







INVITATION

-  **Event: Field Instructor Orientation**
-  **Date: Tuesday, August 11, 2020**
-  **Time: 9 am-11 am**
-  **Where: Zoom**

Frequently Asked Questions

What is the difference between the orientation and training?

Field Instructor Orientation is a meeting that is held annually before the beginning of the fall semester. We encourage all who will be CSULB field instructors for either BASW, MSW, or both, to attend regardless of how long they have served as a field instructor for us. The Field Instructor Orientation addresses changes in the school and provides updated information on the field education program. There is a short meeting and an opportunity to network with other field instructors and discuss strategies and issues, often focused on a particular theme of immediate relevance.

Field Instructor Training is a two-day series. It discusses various topics such as clarifying Field Education policies and procedures, supervision techniques, and the student as an adult learner.

Which one is more important to attend?

One is not more important than the other. Field Instructor Training is required for all new Field Instructors. If you are a new Field Instructor and/or you have not taken the Field Instructor training course from any of the schools in the Southern California Consortium, (CSULB, CSULA, CSUN, CSUF, CSULA, APU, CSUDH, UCLA or USC) you should complete it now, but can also register to take it with any of the consortium schools provided they have space. Field Instructor Training offers continuing education units. Field Instructor Orientation is an orientation specific to our school and for the specific academic year.

Please note: If the Field Instructor Training Series is completed at one of the other schools in the Southern California Consortium, some dates, policies, and documents may be different. You will need to review the CSULB's field calendar, website and field manual for our policies and procedures.

Is the training for me?

Field Instructor Training is required for all new Field Instructors. If you are a new Field Instructor and/or you have not taken the Field Instructor training course from any of the schools in the Southern California Consortium, (CSULB, CSULA, CSUN, CSUF, CSULA, APU, CSUDH, UCLA or USC) you need to take it now, but can do so from any of the consortium schools provided they have space. Information regarding the alternate Field Instructor Training opportunities is provided under the “Event Flyers” section of this email. CSULB’s Field Instructor Training also offers continuing education units.

Please note: If the Field Instructor Training Series is completed at one of the other schools in the Southern California Consortium, some dates, policies, and documents may be different. You will need to review the CSULB’s field calendar, website and field manual for our policies and procedures.

Are there other dates for the training?

Yes, each school only offers the training one time each academic year. However, you may take it from any of the consortium schools provided they have space. Information regarding the alternate Field Instructor Training opportunities is provided under the “Event Flyers” section of this email.

Please note that if you do attend at a different school, there will be dates, policies and some documents that will be different so you will still need to review the CSULB’s field calendar, website and field education manual for that information.

Do we have to complete each day of the training? Are they the same classes on different days?

Each day has a different curriculum, building on the previous day and moving through the different stages of the internship experience throughout the academic year. You must complete all the training days to receive a completion certificate. This will allow you to be a “Certified Field Instructor” recognized by all of the consortium schools as having completed the training. If you are unable to attend both days in the same year, you can take the one that you miss the next year. You will need to let us know so that we can check the rosters from previous year to confirm your completion. This is of course not recommended but we know that at times it cannot be avoided.

Can I take one training at CSULB and one at *another school*? I can’t attend the full training at one school, what should I do?

You must complete the training at one school as the curriculums have enough variance that it would not be cohesive otherwise. If you are unable to attend both days in the same year, you can take the one that you miss the next year. You will need to let us know so that we can check the rosters from the previous year to confirm your completion. This is of course not recommended but we know that at times it cannot be avoided.

Can preceptors attend?

We provide a training for preceptors once each year that is usually 3 hours long. This is the most appropriate training for preceptors to attend. Space permitting, preceptors may attend field instructor training if there is space, however, we usually are at capacity. Preceptors may be placed on a waiting list and informed of availability the week of the training. Preceptors can also contact us the day before to confirm availability.

If I have already obtained my Field Instructor certificate, do I need to attend the training?

Field Instructor Training is required for all new Field Instructors. If you are a new Field Instructor and/or you have taken the Field Instructor training course from any of the schools in the Southern California Consortium, (CSULB, CSULA, CSUN, CSUF, CSULA, APU, CSUDH, UCLA or USC) you do **NOT** need to complete it again. You are however always welcome to attend, as refreshers can be good and Continuing Ed Units are free!

I attempted to RSVP but I did not get a confirmation? Just want to make sure my registration went through.

A confirmation of your RSVP will not be automatically sent. Confirmations will be emailed once Field Faculty have reviewed all registrant information (one week prior to the event). If you are unsure, please feel free to resubmit a new RSVP.

How do I know if I already completed the training?

You would have received a certificate of completion if you had done so. You can also email us to confirm if we have a record of your completion. Please provide the year you believe you completed the training.

Do I have to stay the whole duration of the training?

Yes, you must attend the entire day to receive Continuing Education Units and/or a completion certificate.

If I RSVP for the training and miss one day, when is the make-up training?

Each school only offers the training one time each academic year. If you miss one of the days, please re-enroll and re-take the course next academic year.

If I already completed the training at another school, do I need to complete the training for CSULB?

If you are not a new Field Instructor and/or you have taken the Field Instructor training course from any of the schools in the Southern California Consortium, (CSULB, CSULA, CSUN, CSUF, CSULA, APU, CSUDH, UCLA or USC) you do not need it take it again. You are however welcome to do so, as refreshers can be good and Continuing Ed Units are free!

How many CEU's do I get per day?

The trainings are 3 CEU's each. You must be present for the entirety of the event date/time to receive CEU's. No partial credit is available.

I would like to get other people at my company trained so they can take students next year, can I register them?

We highly recommend that Field Instructor training be taken concurrently with the assignment of a student intern, as opposed to prior. The training is much more meaningful and enjoyable for all attendees when participants are able to relate what is happening with their students to the discussion occurring in the training. This parallels the model of how we teach in social work: students are required to take their practice classes concurrently with their field placements for the same reason.

I can't attend the training. Can you email me the materials in lieu of my attendance?

We can share materials with you but this is not in lieu of attendance. In doing so, we also ask that you review and discuss the information with the field liaison.

Last year I attended, two or the three sessions, however this year there are only two sessions; how will this impact my certificate for this year?

Generally speaking, we will review the sessions attended last year to determine which will be credited to the overall training. More specifically in order to assure that course content was covered, if you missed 2 days you will complete both this year and if you missed only #1, you will complete #1 and if you missed #2 or #3 you will complete #2 this year.

We have a field instructor for a *another school* student and is interested in your training. Can she sign up also?

Yes, space permitting, we welcome them. They may be placed on a waiting list and be contacted the week of the training if there is room.

I have not heard back regarding the FIT registration after completing the RSVP process. Is there anything else I need to do to register for all of the trainings?

After the RSVP survey is closed, CSULB will review all RSVP's. Priority will go to New Field Instructors hosting CSULB students for in 2020-2021. All other confirmations will be provided on a first come first serve basis (if space permits).

If I RSVP today, will I get in? If I am still able to RSVP, does that mean I can attend?

We encourage any interested participant to RSVP. However, due to the limited capacity of our training facility, we may place you on a wait list to be contacted if seats become available. Please know that policy information, documents and dates you receive at our training will be specific to CSULB. Please contact the Field Education office the day before to confirm there is space available.

I am not a new FI, so am I required to attend a training?

If you are not a new Field Instructor and/or you have taken the Field Instructor training course from any of the schools in the Southern California Consortium, (CSULB, CSULA, CSUN, CSUF, CSULA, APU, CSUDH, UCLA or USC) you do not need to take it again.

I have a conflict with one of the training dates; will this present any problem with my intern?

No. If you are unable to attend certain parts in the same year, you can take the one that you miss the next year. You will need to let us know so that we can check the rosters from the previous year to confirm your completion. This is of course not recommended but we know that at times it cannot be avoided.

I have my 2 social workers that will be preceptors...who do they need to email to confirm they will be at training?

RSVP's for Field Instructor Training should be confirmed using the link provided. However, we provide a training specifically for preceptors once each year. It is usually 3 hours long. That is the most appropriate training for preceptors to attend. Preceptors may attend field instructor training if there is space, however, we usually are at capacity. Preceptors training will also be tracked using a link for Survey Monkey. Preceptors may be placed on a waiting list and informed of availability the week of the training. To confirm attendance at the Field Instructor training, preceptors can also contact the Field Education office the day prior to the training.

I am coordinating the CSULB interns. I was going to be the preceptor for the BSW intern. Can I still be a preceptor and take the training?

We provide a training for preceptors once each year that is usually 3 hours long. That is the most appropriate training for preceptors to attend. Preceptors may attend field instructor training if there is space, however, we usually are at capacity. Preceptors could be placed on a waiting list and informed of availability the week of the training. We also encourage preceptors to contact the Field Education office, the day before the training to confirm availability. Should you become a Field Instructor for a BASW student in the future, we hope you will, take Field Instructor training at that time. We highly recommend that Field Instructor training be taken concurrently with having a student, as opposed to prior. The training is much more meaningful and enjoyable for all attendees when participants are able to relate what is happening with their students to the discussion occurring in the training. This parallels the model of how we teach in social work; students are required to take their practice classes concurrently with their field placements for the same reason.

I registered for the first field instructor training at CSULB, however I just realized that I have to leave early. Should I just skip that one or go anyway and leave early? Last year, I attended the first training.

