

## Traditional Learning Experiences for Social Work Students

The following list is adapted from S. J. Wilson (1981). *Field instruction: Techniques for Supervisors*. NY: Free Press. Some of the items will not apply to your setting.

1. Read student manual
2. Review agency manual
3. Attend site orientation
4. Review agency website
5. Read case records; discussion of case records with field instructor
6. Read committee meeting minutes, and agency reports/newsletters/webpage.
7. Read and discuss select journal articles, publications and review websites pertaining specifically to the agency/organization or area of practice.
8. Read brief list of essential or highly relevant books
9. Observe the field supervisor or other appropriate agency personnel in interactions with clients, colleagues, and other community organizations. Prepare a summary or assessment of the interaction. Write an assessment of the client.
10. Listen to a tape-recorded interaction or lecture or watch an audio-visual presentation. Prepare a critique for discussion.
11. Attend a meeting (e.g., staff/team, agency committee, agency board, community group). Take notes on the dynamics of the discussion. Provide a written summary of the content.
12. Visit the agency in the evening or on weekends to observe agency activities during these "off-hour" times.
13. Audio-or video-tape an interaction with a client. Review and critique it.
14. Practice interviewing. Interview the field supervisor and take a social history. Discuss the interview process.
15. Sit in the waiting area and observe the atmosphere, behaviors of individuals, and interactions between clients and staff.
16. Drive around the service catchment area, agency neighborhoods. Go into schools, etc.

17. Be responsible for a caseload of clients (number assigned may vary based on responsibilities involved and school requirements). Conduct interviews with clients and provide direct services. Screen & select cases before assigning them to students. When assigning cases to students, the student should not be the primary worker assigned to a case. The primary worker should be an employee. The student should have secondary responsibility, i.e. be a learner who is assisting the primary social worker. The student should not be contacted about the case once the practicum is over. (Confidentiality issues, subpoenas) Be mindful of reimbursement issues, counter-signing, licensing law, etc.
18. Develop a case consultation outline in preparation for supervision conferences.
19. Develop a case analysis outline (perhaps based upon the FPC practice behaviors.)
20. Case documentation through practice writing exercises, i.e. court reports, assessments, treatments plans, report writing, etc. that do not become part of the official case record.
21. Discuss or present a concentration year integrative seminar case from the school.
22. Library research (best practices, peer-reviewed research, site related articles, theory)
23. Visit other community agencies and organizations (e.g., referral sources, collaborative partners, related sites.)
24. Identify, study relevant community resources; create or update a resource manual.
25. Attend a court hearing.
26. Attend related professional workshops, seminars, and lectures in the community.
27. Attend in-service staff development programs.
28. Prepare an in-service staff development program.
29. Co-facilitate or lead a group. Participate in pre-planning.
30. Co-facilitate or lead a meeting. Participate in pre-planning.
31. Go out on home visits. Conduct or participate in the interview.
32. Make telephone calls to clients and/or collateral contacts.
33. Take on-call (after hours) responsibilities.
34. Role play with the field supervisor to try out new skills and techniques.
35. Participate in orienting new students or staff to the agency/organization.

36. Keep a daily log of experiences and reactions to them. Use a critical thinking approach in reflecting on the experiences.
37. Engage in structured self-reflection to identify how personal experiences may influence professional practice.
38. Keep a reflective or integrative practicum journal
39. Prepare a process recording of an individual interaction, group session, meeting, or telephone contact.
40. Write a brief topic or case related or integrative paper
41. Participate in a one-way mirror observation as an observer or as a subject.
42. Interview administrators, managers, or other staff to gather specific information about their roles and perspectives
43. Interview other disciplines at or away from the site to gather specific information about their roles, perspectives and values
44. Online or Audio-Video training resources
45. NASW online course "Understanding the NASW Code of Ethics" [www.naswweb.org](http://www.naswweb.org)
46. Interviewing staff regarding ethical dilemmas they have faced in their careers; ethical issues related to site services
47. Assist in writing or revising the agency's policy and procedures manual.
48. Assist in writing or revising the agency's manual/resource file for student interns.
49. Assist in gathering information for and prepare an annual program or agency budget.
50. Develop, or assist in developing, a grant proposal.
51. Identify new funding opportunities.
52. Assist in writing a newsletter. Prepare a webpage item.
53. Assist with a marketing or public relations project.
54. Participate on an agency committee to plan an event (e.g., fund-raising, educational workshop, community activity).
55. Develop outcome measures for a program or special project.

56. Design and conduct a research project.
57. Participate in a community engagement project (e.g., volunteer initiatives, housing support programs, awareness events, police education activities)
58. Completion Measure Assignments (see above)
59. Field Instructor Wish List Message: Don't forget activities that you have on your own Things to Do List. Some of these items could match well with your student's educational objectives and find a natural home somewhere in the Field Practicum Contract. These activities may be great learning opportunities for your student. Some examples:
  - A coalition meeting/report
  - Updating the agency's community resources directory
  - Clients who need follow-up phone calls
  - Best practices you never have time to research
  - Etc.
60. DP Learning Activities: Some Bullets
  - Site orientation (see document)
  - Manuals (student, agency, referral resources)
  - Online resources (training)
  - In-service, required training
  - Website
  
  - Field Practicum Contract development
  - Field Instructor supervision
  
  - Reviewing closed case records
  - Observing/shadowing
  - Interviewing
  - Home visits
  - Client caseload
  - Court hearings
  - On-call, crisis line
  - Client, collateral telephone contacts
  - Audio-visual recording & reviewing
  - Client documentation
  - Case conferences, treatment team meetings
  
  - Meetings, community meetings
  - Touring & site visits/shadowing
  - Community projects
  - Workshop, seminar, conference
  - NASW online ethics training

Reading  
Journaling, activity log  
Process recording  
Reflective, integrative writing  
Student presentations