as well as how to facilitate the student's learning process.
Student	Complete draft of learning objectives, identify learning experiences, and share this with the field instructor.
Field instructor	Ascertain the student's learning needs, level, and style and, mutually finalize learning objectives, as well as determine incremental tasks designed to accomplish the student's learning objectives.
Student	Complete Student Integrative Learning Contract for appropriate signatures.
Faculty liaison	Meet with the field instructor and student to review the contract.
Student	Perform tasks in a competent manner applying knowledge and skills learned in the process of participating in course work.
Field instructor	Monitor and evaluate student's performance in correlation with performance dimensions for the outcome measures as defined in each of the three major learning areas, as well as confer with students weekly.
Faculty Liaison	Review the student's performance and evaluation, the field instructor's recommended grade, and assign a grade.

MICRO PRACTICE

Micro concentration depicts advanced social work practice with small client systems, such as individuals, families and small groups, and collateral persons and organizations relevant to these small systems. The helping process in micro practice emphasizes the strengths and resources of people in their environment. Micro practice involves work with small systems in all phases of practice beginning with assessment through termination and evaluation. The assignments may include:

- developing an experiential awareness of the agency's history, mission, funding sources, organizational structure, theoretical orientation, policies and procedures, services, client population, as well as the agency's fit within the larger community in context with social work roles;
- developing multidimensional assessments with small client systems through maintaining a helping relationship and helping process that engage the client's challenges and resources, as well as maintain the integrity of the agency's service delivery system;
- conceptualizing the practice principles of collaboration, empowerment and evaluation to formulate goals;

- utilizing differential application of intervention modalities and utilizing intervention strategies as the medium through which client system change occurs;
- advocating on behalf of the client to remove the effects of discrimination, oppression, and the barriers to social and economic justice, as well as their obtaining effective services;
- developing, along with clients' natural and formal alliances to create support systems through case management and other practice activities;
- documenting all client activity and student functioning in compliance with the agency's policies and procedures.

The student's learning objectives and tasks are normally based on the recommended assignments, which reflect the Program's expectations and guidelines. The student and the field instructor develop learning objectives that are:

- **Specific:** The student knows exactly what he or she is trying to accomplish
- **Measurable:** The student is clear about the target she or he is progressing toward
- **Positive:** The student's and the field instructor's attitude affect outcome success
- **Achievable:** The student should believe that objectives are realistic and relative to his or her learning level, learning need, and learning style

PROFESSIONAL DEVELOPMENT

In the **Professional Development** component of the student's learning, students are expected to take initiative in self-evaluation and enhancement of their practice through assessing their resources and challenges for learning, as well as knowing and engaging in the effective use of supervision. This component provides the opportunity for students to integrate the personal self with the professional self and increase their competencies as professionals. This major learning area draws upon activities in which the student engages to ensure that he or she has acquired a body of knowledge that will be enhanced by skill development and effective understanding. The student's assignments may include:

- obtaining learning opportunities and assignments in collaboration with field instructor to enhance professional growth and development that reflect an accurate assessment of the student's performance;
- reflecting and articulating the student's ability to assess his or her performance in the completion of written documents, such as process recording, reports, progress notes; proposals, memorandums, as well as other activities, such as taped interviews with clients and observations;
- assessing the integration of knowledge, skills, and affectivity in the student's interaction with clients, agency personnel, and community in all work activities, and assimilating changed behaviors into professional practice;
- demonstrating the student's ability to understand and effectively use the helping process and integrate social work values through developing and presenting case material to the field instructor, agency staff, and intra/interagency teams;
- conceptualizing learning needs to enhance one's professional development and, in conjunction with the field instructor, identifying sources to provide growth experiences that will enable the student to eliminate those needs;
- interacting with individuals from other professional disciplines in collaboration around provision of services and in compliance with agency policies, procedures, and protocol;

- maximizing personal management skills, such as maintaining positive self-control, distinguishing activity from accomplishment, and developing realistic expectations.

The student's learning objectives and tasks are based on the recommended assignments, which reflect the Program's expectations and guidelines. The student and the field instructor develop learning objectives that are:

- Specific: The student knows exactly what he or she is trying to accomplish
- Measurable: The student is clear about the target she or he is progressing toward
- Positive: The student's and the field instructor's attitude affects outcome success
- Achievable: The objectives should be realistic and relative to student's learning level and needs