If you attended the first class last year, you may not need to attend it again this year. Please let us know when you are scheduled to leave the training so that we can evaluate if you will need to repeat any content. When you come to the 2nd class of the series, please note on the sign in sheet/chat that you attended the first class last year so that we know to cross check your attendance to provide a completion certificate. If you do choose to attend and leave early, just be aware that Continuing Education units will not be available as there is no partial credit.

Social Worker Scavenger Hunt

Mark X	Item
_____	Assessment Form
_____	Envelope
_____	Crayon
_____	Highlighter
_____	Pen
_____	Phone
_____	Canned Good
_____	Something Black and Gold
_____	Something from your Alma Mater
_____	Notepad or Post-It
_____	Coffee or Tea
_____	On the Go Snack (Ex. Granola, Protein Bar, etc.)
_____	Article/Book about Social Work Practice



Objectives

1. Create an environment that fosters networking, creativity, and communication among social work professionals
2. Orient Field instructors to CSULB's field internship policies and procedures
3. Provide opportunities for Field Instructors to explore and reflect on best practices in the supervisory process with interns

Agenda

Welcome

Field Instructor Appreciation Video

Greetings from Dr. Nancy Meyer-Adams, Director, School of Social Work

Icebreaker

Faculty and Staff Introductions from Dr. Susan Salas, Director of Field Education

Nuts and Bolts of Field Education

Break

Review of Verbatim Process Recording (EBR's)

Breakout Room Discussions

Infographics

Questions and Answers

Evaluations

Closing



California State University, Long Beach
School of Social Work
Field Education



Field Instructor Orientation 2020-2021

Welcome Letter from the Field Director

WELCOME! We are delighted that you will be joining us this Tuesday via the Zoom platform for our annual Field Instructor Orientation. We want to begin with acknowledging the retirement of Stacey Peyer who has served on the field team for the past 26 years. We are grateful for Stacey's extensive years of service including the month and a half she extended her retirement to assist with managing new challenges related to the pandemic, the historic knowledge she has passed on to the field team and her commitment to field education! Moreover, Katie Porter will be transitioning out of field education to a position as a full-time lecturer. We are thankful for her outstanding contributions to the field team during the past five years and wish her well as she continues at CSULB in a teaching role. We also mourn the loss of Jessica Polk and the full-time status of Phaedra Allen due to funding reductions of the LA Co. DCFS Stipend program. As we consider these transitions, we are pleased to introduce two new members to the field team, CalSWEC Child Welfare Instructors, Nikole Seals and Dr. Anna Mayer. And, our two new Ventura Site Coordinators, Irene Ornelas and David Deutsch. We trust that you will offer them a warm welcome to the Beach!

This past spring, everyone shifted work practices and personal routines to remain safer at home as we managed the global health crisis. We are now grappling with the surge in coronavirus cases, significant number of death rates, job loss and economic distress that are heightened with the individuals, families and communities we serve. This plight, is coupled with civil unrest and the peaceful protests that have been taking place throughout Southern California, nationally and worldwide to call out the injustice of the recent horrific murder of George Floyd, and many other African American men and women including Ahmaud Arbery, Rayshard Brooks, and Breonna Taylor. As you consider the protests and acts of civil unrest, we trust that you are all taking care as you reflect and cope with your feelings and reactions to the videos that shed light on the long standing police brutality and racial injustice targeted toward African Americans.

Tuesday, we will explore field instruction in this time of transition from face-to-face meetings, live teaching experiences and conversations about difference and social injustice to the use of remote forms of engagement, alternate modes of instruction and the creation of brave spaces to address institutional racism and other injustices while we maintain human connection. Nurturing connection through the use of technology is our new professional charge and we would like to explore this with you. We wonder how you may have fumbled and recovered as you have successfully Zoomed through field instruction while maintaining the human touch?

We understand that Field Instructors have many responsibilities that they are managing in their agencies while shifting to the significant use of technology such as telehealth and supervising social work students via Zoom. We invite you to highlight your successes through the use of chat and breakout rooms facilitated by our field faculty. Moreover, as we talk, we will explore with you how we can introduce brave conversations about race, discrimination and injustice and identify effective practices. When we come back together, we hope to highlight ideas and practices to help navigate not only our students' emotions but our own as we model human connection through the use of computers and telecommunication while supporting the social work profession.

We are thankful and remain committed to collaborating with and training our field instructors who play an incredible role with developing and supporting academic distinction for our students. We offer resources to assist you throughout the academic year because we believe that field education is exceptional when our field instructors are equipped.

- Our annual Field Instructor Orientation
- Our Field Instructor Training
- Our Preceptor Training
- Our Seminar Instructors/Liaison Consultation
- Our library (via our faculty), and our curriculum resources
- CEU's – 6 are available for field instructors who are LCSWs at the end of the year
- Referral information to Field Instructor Training at associated southern California universities

- Open access (i.e., free) online journal called Field Educator (<http://fielddeducator.org>)

We continue to be committed to supporting you by our Liaisons who will communicate with you at the beginning and end of each semester and facilitate a minimum of one site or Zoom meeting per academic year to offer assistance to the supervisory relationship. Please be in touch with any questions, when you feel the need to explore teaching techniques and/or as you have ideas and suggestions related to our field program requirements. I can be reached at 562-985-8178 or by email at Susan.Salas@CSULB.edu.

We truly appreciate your dedicated collaboration with us as new and/or continuing field instructors because we could not advance our program or the social work profession without your assistance. Wishing you a fantastic academic year!

With appreciation,

Susan Salas

Susan Salas, EdD, LCSW
Director of Field Education



The School of Social Work Website

The School of Social Work Web Link

<https://www.csulb.edu/college-of-health-human-services/school-of-social-work>

The School of Social Work – Field Education Forms Website

<https://www.csulb.edu/college-of-health-human-services/school-of-social-work/field-education-forms-information>

CalSWEC / Educationally Based Recordings / Field Education Calendars
Field Manual / Interim Progress Report / Learning Agreements

The School of Social Work – Field Work Agency Information Website

<https://www.csulb.edu/college-of-health-human-services/school-of-social-work/field-education-agency-information>

Agency Requirements / Field Instructor Requirements / BASW Program / MSW Program

The School of Social Work – Special Programs, Stipends and Grants

LAC DMH Stipend Program

<https://www.csulb.edu/college-of-health-human-services/school-of-social-work/los-angeles-county-department-of-mental>

Geriatric Social Work Education Consortium

<https://www.csulb.edu/college-of-health-human-services/school-of-social-work/geriatric-social-work-education-consortium>

LA DCFS Stipend Program

<https://www.csulb.edu/college-of-health-human-services/school-of-social-work/la-dcfs-stipend-program>

CalSWEC BASW Program

<https://www.csulb.edu/college-of-health-human-services/school-of-social-work/stipend-grants-special-programs/child-welfare>

CalSWEC MSW Program

<https://www.csulb.edu/college-of-health-human-services/school-of-social-work/stipend-grants-special-programs/child-0>

Pupil Personnel Services Credential

<https://www.csulb.edu/college-of-health-human-services/school-of-social-work/pupil-personnel-services-credential>



Contacts Page – Part I

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Field Instructor Orientation 2020-2021

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ORIENTATION CHECKLIST

Agency Overview

- _____ Review agency vision and mission/purpose statement
- _____ Tour of agency
- _____ Introductions to colleagues, support staff, and administration
- _____ Review organizational structure
- _____ Review the role of the agency in relation to the community and its resources
- _____ Review security and/or safety procedures and protocol
- _____ Review CDC COVID-19 safety guidelines including use of PPE

Agency Policies and Protocols

- _____ Review office procedures, supplies, and provisions
- _____ Review telephone and communication/computer utilization
- _____ Review intake/admissions/eligibility policy and procedures
- _____ Review internal communication
- _____ Review parking details
- _____ Review mileage policy
- _____ Review agency, department, and/or unit meeting schedule
- _____ Review client record/charting, policies and procedures
- _____ Review forms for documentation/accountability
- _____ Review regulations regarding confidentiality, release of information, etc.
- _____ Review client fees/payment schedule
- _____ Review client emergency protocol
- _____ Review child or elder abuse reporting protocol
- _____ Review work schedule, including lunch and breaks
- _____ Review information/referral policy
- _____ Review agency policy regarding harassment
- _____ Review agency policy regarding discrimination
- _____ Review agency policy regarding the *Americans with Disabilities Act*
- _____ Review agency policy regarding OSHA
- _____ Review agency policy regarding HIPAA

Field Instructor/Student Responsibilities

- _____ Review expectations for supervision and schedule
- _____ Review educationally based recording schedule
- _____ Review use of preceptor (if applicable)
- _____ Review plan for diversity/multi-cultural experiences
- _____ Review plan to explore implicit and explicit bias
- _____ Review plan for monitoring of student hours (by both field instructor and student)
- _____ Review agency training or staff development opportunities
- _____ Review student's personal safety issues and concerns and strategies to deal with them

SIGNATURES:

Field Instructor

Date

Student

Date



California State University, Long Beach
School of Social Work
Field Education



Field Instructor Orientation 2020-2021

Comprehensive Skills Evaluation and Learning Agreement

Field will be moving from paper CSE/LA to an online process.

Field Instructors and Students will receive a detailed email with the new process closer to the semester start.

