Welcome to the Office of Field Education!

We are looking forward to another exciting year of Field Placement. The information in this newsletter will guide you through the upcoming semesters, and is a handy refresher for experienced Faculty Field Liaisons. As a Faculty Field Liaison, you are a very important part of our students’ educational experience, and your role takes many forms: as a liaison, as an instructor, as an academic and career advisor, and as an evaluator of student performance. We value the work our Faculty Field Liaisons do, and we are glad to have you on our team.

Thank you!

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Director of Field Education

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Important Dates
• September 2: Fall 2015 Field internships begin
• October 30: Mid-term evaluations for Fall 2015 are due
• December 9: FIASC for Fall 2015 are due
• December 18: last day of Field for Fall 2015
• January 4: Winter 2016 semester for Field Placement begins
• February 26: Mid-term evaluations for Winter 2016 are due
• April 13: FIASC for Winter 2016 are due
• April 22: last day of Field for Winter 2016
Role of the Faculty Field Liaison

The faculty field liaison is a school staff or faculty member assigned by the Director of Field Education to serve as a liaison between the student, the field instructor and the university, and to be an advisor to the student and the field instructor. Each student is assigned a faculty field liaison upon starting a field placement, and during the semester the faculty field liaison meets with the field instructor and student, specifies assignments, addresses concerns, reads student process recordings, makes recommendations to the Office of Field Education, reviews student evaluations, and assigns a field grade. For both student and field instructor, the faculty field liaison is the first point of contact for any questions or concerns regarding the student’s educational experience at the agency. The faculty field liaison further guides the student’s educational experience into professional growth by overseeing educational objectives and by discussing career plans with students.

Faculty Field Liaisons:

- develop plans with the agency and deal with field placement issues related to the school;
- serve as a conduit between the school and agency;
- interpret the school's various programs for field instructors and agencies;
- help students plan their educational experience in class and field;
- discuss student concerns about field instruction, agency experience, and class work;
- work with the field instructors to ensure that student field assignments reflect the field work curriculum and student needs;
- ensure that the school's standards for field work instruction are upheld;
- review student progress with field instructors;
- act as educational consultants to field instructors to enhance their field-education skills;
- grade students, after consulting with field instructors;
- discuss any problems related to student education in field placement with the Director of Field Education; and
- provide feedback to agencies.

Role of the Field Instructor

Field instructors supervise students at their field placement site and their primary role is educational. Students work day-to-day under the supervision of their field instructor at their agency, and they provide insight and evidence to help the faculty field liaison assign a final grade. A field instructor is a Masters-level Social Worker (LMSW) with 2 years post-MSW experience and is eligible for licensure in the State of Michigan or another qualified individual identified by the Wayne State University School of Social Work.
Objectives of the MSW Program

CORE YEAR OBJECTIVES

The objectives for field education in the core year are:

- learning the characteristics of the population served and applying this knowledge to practice;
- engaging with clients (the term “client” meaning any system level: individual, family, group, organization, or community) to identify concerns and appropriate mutual activity which will lead to the alleviation of the identified problem(s);
- identifying the role of research in knowledge building as well as practice and program evaluation in field placement; participating in the research practices of the field;
- using foundational skills in research to reflect on, evaluate, and improve practice;
- identifying the conceptual frameworks applied, and the use of professional self, demonstrated at the field placement;
- identifying research relevant to practice, field setting, and describing its implications for advancing practice;
- describing the application of research designs to the investigation of practice;
- using basic statistical measures to describe practice, including client system characteristics, service, and the needs of the client system served; and
- applying knowledge from the total social work curriculum in the field placement.

ADVANCED YEAR OBJECTIVES

The ICPL concentration focuses on the person in the environment through social action that leads to social work. The IP concentration focuses on the person in the environment through therapeutic rapport and intervention. IP students are required to choose one of three theory tracks: cognitive-behavioral, family systems, or psychodynamic.

Students who elect the ICPL concentration are allowed to request a field experience pertaining to community building/development, policy, or leadership. Students who elect the IP concentration may request a field experience pertaining to families at risk, child welfare, healthcare, aging/gerontology, schools, or mental health treatment (inpatient or outpatient).

The objectives for field education in the advanced year are:

- identifying the needs and issues of the people or systems served;
- identifying the societal, community, and agency conditions that influence practice;
- engaging clients (clients may be individuals, families, groups, organizations, or communities) in purposeful, mutually determined, goal-directed professional activities based upon identifiable social work practice conceptual frameworks;
- consciously using cognitive, emotive, and action skills which can be applied in a variety of settings in the service of the client and the agency function;
- identifying conceptual frameworks applied and demonstrating the purposeful use of professional self;
- designing and carrying out evaluative research appropriate to the setting and the student’s level of practice;
- specifying an intervention hypothesis that is testable within the student’s practice and the field setting;
- using empirical data and monitoring to assess progress of service to a client system; and
- integrating evaluation into practice to improve the ways social work services and programs are provided.
Objectives of the BSW Program

SENIOR YEAR OBJECTIVES

The objectives for field education in the senior year are:

- learn a variety of interventive methods and techniques for use with individuals, families, small groups, and for service delivery and change in organizations, neighborhoods, and communities; and
- articulate a framework or frameworks for the differential use of these intervention methods and techniques with at least two social-system levels (individual, family, small groups, organization, neighborhood, and community).

Overview of Required Forms

Learning Plan — Required, Due: Fall - September 11, 2015; Winter - January 15, 2016

A guide for field placement in order to ensure specific, agreed upon learning goals, objectives, and tasks are met throughout the duration of the placement. A learning plan is done to minimize the possibility of misunderstandings between the student, the field instructor, and the faculty field liaison as it provides a measurable level of accountability through the use of detailed goals, objectives, and tasks. It is strongly recommended that this document be completed within the first week of field placement.

Process Recording/PRACSIS — 7 Required each Semester, Due:

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A tool used to examine the dynamics of a particular interaction the student participated in while at the field placement site; it will help them to reflect on specific interactions they had with clients or other persons (i.e. staff, community members, etc.). A process recording is intended to capture one encounter so that the techniques, feelings, and reasoning demonstrated can be reviewed to help identify areas of strength and weakness, to better understand interpersonal relationships, and to improve self-awareness.

Midterm Evaluations — Required, Due: Fall - October 30, 2015; Winter - February 26, 2016

Midterm evaluations are completed by the field instructor and faculty field liaison, and they are used to gauge a student’s progress in his/her field placement. These are completed roughly seven weeks into the semester.

Field Instructor Assessment of Student Competencies - FIASC — Required, Due: Fall - Dec. 9; Winter - April 13

This instrument is used to assess student performance in field placement and connects directly with the learning plan. It is to be completed (and signed) by the agency field instructor near the end of the semester and turned in to the assigned faculty field liaison.

Supervision Meeting Agendas — Optional, strongly recommended

This is a tool to help students and field instructors to structure their meetings efficiently.