**CALIFORNIA STATE UNIVERSITY, LONG BEACH
SCHOOL OF SOCIAL WORK**

**GRADUATE FIELD EDUCATION
EDUCATIONALLY BASED RECORDINGS**

The use of the Educationally Based Recording (EBR) is a **requirement** of the School of Social Work. The EBR can be completed in a variety of styles and formats. The complete process recording format requires a verbatim recording of all events that took place in an interview/interaction, both verbal and non-verbal. Some alternate formats provide a basic structure and outline of topic areas or a **summary** of the interview or interaction. Other models of recording are more suited to **meetings** or **group situations**, ranging from therapeutic or educational groups with clients, to staff meetings, administrative meetings, etc. **The confidentiality of the client will be preserved at all times.**

The written reconstruction of an interview/interaction assists the student and facilitates the learning process in a variety of ways. It provides an opportunity for the student to rethink the interview, with a focus on remembering the interview content, analyzing the various interventions, and developing an understanding of their experiences and perceptions of these interactions. The process of completing the recording allows the student the opportunity to reflect upon the interaction with the client(s) and focus on transference and counter-transference issues. As a supervisory tool, the EBR provides a picture of the students interviewing styles, and is a reflection of the student's ability to integrate knowledge and theory gained in the classroom.

The format for EBRs may be a combination of process recordings and some other type of format (see attached). A minimum of **50% of the recordings must use the process recording format.** Field instructors and students are also encouraged to use other teaching/learning tools such as audio and video recordings, observed interviews, and one-way mirrors in place of written recordings.

EBRs are learning tools which should be utilized in the supervisory sessions with the field instructor. The student and field instructor will need to develop a system whereby the field instructor will have a copy of the recording prior to the supervisory session, to enable them to review the document(s) and prepare for discussion.

The faculty field liaison will review the recordings during the scheduled agency site visit, and may request that an example be brought to the field seminar.

All students are responsible for any documentation that is required by the agency itself for its own records and files. EBRs do NOT take the place of, nor should they be used as documentation on a client's chart. Students are allowed to use one hour of the required 16 hours/week of internship hours to complete an EBR.

Samples of various formats follow and include references related to EBRs.

Sample EBR - Format#1

From: Wilson, Suanna, J., Recording - Guidelines for Social Workers. Free Press, New York 1976

The following items should be included in a process recording:

- A. Identifying/Demographic Information (Name of client, date of interview, name of student, etc.)
- B. Chronological replay of the interaction/interview.
- C. Description of any non-verbal activities that occurred.
- D. Student=s feelings and reactions to the client interview/interaction as it took place.
- E. Analytical thoughts about the interview.
- F. Diagnostic Summary and impressions (Paragraph summarizing the analytical thoughts).
- G. Treatment Plan/Goals for further social work contacts.

A sample format for recording the content of the interview in a process recording format:

SUPERVISORY COMMENTS	CONTENT/DIALOGUE	GUT-LEVEL FEELINGS	ANALYSIS
In this column, the supervisor can make remarks, comments, etc. regarding the interactions, student feelings or analysis that took place during the interview.	Record word for word what happened in the interview, including both verbal and non-verbal communication. If there were unscheduled interruptions or activities, record these also.	Indicate how <u>you</u> were feeling as the activity or interaction was taking place. Use this space to identify and look at <u>your</u> feelings.	Your analysis of the interview content, your interactions, interventions, etc.
Lets discuss opening interviewing techniques	Student: Hello Mrs. J. I=m your social worker and would like to talk to you.	Maybe she won=t like me or won=t be willing to tell me anything!	Perhaps a place to describe role of the social worker?
	Client: Well, I=m not sure why I need to see you.		

PROCESS RECORDING OUTLINE

Student=s Name: _____ Client=s Name: _____

Interview Date: _____ Session #: _____

- I. PURPOSE OF THE SESSION: (Statement of the purpose that is concise, clear and specific. Show relatedness between this session and the previous session).
- II. OBSERVATION: (Appearance, affect, behavior. How does the client present him/herself?)
- III. CONTENT: (Using the recording form below record one significant exchange in the beginning, in the middle, and at the end of the interview.)

SUPERVISORY COMMENTS	INTERVIEW CONTENT (I said, she said)	STUDENT’S GUT LEVEL FEELINGS	CLIENT’S FEELINGS/AFFECT	IDENTIFY INTERVENTIONS & MAJOR THEMES

SUPERVISORY COMMENTS	INTERVIEW CONTENT (I said, she said)	STUDENT'S GUT LEVEL FEELINGS	CLIENT'S FEELINGS/AFFECT	IDENTIFY INTERVENTIONS & MAJOR THEMES

*Use feeling words to describe your own feelings from the session (see attached at end of packet).

- IV. IMPRESSIONS/ASSESSMENT: 1) What did you observe throughout the session -- behavior and affect; 2) was the behavior/affect appropriate, explain; 3) how does this behavior/affect fit with what you know about the client=s past behavior/affect; and 4) identify the major themes/issues that emerged.
- V. USE OF PROFESSIONAL SELF: Choose two significant interventions you made: 1) identify/describe; 2) what was your impression of your effectiveness; and 3) what would you change.
- VI. PLANS: (Brief statement of your plans for the next session, long range goals, short range goals that are relevant for this client.)
- VII. ISSUES, QUESTIONS OR PROBLEMS: (To explore in supervisory sessions.) Areas to explore in your supervisory conference: include considerations of diversity, value dilemmas, implicit bias, counter-transference, etc.

RECORD OF GROUP/FAMILY THERAPY SESSION

DATE:

	NAME OF SESSION	SESSION #	STAFF
	ATTENDANCE NAME OF PARTICIPANTS	SESSION # FOR PARTICIPANT	REASON FOR ABSENCE
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			

GENERAL THEMES: _____

ACTIVITIES/MATERIALS: _____

NAME OF SESSION: _____ SESSION # _____
DIAGRAM OF SEATING ARRANGEMENT:

OPENING REMARKS (and by whom): _____

CARRY-OVER FROM LAST SESSION: _____

EMOTIONAL TONE OF GROUP: _____

STAFF INTERVENTIONS AND ROLES: _____

GENERAL EVALUATION OF THE SESSION: _____

EDUCATIONALLY BASED RECORDING (MEETINGS)

Student _____

Field Instructor _____

Agency _____

Title of meeting _____

Purpose of meeting (attach agenda) _____

A. Student's Expectations of Meeting (Prior to meeting)

1. What does the student think are the goals of the meeting?

2. What are the student's expectations of these goals being met in the meeting?

3. What role does the student expect to play during the meeting?

B. Reflections and summary of the meeting

1. Describe the role of the chairperson(s)

2. What was the substance of the discussion?

3. What action took place during the meeting? (was anything resolved?)

4. What future plans were made at the meeting (if any)?

5. How did the meeting close? Did it end on time?

Total time of meeting:

1. How did the action or conclusions come about?

2. Evaluate the leadership roles.

3. Did the group function together in the decision-making process?

4. Describe the interaction patterns that took place during the meeting. Was communication open? Were cliques formed? What was the atmosphere?

5. Were the original goals successfully met to the students= expectations?

6. Did the student play the role s/he expected to? If not, why not?

From: Holden, William, Process Recording. Social Work Education Reporter.
Volume 20 (1972), pp. 67-69.

1.	What were the objectives for the interview?
2.	What new information is necessary for understanding what happened in the interview?
3.	What were the most significant transactions in the interview?
4.	What was your impression of the results?
5.	What is your plan for subsequent interviews or other follow-up?

Using this structured approach to reconstructing interviews assists the student to review the interactions and content of the interview, and identify their participation and conscious use of self during the process.

The author recommends that the student estimate the amount of time in each processed interview that 1) the student speaks, 2) the client speaks and 3) there is silence.

At some point, the student may be asked to identify the types of responses s/he is making to clients during the interview, for example, 1) sustaining, 2) exploring, 3) confronting, 4) advising, 5) pointing out consequences, etc. This allows the student to learn about the various responses used interviewing, as well as identifying appropriate uses of these techniques and skills.

As with other types of process recording, it is important to be aware of your feelings and reactions during the interview process, to help you to focus on skill levels and your use of yourself in the process. It is often interesting to identify the portion of the interview that was most and least comfortable for you, to help you focus on these areas.

Group Meeting: Educationally Based Recording

Circle the number that best describes how you feel:

To what extent were you getting the meaning of the comments made between group members?
1 2 3 4 5 6 7 8 9 10
Much misunderstanding We understood each other very well

To what extent did you feel free to talk?
1 2 3 4 5 6 7 8 9 10
Never had a chance Had lots of opportunities

How much help did group members give each other?
1 2 3 4 5 6 7 8 9 10
None! Lots!

How pleasant was the "atmosphere" of this meeting?
1 2 3 4 5 6 7 8 9 10
Unpleasant Pleasant, enjoyable

If one person seemed to lead the discussion, to what extent did others feel accepted by him/her?
1 2 3 4 5 6 7 8 9 10
Completely rejected Completely accepted

How satisfied are you with your participation in this meeting?
1 2 3 4 5 6 7 8 9 10
Very dissatisfied Very satisfied

How satisfied are you with the decisions, conclusions or ideas of the meeting?
1 2 3 4 5 6 7 8 9 10
Very dissatisfied Very satisfied

How would you rate the discussion as a whole?
1 2 3 4 5 6 7 8 9 10
Poor; waste of time Superior; time well spent!

EBR for a Group Meeting

YOUR NAME:

DATE:

<p>TYPE OF GROUP: _____</p> <p>SESSION # _____</p>	<p>YOUR ROLE: OBSERVER _____ FACILITATOR _____ CO-FACILITATOR _____</p>	<p>OTHER STAFF: _____ _____</p>
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GENERAL THEMES (TOPICS DISCUSSED): _____

DESCRIBE PLANNED ACTIVITIES: _____

OPENING REMARKS (who began the group and what did they say): _____

CARRY-OVER TOPICS FROM LAST SESSION: _____

EMOTIONAL TONE OF GROUP: _____

PARTICIPANT INTERACTION (describe behavior of participants – quiet, talkative, etc.): _____

DESCRIBE PARTICIPANT(S) WITH WHOM YOU WERE MOST CONCERNED AND EXPLAIN WHY: _____

DESCRIBE **YOUR** PARTICIPATION IN THE GROUP: _____

DESCRIBE HOW YOU FELT DURING THE GROUP (comfortable, nervous, etc.): _____

WHAT DO YOU THINK YOU DID WELL: _____

Pate 3 of 3

WHAT WILL YOU DO DIFFERENTLY NEXT TIME: _____

WHAT TO CONSIDER FOR NEXT SESSION (topics, activities, etc.): _____

WHAT WOULD YOU LIKE TO DISCUSS ABOUT THIS GROUP SESSION WITH YOUR FIELD INSTRUCTOR: _____

SELECTED BIBLIOGRAPHY ON SOCIAL WORK RECORDING

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Urbanowski, Martha, ARecording to Measure Effectiveness@ in Social Casework, Volume 54 (November 1974), p. 546.

Wilson, Suanna J., Recording - Guidelines for Social Workers, Free Press, New York, 1976.

List of Feeling Words

1. worried, troubled, nervous, anxious, apprehensive, fearful, uneasy, concerned, restless, disturbed, unquiet, disquieted, solicitous, fretful, frantic, threatened, confronted, hassled, burdened, upset
2. eager, excited, elated, cheered, joyous, inspired, fulfilled, overjoyed, happy, en-heartened, stimulated, animated, blithesome, merry, delighted, ecstatic, euphoric, gratified, enraptured, interested, expectant, hopeful, light, gay, exhilarated, lively, vivacious, flighty, optimistic, bright, pleased, enthralled
3. depressed, down, disappointed, dispirited, disillusioned, disheartened, destitute, wasted, empty, worthless, deficient, unequipped, discouraged, sorrowful, miserable, horrible, discomfited, lousy, hurt, wounded, injured, frustrated, exasperated, forlorn, wretched, dejected, rejected, desperate, pessimistic, hassled, crushed, jinxed
4. agitated, irritated, pissed off, perturbed, embittered, upset, annoyed, bothered, irritated, plagued, provoked, harassed, angry vexed, disgusted, furious, offended, resentful, dismayed, raged, infuriated, bitter, revengeful, unsettled, steaming, boiling
5. confused, ambivalent, indecisive, unsure, uncertain, perplexed, abashed, unprepared, disconcerted, torn, puzzled, bewildered, baffled, lost, hesitant, disoriented, discomfited, conflicted
6. indifferent, apathetic, unfeeling, unconcerned, alienated, isolated, alone, detached, uninvolved, removed, separated, alone, apart, displaced, distant, lethargic, platonic, listless, disoriented, unmotivated, lazy
7. manipulated, controlled, dominated, subordinate, ruled, misused, abused, inferior, subjected, caged, obligated, smothered, victimized, blocked
8. amazed, shocked, surprised, appalled, inquisitive, overwhelmed
9. ridiculous, amused, entertained, foolish, embarrassed
10. wistful, wishful, thoughtful, wondering, desirous, pensive, hopeful
11. content, satisfied, appeased, calm, peaceful, composed, soothed, conciliated, comfortable, mellow
12. playful, frolicsome, devilish, mischievous, meddlesome, naughty
13. forgotten, overlooked, neglected, disregarded, omitted, slighted, unheeded, abandoned, shelved, forsaken
14. esteemed, respected, considered, noticed, superior, high, observed, regarded, honored, revered, venerated, adored, worshiped, important, cherished
15. free, liberated, unrestrained, loose, easy, uninhibited, open, mellow
16. protective, helpful, motherly, maturing, needed
17. guilty, blamed, faulty, culpable

Sample of Process Recording #2

PROCESS RECORDING OUTLINE

Intern's Name: Jake Ryan

Client's Name: John Bender

Interview Date: 9/20/19 Session #: 1

- I. PURPOSE OF THE SESSION: (Statement of the purpose that is concise, clear and specific. Show relatedness between this session and the previous session).
Introduce mental health support to the student and begin assessment for most appropriate group.
- II. OBSERVATION: (Appearance, affect, behavior. How does the client present him/herself?) Client was dressed appropriately and groomed well, he appeared initially annoyed.
- III. CONTENT: (Using the recording form below record one significant exchange in the beginning, in the middle, and at the end of the interview.)

SUPERVISORY COMMENTS	INTERVIEW CONTENT (I said, she said)	STUDENT'S GUT LEVEL FEELINGS	CLIENT'S FEELINGS/AFFECT	IDENTIFY INTERVENTIONS & MAJOR THEMES
	<p>Client: I was sent a pass to come here for some reason.</p> <p>SWI: Yes, hello (warmly). Please come in and have a seat.</p> <p>Firstly, I just wanted you to know that you're not in trouble, ok. I just wanted to meet you and introduce myself.</p> <p>Client: (sitting down, hair in his face covering his eyes, looking down, not making eye contact) Uh, okay</p>	<p>Nervous: I sent out the pass and this will be one of my first students. What if I'm not cut out for this</p> <p>Nervous: I'm so nervous because the student looks like he might be really hard to connect with. I have feared this exact moment for so long. Oh God, he's definitely going to know I have no idea what I'm doing.</p>	<p>Client appears annoyed</p> <p>Seems disengaged and distant emotionally</p>	<p>Introducing myself and trying to build rapport.</p>

SUPERVISORY COMMENTS	INTERVIEW CONTENT (I said, she said)	STUDENT'S GUT LEVEL FEELINGS	CLIENT'S FEELINGS/AFFECT	IDENTIFY INTERVENTIONS & MAJOR THEMES
	<p>SWI: My name is Jake (Student shakes my hand extremely firmly) and I am a Mental Health Intern here at Fake High School... Wow that is a firm handshake you got there. You seem like a strong guy. Anyway, Basically, I'm a graduate student from Long Beach State and my role is to support students with counseling. Have you been in counseling or met with a therapist before?</p> <p>Client: Yeah I had some type of therapist last year.</p> <p>SWI: I see, so you met with someone last year. What was that like?</p> <p>Client: It was alright I guess... probably the only person that didn't want me in trouble in this damn school.</p> <p>SWI: Sounds like you felt supported by your counselor... like the counselor was on your side.</p> <p>Client: Something like that</p> <p>SWI: It also sounds like you feel like</p>	<p>Worried: Am I not supposed to shake hands? Oh man, everything I do is wrong. Awkward.</p> <p>Scared: What was that handshake all about. Is he trying to intimidate me? If so, mission accomplished.</p> <p>Worried: I hope my voice isn't shaking too much. Am I talking too much? I'm so scared this is going nowhere. If it doesn't, it means I'm not cut out to be a social worker. What the hell am I going to do with my life then? My entire career feels like it depends on this one kid.</p> <p>Hopeful: He is sharing and talking. I'm excited that he is engaging</p> <p>Happy: I'm glad that he has had a positive experience.</p> <p>Worried: What if I'm not as good as the MFT Trainee?</p>	<p>Reaches out to shake hands with a limp arm. Then squeezes my hand really hard making very clear eye contact with me...almost staring me down.</p> <p>Client is listening but he seems bored</p> <p>Student squints his eyes and seems to be closely observing my facial expressions. He seems very suspicious of me.</p>	<p>Attempting to connect and build rapport. Showing respect and some sense of humor to lighten the mood. Attempt at praise.</p> <p>Closed-ended question</p> <p>Being as transparent as possible. Authentic.</p> <p>Open-ended question</p> <p>Active listening:</p>

	<p>others here at school want you to be in trouble. Can you say more about that?</p> <p>Client: Like Mrs. Ringwald and the Assistant Principal are always on me. It drives me crazy.</p> <p>SWI: And that results in you getting in trouble a lot. That must be really frustrating.</p> <p>Client: Yup</p> <p>SWI: OK, so I'm interested in knowing more about that, but before we get into that, I'd like to review confidentiality with you. Does this sound familiar to you from last year?</p> <p>Client: Yeah, that like whatever I say you can't tell anybody</p> <p>SWI: Yes, that's right. You are really smart. Yes, confidentiality means that if you are in individual or group counseling, the counselor cannot share what you discussed with anybody else without permission from you or your parents. So if you and I agree to work together, I am required by law to keep things private. Of course, you can tell others what was discussed in counseling, but I have to keep it confidential. Do you have questions about that so far?</p>	<p>Relieved: A bit relieved that he is at least talking to me. and seems engaged.</p> <p>Relieved/Happy: He knows all about this. He seems smart.</p> <p>Confused: If he knows about confidentiality, do I have to go over it again?</p> <p>Scared: What if I mess this part up. I don't like talking so much. I think I'm losing him.</p>	<p>Student sits up in his chair and faces me directly</p> <p>Student's facial expression and tone of voice seem to imply that he is annoyed.</p> <p>His mood has seemed to change a bit. He is slumping in his seat but he</p>	<p>restatement</p> <p>Active listening: restatement & Open-ended question</p> <p>Empathy. Reflection of feelings.</p> <p>Naming positive attribute of client</p> <p>Reviewing confidentiality and the limitations of confidentiality for</p>
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<p>Student: Nah not really, I do remember my last year counselor mentioning it though.</p> <p>SWI: Now there are a few times that I am required to tell somebody about what we talked about. For example, if I hear of any kind of abuse of a child under the age of 18... whether it's physical, sexual or emotional abuse like witnessing domestic violence, I would need to tell somebody. Or if somebody is going to hurt themselves or others. In those cases, I would need to tell somebody in order to make sure everybody is safe. Other than that though, anything we talk about would remain confidential. Does that make sense?</p> <p>Client: Yeah</p> <p>SWI: Any questions?</p> <p>Client: Nah.</p> <p>SWI: So because of these limits I just mentioned, something that we ask everybody when we first meet them is about whether or not they have had thoughts of suicide. Have you ever felt like hurting yourself?</p> <p>Client: No</p>	<p>Self-doubting: Am I talking too much? I wonder if I explained that right?</p> <p>Terrified: It feels way to early to ask him if he has suicidal thoughts. What if he thinks it's weird or I'm weird and wants to leave. Or worse, what if he says yes to suicide thoughts. I hope he says no.</p>	<p>is making eye contact in a less intimidating and softer kind of way. He seems engaged.</p>	<p>transparency.</p> <p>Authentic transparency</p> <p>Explaining limits of confidentiality; informing; transparency</p> <p>Screening for suicidal ideation</p>
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Courtesy of Jeff Middleton, LCSW, PPSC, El Rancho Unified School District, 7/20 4

	<p>SWI: OK, that's a question that we ask everybody to make sure that they are safe. OK, so I know that you were in individual counseling last year with an intern, and I am an intern too, so I just want it to be clear that I am only here until May as well. So if we decide to keep meeting, I just want it to be clear that I am only here for this school year. Is that OK with you?</p> <p>Client: Yeah, I'm used to it.</p> <p>SWI: Would you mind putting your feet down please?</p> <p>(Client removes his feet)</p> <p>SWI: Thank you.</p> <p>SWI: OK, so this year, we are mainly doing small group counseling. So we are grouping up about 3-5 students who are struggling with similar things and meeting weekly for 8-10 weeks to provide support for each other. We have found this to be really helpful for students to connect with other students who may be going through similar things. What are your thoughts about that?</p> <p>Client: I would prefer to meet one on one.</p>	<p>Worried: Oh no, do I tell him to put his feet down? Am I showing weakness by not saying anything? But if I say something, will I hurt the therapeutic relationship? I want him to like me though so I'll let it go. They didn't cover this in training. Is this the right thing?</p> <p>Scared: Did I just ruin our therapeutic relationship? What if he doesn't like me now? Or is it helpful for me to set boundaries? I don't know what therapists do?</p> <p>Worried: Am I talking too much?</p> <p>Surprised: I didn't expect him to sit up and be interested. I wonder if I have low expectations for this kid?</p>	<p>Student's mood has changed. He moves his hair in front of his face and slouches further in his chair. He puts his feet up on the coffee table.</p> <p>He acts like he's relaxed. Seems to keep an eye on me to see how I'll react.</p> <p>Student complies and puts his feet down</p>	<p>Setting limits, boundaries and being clear but not punishing with my expectations</p> <p>Open-ended question</p> <p>Frontloading student about group.</p>
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	<p>once per week, once per month?</p> <p>Client: I don't know, like twice a week</p> <p>SWI: In order to help me understand your experience better, let me know yes or no to the following questions:</p> <ul style="list-style-type: none"> • I get angry easily • I know what to do to stay calm when I'm upset • I have a hard time controlling my temper • It can be hard to control my body • People get frustrated with me a lot • It's hard for me to focus in class • I often do things without thinking and then I regret it afterward <p>(STUDENT ANSWERS YES TO SEVERAL PROMPTS)</p> <p>SWI: Ok, it sounds like it's really hard for you to calm yourself down when you feel angry. Is that right?</p> <p>Client: Yeah. I've always been like that.</p> <p>SWI: OK. We have some other students here, who are your age, who are struggling with similar challenges. We are going to put together a group to help</p>	<p>Excited: I feel guilty about being excited that he is sharing this with me. He's having a hard time in school and is willing to share.. This shit is working.</p> <p>Angry: I feel angry at the teachers that come down on him. He seems like a nice kid.</p> <p>Curious: I wonder if I should bring some things for him to keep his hands busy while we talk.</p> <p>Worried: Is it weird that I am asking these questions?</p> <p>Surprised: Wow, he gave me a lot of information. I think he would benefit from a group that focuses on self-regulation</p>	<p>Makes intermittent eye contact and starts playing with the bottom of his shoes. Seems restless.</p> <p>Looks up and away again, but sits up and leans in a but towards me.</p> <p>Seems a bit annoyed about having to answer how often, but he is complying. Continues intermittent eye</p>	<p>Utilizing the group assessment form</p> <p>Asking assessment questions</p> <p>Restatement</p> <p>Open-ended question</p> <p>Summarizing the answers from the assessment and checking</p>
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	<p>each other work through some of these things. The group will help you learn how to self-regulate and calm down when you feel triggered. Is that something you would be open to trying out?</p> <p>Client: I guess. Can you tell me who will be in the group?</p> <p>SWI: Unfortunately, due to confidentiality, I can't tell you the names of the group members right now... just like I wouldn't tell anybody else your name. Is there anybody you are concerned about being in the group?</p> <p>Client: Yeah, I hate Andrew Clark. I hope he's not in the group.</p> <p>SWI: That's helpful information, but once again, I can't say for sure who we will be in the group until you arrive. I will let you know when the group is going to start.</p>	<p>Excited: I am so glad he is up for joining the group.</p> <p>Surprised: I thought it would be harder to get him to agree</p> <p>Worries: Student seems like he doesn't want to be here anymore. Am I being boring?</p> <p>Happy: I almost started laughing. He said that with such hatred.</p> <p>Relieved: I'm glad I know which kids not to put in the group with him. That helps.I</p>	<p>contact and playing with his shoes.</p> <p>Student starts looking at the clock. Seems to indicate that he wants to go.</p> <p>Student's tone is intense with anger about this other student</p>	<p>for clarity</p> <p>Respecting student's self-determination and right to decline voluntary services</p> <p>Ensuring confidentiality of all students</p>
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*Use feeling words to describe your own feelings from the session (see attached at end of packet).

CSULB, School of Social Work
MACRO EDUCATIONALLY BASED RECORDING NO. 1 (Meeting)

(Note: Macro students must use this format for 50% of all EBRs.)

Student: _____ Date: _____

Date Submitted: _____ Date Reviewed: _____

Title of Meeting/Task/Event:

Purpose of the Meeting/Task/Event: (clearly state the goals and objectives)

Macro Intervention Plan. *In relation to the meeting/task/event and the corresponding goals and objectives, identify and describe the macro intervention plan used and how it was implemented. What was the process? What steps did you take to help formulate the plan?*

Identifying Macro Skills. *Identify and describe the use of the macro-level skill(s) used during the process. Do not describe the plan. Highlight the macro skills used.*

Micro Skills/Use of Self: *Identify and describe the use of the micro-level skill(s) and how it was implemented. What foundation-year practice skills did you use? Considering implicit bias, how did you engage with the community, group, organization, etc.?*

Gut-level Reactions. *Describe how you were feeling as the meeting/activity/event was taking place. Describe how you feel the group/agency/community felt or reacted to the macro intervention plan (apart of or imposed on) and your use of self. Describe any areas of anxiety or vulnerability felt by you. Describe any factors that had an impact on your behavior including personal bias, values conflicts, etc.*

Evaluation. *Do you believe the objective was accomplished? Why or why not? Is there anything that you would do differently to improve community involvement and outcome?*

Self-Analysis. *Identify any areas of improvement needed at the macro and micro levels. Where could you use more direction and instruction, values conflict, critical feedback,?*

Field Instructor Comments

CSULB School of Social Work
MACRO EDUCATIONALLY BASED RECORDING NO. 2 (MEETING)

(Note: Macro students are required to use format no. 1 for at least 50% of EBRs.)

Student: _____ Date Submitted: _____

Field Instructor: _____ Date Reviewed: _____

Signature: _____

Agency: _____

Length of Meeting: _____ Date/Time: _____

Meeting Place: _____

Committee or Group Title: _____

1. Identify the Objective(s) of the Meeting (attach agenda):

A. What was the objective of the meeting?

B. Was the objective clear? If not, how would you make it clearer?

C. Describe the role of the chairperson or facilitator.

D. What was the substance of the discussion?

2. Describe the group culture, norms, cohesiveness, sub-groups, reasons for participating, etc. How did these impact the group process?

3. Describe the interaction patterns that took place during the meeting. Was communication open? Were cliques formed? Facilitator inclusive or directive? What was the atmosphere?

4. Analyze the action or decision-making of the meeting.

A. What action took place during the meeting? Was anything resolved?

B. How did the action or conclusions come about? Collective or exclusive decision making?

C. Did the group function together in the decision-making process? Everyone's voice heard?

D. What was the role of the chairperson in decision-making?

5. Evaluate the order, timeliness, and future direction of session.

A. How did the meeting close? Did it end on time? Total time of meeting?

B. Was the agenda followed?

C. Is the future direction of the group clear (explain)?

6. Your role and ideas for future changes.

A. What role did you play during the meeting?

B. Was that role different from your (the student's) expectations?

C. What were your contributions to the discussion/process? If none, what caused you not to participate?

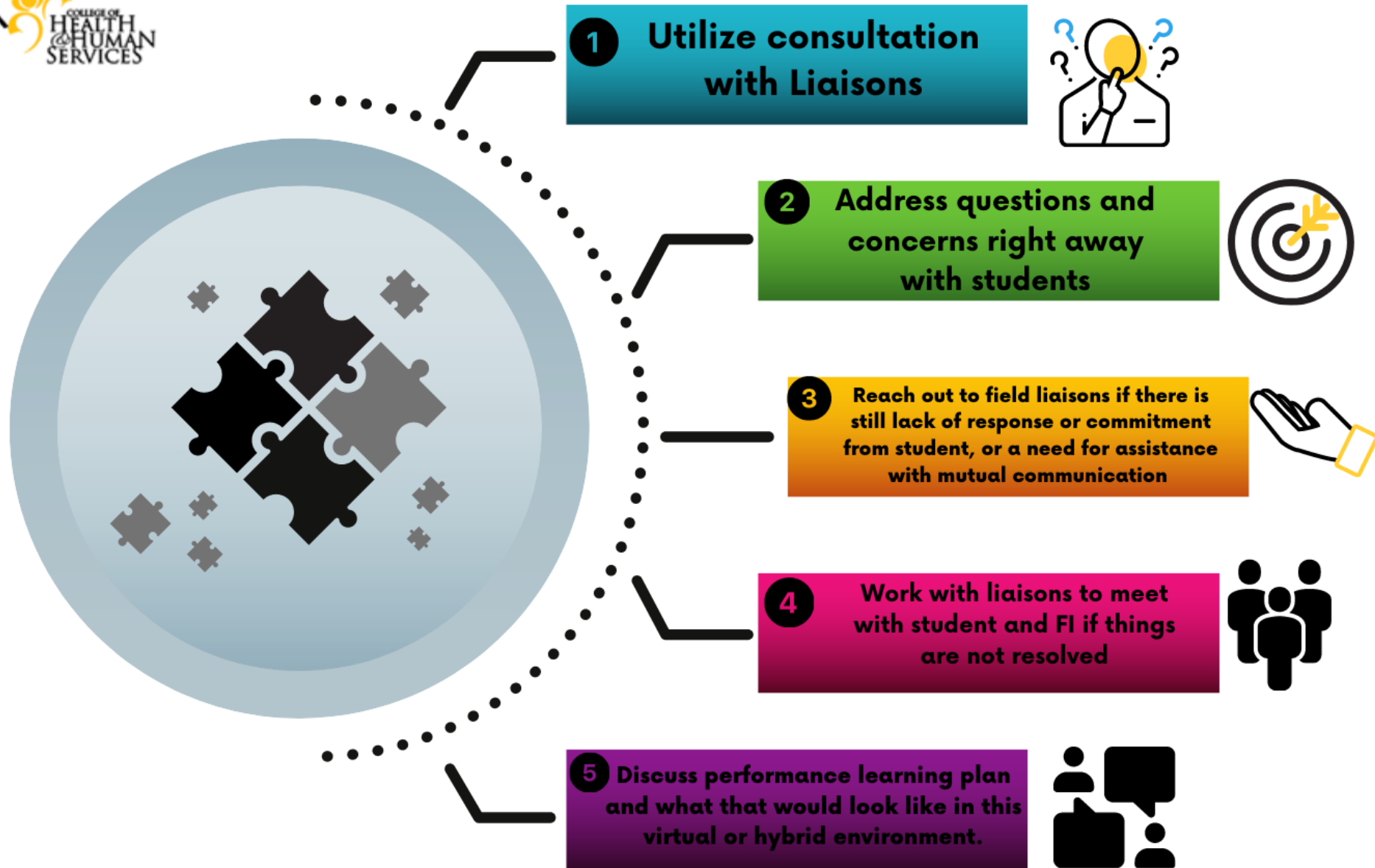
D. Did you experience any *counter-transference/transference*, ethical dilemmas, value conflicts?

E. How would you organize or facilitate the next session including inclusion, empowerment, etc.?

F. Design an agenda for the next session.

Field Instructor Comments

Resolution of Problems in Field



August 24 - September 30, 2020

Field Education Activities:

- **Mandatory Field Lab for 1st year field students**
- Agency orientation; getting started
- Observe social work interventions by agency staff
- Initial case assignments given to students
- Field Instructor & student develop Learning Agreement
- Field Instructor will be contacted by Field Liaison
- *Field Instructors only

Date	Event
*Tuesday, August 11, 2020	Field Instructor Orientation, 9:00 am - 11:00 am via Zoom
Monday, August 24, 2020	CLASSES BEGIN - <u>First meeting for Monday seminars</u>
Saturday, August 29, 2020	<u>First meeting for Saturday seminars</u>
Week of August 31 – September 4, 2020	Internships begin for all MSW students <ul style="list-style-type: none"> • First-year MSW students will have 8 hours in the agency • Second-year MSW students will have 16 hours in the agency
Tuesday, September 1, 2020	Mandatory MSW Field Lab for all first-year field students (2-year and 3-year students who are beginning their first year of field education) 9:00 am – 1:00 pm via Zoom; 5 hour online Motivational Interview Training (all MSW students entering field) The Field Lab counts as 8 hours of field.
Monday, September 7, 2020	Labor Day - CAMPUS IS CLOSED
*Thursday, September 10, 2020	Field Instructor Training #1 - 9:00 am – 12:30 pm via Zoom
*Friday, September 25, 2020	Field Instructor Training #2 – 9:00 am – 12:30 pm via Zoom

TOTAL HOURS THIS MONTH 72

TOTAL HOURS ACCUMULATED 72



**CSULB, School of Social Work
MSW Field Education Calendar
Academic Year 2020-2021**

October 1 - October 31, 2020

Field Education Activities:

- Initiate plans for group experience
- Field Instructor and student complete **Learning Agreement, due NO LATER THAN Saturday, October 10, 2020**
- Working towards goal of direct client contact at 50% of student’s time in agency
- Student assigned full caseload and activity assignments by October 19, 2020
- **Interim Progress Report by Field Instructor and Educationally-based Recording Log due NO LATER THAN Saturday, October 17, 2020**
- **Field Liaison contacts occur from Monday, October 12, 2020 – Tuesday, November 24, 2020**
- *Field Instructors Only

Date	Event
Saturday, October 10, 2020	Learning Agreements due NO LATER THAN this date
Saturday, October 17, 2020	Interim Progress Report and Educationally Based Recording Log due NO LATER THAN this date

Friday, October 2, 2020	Preceptor Training – 9:00 am – 11:00 am via Zoom
*Friday, October 16, 2020	Field Instructor Training #3 - 9:00 am – 12:30 pm via Zoom
*Friday, October 30, 2020	Field Instructor Training #4 - 9:00 am – 12:30 pm via Zoom

<i>TOTAL HOURS THIS MONTH</i>	<i>72</i>
<i>TOTAL HOURS ACCUMULATED</i>	<i>144</i>



**CSULB, School of Social Work
MSW Field Education Calendar
Academic Year 2020-2021**

November 1 - November 30, 2020

Field Education Activities:

- **Field Liaison contacts completed by Tuesday, November 24, 2020**
- Students continue full caseload and activity assignments for both clinical and macro placements.
- Please note upcoming November holidays when students will not be in field and the campus will be close per the expectation of the university academic calendar.

Date	Event
Saturday, November 7, 2020	SATURDAY CLASSES WILL MEET
Wednesday, November 11, 2020	Veteran’s Day, CAMPUS CLOSED (Students scheduled for field on Wednesday will need to make-up 8 hours.)
Saturday, November 21, 2020	SATURDAY CLASSES WILL MEET
Monday, November 23 – November 27, 2020	NO INTERNSHIP THIS WEEK
Wednesday, November 25, 2020	NO CLASSES; CAMPUS OPEN
Thursday, November 26 - November 27, 2020	THANKSGIVING HOLIDAY CAMPUS CLOSED; NO CLASSES OR INTERNSHIP; NO SATURDAY CLASSES ON NOVEMBER 28, 2020

<i>TOTAL HOURS THIS MONTH</i>	<i>48</i>
<i>TOTAL HOURS ACCUMULATED</i>	<i>192</i>



**CSULB, School of Social Work
MSW Field Education Calendar
Academic Year 2020-2021**

December 1 - December 31, 2020

Field Education Activities:

- Field Instructor and student discuss mid-year Comprehensive Skills Evaluation (CSE)
- Student and Field Instructor review completed Mid-Year CSE, sign original and return to Liaison
- **Mid-Year Comprehensive Skills Evaluation and Educationally-based Recording Log due NO LATER THAN Saturday, December 12, 2020**
- Required hours for first semester of field: a minimum of **224 hours**

Date	Event
Monday, December 7, 2020	Last Monday seminar
Friday, December 11, 2020	Last day of field
Friday, December 11, 2020	Last day of classes
Saturday, December 12, 2020	Last Saturday seminar Mid-Year Comprehensive Skills-Evaluation and Educationally Based Recording Log due on this date
Monday, December 14 – Saturday, December 19, 2020	Final exams

TOTAL HOURS THIS MONTH	32
TOTAL HOURS ACCUMULATED	224



CSULB, School of Social Work MSW Field Education Calendar Academic Year 2020-2021

January 1 - January 31, 2021

Field Education Activities:

- All students return to internships week of January 4, 2021
- Continue with field education assignments and activities
- **Field Liaison Spring contacts occur from February 1st through Friday, April 2, 2021**

Date	Event
Monday, January 4, 2021	Students resume field education (8 hours this week)
Monday, January 18, 2021	Martin Luther King Day- CAMPUS CLOSED No classes or internship (if Monday is a scheduled field day, students will need to make-up 8 hours for this week)
Tuesday, January 19, 2021	Spring Semester 2021, CLASSES BEGIN
Saturday, January 23, 2021	First Saturday seminar for spring semester
Monday, January 25, 2021	First Monday seminar for spring semester

TOTAL HOURS THIS MONTH ***56***
TOTAL HOURS ACCUMULATED ***280***



**CSULB, School of Social Work
MSW Field Education Calendar
Academic Year 2020-2021**

February 1 - February 28, 2021

Field Education Activities:

- Continue with internship assignments and activities
- Initiate plans for group experience
- Field Instructors prepare for Interim Progress Report due early March
- **Field Liaison Spring contacts occur from February 1st through Friday, April 2, 2021**

Date

Event

TOTAL HOURS THIS MONTH

64

TOTAL HOURS ACCUMULATED

344



**CSULB, School of Social Work
MSW Field Education Calendar
Academic Year 2020-2021**

March 1 – March 31, 2021

Field Education Activities:

- **Interim Progress Report by Field Instructor and Educationally Based Recording Log due NO LATER THAN Saturday, March 6, 2021**
- Continue with internship assignments and activities

Date	Event
Saturday, March 6, 2021	Interim Progress Report and Educationally Based Recording Log due no later than this date
Saturday, March 27, 2021	Saturday seminar classes meet
Monday, March 29 through Sunday, April 4, 2021	Spring Recess (no classes, no internships this week) Campus is open all week except March 31 st
Wednesday, March 31, 2021	Cesar Chavez Day – CAMPUS CLOSED

TOTAL HOURS THIS MONTH **64**
TOTAL HOURS ACCUMULATED **408**

April 1 - April 30, 2021

Field Education Activities:

- Continue with internship assignments and activities
- Field Instructor and student begin discussing Comprehensive Skills Evaluation
- Discuss termination activities
- **Field Liaison contacts completed by Friday, April 2, 2021**

Date	Event
Monday, March 29 through Sunday, April 4, 2021	Spring Recess (no classes, no internships this week) Campus is open all week except March 31 st
Wednesday, March 31, 2021	Cesar Chavez Day – CAMPUS CLOSED
Saturday, April 3, 2021	NO CLASSES
Monday, April 5, 2021	Monday seminar classes resume
Saturday, April 10, 2021	Saturday seminar classes resume
Sunday & Monday April 2021 (Date TBA)	Lobby Days, Sacramento
April 2021 (Date TBA)	Job Fair, 9:30 am - 12:30 pm Carson Community Center (Maybe virtual due to COVID-19)
April 19 - April 30, 2021	Field Instructor meets with students to discuss Final Comprehensive Skills Evaluation
<i>TOTAL HOURS THIS MONTH</i>	64
<i>TOTAL HOURS ACCUMULATED</i>	472



**CSULB, School of Social Work
MSW Field Education Calendar
Academic Year 2020-2021**

May 1 - May 31, 2021

Field Education Activities:

- Field Instructor and student hold final evaluation conference and sign Comprehensive Skills Evaluation
- Complete termination with case assignments, complete termination with administrative assignments, complete termination with agency Field Instructor and staff
- **Final Comprehensive Skills Evaluation and Educationally-Based Recording Log due NO LATER THAN Saturday, May 8, 2021**

Date	Event
Monday, May 3, 2021	Last Monday seminar
Friday, May 7, 2021	Last day of field
Saturday, May 8, 2021	Last Saturday seminar
Saturday, May 8, 2021	Last day of classes Final Comprehensive Skills Evaluation and Educationally Based Recording Log due on this date. <u>Required hours for 1st and 2nd semester of field combined:</u> <u>A minimum of 500 hours</u>
Monday, May 10 - Saturday, May 15, 2021	Final exams
Tuesday, May 18 - Friday, May 21, 2021	Commencement Week
Monday, May 31, 2021	MEMORIAL DAY HOLIDAY – CAMPUS CLOSED

TOTAL HOURS THIS MONTH	32
TOTAL HOURS ACCUMULATED	504

August 24 - September 30, 2020

Field Education Activities:

- **Mandatory Field Lab for all BASW students**
- Agency orientation; getting started
- Observe social work interventions by agency staff
- Initial case assignments given to students
- Field Instructor & student begin to develop Learning Agreement
- Field Instructor will be contacted by Field Liaison
- *Field Instructors only

Date	Event
*Tuesday, August 11, 2020	Field Instructor Orientation, 9:00 a.m. – 11:00 a.m. via Zoom
Monday, August 24, 2020	CLASSES BEGIN
Wednesday, August 26, 2020	<u>Field Lab #1 Mandatory for all BASW Seniors</u> <i>1:00 – 2:45 pm, Zoom seminars together (day cohort)</i> <i>5:00 – 6:45 pm, Zoom seminars together (evening cohort)</i>
Wednesday, September 2, 2020	<u>Field Lab#2 Mandatory for all BASW Seniors</u> <i>1:00 – 2:45 pm, Zoom individual seminars (day students)</i> <i>5:00 – 6:45 pm, Zoom individual seminars (evening students)</i>
Monday, September 7, 2020	Labor Day - Campus is closed- No Internship (Students scheduled for field on Monday will need to make-up 8 hours).
Week of September 7, 2020	Field experience begins this week– all BASW students

*Thursday, September 10, 2020	Field Instructor Training #1 – 9:00 am – 12:30 pm via Zoom
* Thursday, September 25, 2020	Field Instructor Training #2 – 9:00 am – 12:30 pm via Zoom

TOTAL HOURS THIS MONTH 56

TOTAL HOURS ACCUMULATED 56

October 1 - October 31, 2020

Field Education Activities:

- Initiate plans for group experience
- Field Instructor and student complete **Learning Agreement, due by Wednesday, October 14, 2020**
- Direct client contacts at 50% of student's time in agency
- **Interim Progress Report completed by Field Instructor due by Wednesday, October 28, 2020**
- **Field Liaison contacts occur from Monday, October 12, 2020 - Tuesday, November 24, 2020**
- *Field Instructors only

Date

Event

Wednesday, October 14, 2020

Learning Agreements due

Wednesday, October 28, 2020

**Interim Progress Report and Educationally-Based
Recording Log due**

*Friday, October 2, 2020	Preceptor Training 9:00 am – 11:00 a.m. via Zoom
*Friday, October 16, 2020	Field Instructor Training #3 – 9:00 am – 12:30 pm via Zoom
*Friday, October 30, 2020	Field Instructor Training #4 – 9:00 am – 12:30 pm via Zoom

TOTAL HOURS THIS MONTH

72

TOTAL HOURS ACCUMULATED

128

November 1 - November 30, 2020

Field Education Activities:

- Students continue full caseload and activity assignments
- Student assigned full caseload and activity assignments by November 2, 2020
- **Field Liaison contacts completed by Tuesday, November 24, 2020**

Date	Event
Wednesday, November 11, 2020	Veteran's Day Observance, CAMPUS CLOSED NO CLASSES (Students scheduled for field on Wednesday will need to make-up 8 hours.)
Monday, November 23 – November 27, 2020	NO INTERNSHIP THIS WEEK
Wednesday, November 25, 2020	NO CLASSES, CAMPUS OPEN
Thursday, November 26 - November 27, 2020	THANKSGIVING HOLIDAY CAMPUS CLOSED, NO CLASSES OR FIELD INTERNSHIP

TOTAL HOURS THIS MONTH **48**
TOTAL HOURS ACCUMULATED **176**

December 1 - December 31, 2020

Field Education Activities:

- Field Instructor and student discuss Mid-Year Comprehensive Skills Evaluation
- Student and Field Instructor review completed Mid-Year CSE and sign original
- **Mid-Year Comprehensive Skills Evaluation and Educationally-based Recording Log by Wednesday, December 2, 2020**
- Required hours for first semester of field: **a minimum of 208 hours**

Date	Event
Wednesday, December 2, 2020	Undergraduate Senior Field Education Mid-Year Evaluation and Educationally Based Recording Log due
Wednesday, December 9, 2020	Last Seminar for fall semester
Friday, December 11, 2020	Last day of classes for fall semester
Monday, Dec. 14 – Saturday, Dec. 19, 2020	Final exams

TOTAL HOURS THIS MONTH 32
TOTAL HOURS ACCUMULATED 208

January 1 - January 31, 2021

Field Education Activities:

- All students return to Field Education placements the week of January 4, 2021
- Continue with Field Education assignments and activities

Date	Event
Thursday, January 4, 2021	Students resume Field Internship (8 hours this week)
Monday, January 18, 2021	Martin Luther King Day- CAMPUS CLOSED NO CLASSES OR FIELD INTERNSHIP (if Monday is a scheduled field day, students will need to make-up 8 hours for this week)
Tuesday, January 19, 2021	Spring Semester 2021, classes begin
Wednesday, January 20, 2021	First Wednesday seminar for spring semester

<i>TOTAL HOURS THIS MONTH</i>	56
<i>TOTAL HOURS ACCUMULATED</i>	264



CSULB, School of Social Work
BASW Field Education Calendar
Academic Year 2020-2021

February 1 - February 28, 2021

Field Education Activities:

- Continue with internship assignments and activities
Interim Progress Report and Educationally-based Recording Log due NO LATER THAN Wednesday, February 17, 2021
Field Liaison Spring contacts occur from Monday, February 15 through Friday, March 19, 2021

Date

Event

Wednesday, February 17, 2021

Interim Progress Report and Educationally-based Recording Log due

TOTAL HOURS THIS MONTH

64

TOTAL HOURS ACCUMULATED

328



**CSULB, School of Social Work
BASW Field Education Calendar
Academic Year 2020-2021**

March 1 – March 31, 2021

Field Education Activities:

- **Field Liaison contacts completed by Friday, March 19, 2021**
- Continue with internship assignments and activities

Date	Event
Monday, March 29 through Sunday, April 4, 2021	Spring Recess (no classes, no internships this week) Campus is open all week except March 31st
Wednesday, March 31, 2021	Cesar Chavez Day – Campus closed

TOTAL HOURS THIS MONTH **64**
TOTAL HOURS ACCUMULATED **392**

April 1 - April 30, 2021

Field Education Activities:

- Continue with internship assignments and activities
- Field Instructor and student begin discussing Undergraduate Senior Field Evaluation
- Discuss termination activities with clients, agency staff, and seminar

Date	Event
Monday, March 29 through Sunday, April 4, 2021	Spring Recess (no classes, no internships this week) Campus is open all week except March 31st
April 5 - 16, 2021	Students and field instructors meet to discuss final evaluation
Wednesday, April 7, 2021	Seminar Classes Resume
Sunday & Monday April 2021 (Date TBA)	Lobby Days, Sacramento
April 2021 (Date TBA)	Annual Social Work Job Fair 9:30 am – 12:30 pm Carson Community Center, Carson, CA. (maybe virtual due to COVID-19)
Monday - Thursday, April 26 - 30, 2021	Last week of field internship (FIELD SEMINAR CLASSES CONTINUE)

TOTAL HOURS THIS MONTH

64



**CSULB, School of Social Work
BASW Field Education Calendar
Academic Year 2020-2021**

TOTAL HOURS ACCUMULATED

456 (a minimum of 450 hours must be completed)

May 1 - May 31, 2021

Field Education Activities:

- **Final Undergraduate Senior Field Evaluation and Educationally-based Recording Log due on May 5, 2021**
- Last seminar meeting is May 5, 2020

Date	Event
Wednesday, May 5, 2021	Undergraduate Senior Field Evaluation and Educationally-based Recording Log due <u>Required hours of field education for the entire academic year: a minimum of 450 hours</u>
Wednesday, May 5, 2021	Final seminar meeting
Friday, May 7, 2021	Last day of spring classes
Monday, May 10 - Saturday, May 15, 2021	Final exams
Tuesday, May 18 - Friday, May 21, 2021	Commencement Week
Monday, May 31, 2021	MEMORIAL DAY HOLIDAY – CAMPUS CLOSED



Additional Materials

Evaluation

https://csulb.qualtrics.com/jfe/form/SV_9XDbPISzi3XZInX

Brave Space

<https://www.youtube.com/watch?v=-steUUdTVuE>

Padlet

<https://padlet.com/lisamarieibanez3/5v5e3vmyw0ho8og7>

Reflective Supervision

<https://www.youtube.com/watch?v=JeMbVX45OUA>



California State University, Long Beach
School of Social Work
Field Education



Field Instructor Orientation 2020-2021

Interventions

1. Active Listening
2. Restating
3. Clarifying
4. Summarizing
5. Questioning
6. Interpreting
7. Confronting
8. Reflecting feelings
9. Supporting
10. Emaphizing
11. Facilitating
12. Initiating
13. Problem Solving
14. Rapport Building
15. Assessing
16. Contracting
17. Exploring
18. Processing
19. Cognitive Restructuring
20. Refocusing
21. Goal Setting
22. Evaluating
23. Giving Feedback
24. Suggesting
25. Protecting
26. Disclosing
27. Modeling
28. Linking
29. Blocking
30. Terminating



CLINICAL SOCIAL WORK INTERVENTION TECHNIQUES: QUICK REFERENCE

The following list of social work intervention techniques is designed for quick reference. Note that these techniques may be used within any one of several TREATMENT MODALITIES such as individual, family, group therapy ... or crisis intervention, brief or long-term therapy. TECHNIQUES are more concrete and specific than the treatment modalities within which they are used.

Techniques	
<p>I. Sustaining Interventions</p> <ul style="list-style-type: none"> • supportive relationship • reassurance • empathic listening • promote universalization 	<p>V. Reflective Discussion</p> <ul style="list-style-type: none"> • partialize/prioritize problems • reflections of feeling • interpretation • clarification • exploratory interviewing • suggestion (regarding how to view an issue) • confrontation
<p>II. Direct Influence Interventions</p> <ul style="list-style-type: none"> • advice/suggestion (regarding what do to) • alter reinforcement patterns • reward (behavior) • set limits • structure use of time • skill training • explanation 	<p>VI. Environmental Interventions</p> <ul style="list-style-type: none"> • information and referral • client advocacy • collaboration with _____ • consultation with _____
<p>III. Ventilation/Self-Demonstrations</p> <ul style="list-style-type: none"> • encourage verbalization • role play • psychodrama • play therapy • audiotape or videotape feedback • structured fantasy 	<p>VII. Social Interventions</p> <ul style="list-style-type: none"> • family problem-solving discussions • counsel family members • provide peer confrontation • provide peer support • explore family dynamics • teach communication skills
<p>IV. Modeling</p> <ul style="list-style-type: none"> • model (behavior) • provide models of (behavior) 	

List of Feeling Words

1. worried, troubled, nervous, anxious, apprehensive, fearful, uneasy, concerned, restless, disturbed, unquiet, disquieted, solicitous, fretful, frantic, threatened, confronted, hassled, burdened, upset
2. eager, excited, elated, cheered, joyous, inspired, fulfilled, overjoyed, happy, en-heartened, stimulated, animated, blithesome, merry, delighted, ecstatic, euphoric, gratified, enraptured, interested, expectant, hopeful, light, gay, exhilarated, lively, vivacious, flighty, optimistic, bright, pleased, enthralled
3. depressed, down, disappointed, dispirited, disillusioned, disheartened, destitute, wasted, empty, worthless, deficient, unequipped, discouraged, sorrowful, miserable, horrible, discomforted, lousy, hurt, wounded, injured, frustrated, exasperated, forlorn, wretched, dejected, rejected, desperate, pessimistic, hassled, crushed, jinxed
4. agitated, irritated, pissed off, perturbed, embittered, upset, annoyed, bothered, irritated, plagued, provoked, harassed, angry, vexed, disgusted, furious, offended, resentful, dismayed, raged, infuriated, bitter, revengeful, unsettled, steaming, boiling
5. confused, ambivalent, indecisive, unsure, uncertain, perplexed, abashed, unprepared, disconcerted, torn, puzzled, bewildered, baffled, lost, hesitant, disoriented, discomforted, conflicted
6. indifferent, apathetic, unfeeling, unconcerned, alienated, isolated, alone, detached, uninvolved, removed, separated, alone, apart, displaced, distant, lethargic, platonic, listless, disoriented, unmotivated, lazy
7. manipulated, controlled, dominated, subordinate, ruled, misused, abused, inferior, subjected, caged, obligated, smothered, victimized, blocked
8. amazed, shocked, surprised, appalled, inquisitive, overwhelmed
9. ridiculous, amused, entertained, foolish, embarrassed
10. wistful, wishful, thoughtful, wondering, desirous, pensive, hopeful
11. content, satisfied, appeased, calm, peaceful, composed, soothed, conciliated, comfortable, mellow
12. playful, frolicsome, devilish, mischievous, meddling, naughty
13. forgotten, overlooked, neglected, disregarded, omitted, slighted, unheeded, abandoned, shelved, forsaken
14. esteemed, respected, considered, noticed, superior, high, observed, regarded, honored, revered, venerated, adored, worshiped, important, cherished
15. free, liberated, unrestrained, loose, easy, uninhibited, open, mellow
16. protective, helpful, motherly, maturing, needed
17. guilty, blamed, faulty, culpable