

REPORT OF THE  
CSWE SUMMIT ON

# FIELD EDUCATION 2014

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COUNCIL ON SOCIAL  
WORK EDUCATION

**CSWE**  
COUNCIL ON SOCIAL WORK EDUCATION

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**Field education** was recognized as the signature pedagogy of social work education in the [2008 Educational Policy and Accreditation Standards](#), which spurred programs to reflect on the role and state of field education. Field education faces a variety of challenges, from securing and maintaining high-quality field sites to ensuring students have the necessary opportunities to develop into competent social work professionals. Some of these challenges resulted from the economic crisis of 2008; others are due to changes in the higher education system and social work practice overall. The Council on Social Work Education (CSWE) Summit on Field Education 2014 brought together social work field directors, administrators, faculty, and field instructors in a unique process to address the need to expand capacity and enhance quality in field education to ensure students develop into competent social work professionals.

There was a great deal of interest in participation in the Summit. To ensure a broad cross-section of stakeholders were involved in the discussion, CSWE asked each program to bring two participants who could discuss field education from very different perspectives. Attendees were selected on a first-come, first-served basis. The resulting diverse mix of participants represented 55 programs—BSW, MSW, co-located, public, and private—from 23 U.S. states. The participants were convened for the Summit on October 23, 2014, in Tampa, FL, for the full-day meeting. The colleagues assembled for this meeting included program directors and deans from social work education programs, field directors, agency representatives, and representatives of other organizations from across the country. Appendix 1 lists the attendees.

The Summit was the first step in a multifaceted initiative to improve the quality of field education, expand the capacity for exemplary sites, and enhance training and resources for field educators. The meeting built on significant work conducted by field education leaders, reflected in revised standards and published in social work literature, to develop strategies to improve field education. Participants were guided to use proven innovation and creativity tools and activities that resulted in the generation of ideas, perspectives, and information from the plenary speakers to identify strategic priorities and actions that are likely to build momentum and affect breakthrough progress.

## Stakeholder Survey

To ensure that broad stakeholder input was integrated into the discussions, CSWE sent a pre-Summit survey to 3,534 individuals in various stakeholder groups in social work education programs. More than 400 individuals from programs and practices around the country responded and helped shape the structure and content of the Summit around four key areas.

## Pre-Summit Event

During a pre-Summit event on Thursday, October 23, 2014, from 7:00 am–8:30 am, CSWE conducted a 2014 Field Education Innovators Showcase, during which 30 programs presented innovations they have implemented in their schools to address challenges and demands in field education in the following key areas:

- ▷ Accreditation standards
- ▷ Changing client demographics or service delivery systems
- ▷ Complex and diverse student needs
- ▷ Economic challenges

- ▷ Enhanced field education through the use of technology
- ▷ Field instructor training
- ▷ Field seminar/classroom-based best practices
- ▷ Fieldwork/organizational environment
- ▷ Interprofessional education
- ▷ Student assessment

The innovations and best practices exhibited during the Innovators Showcase are listed in Appendix 2. They were presented in a variety of formats, from tabletop discussions to poster presentations. Hundreds of APM attendees actively participated in the Innovators Showcase to discuss the exhibits with presenters. The energy in the room exemplified the commitment of many in social work education who are dedicated to advancing field education.

## Keynote Presentations

The Summit featured keynote presentations by two renowned leaders in social work field education and practice. Marion Bogo, OC, MSW, RSW, professor, Faculty of Social Work, University of Toronto, set the stage with her discussion, “Developing a Future

### Summit participants applaud keynote address



Framework for Excellence in Field Education—Embracing the Signature Pedagogy of Social Work.” She challenged programs and agencies to collaborate in unprecedented ways to ensure that students, social work programs, and field education programs are designed to effectively equip social work professionals with the practical application and experience to thrive.

Virna Little, PsyD, LCSW-R, SAP, senior vice president, Psychosocial Services and Community Affairs at The Institute for Family Health in New York, provided insights into the evolving practice realities and demands on social work professionals in a rapidly evolving health-care system. In her presentation, “The Value of Social Work in Integrated Care,” she described the emphasis on quality, efficiency, and value and outlined growing opportunities for social work professionals.

Copies of the PowerPoint slides from these keynote presentations can be found on the [CSWE website](#).

## Working Groups

Four key areas of focus, drawn from input received from the hundreds of pre-Summit survey responses, provided the structure for the Summit working groups. Participants engaged in a series of activities to generate ideas and identify strategies that could drive breakthrough progress in addressing known challenges in social work field education. A team of 13 peer facilitators and leaders took part in a series of webinar-based and live training sessions to prepare for the Summit and collaborated with

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More than 400 individuals from programs and practices around the country responded and helped shape the structure and content of the Summit around four key areas.

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Marion Bogo giving her keynote address

four professional facilitators to guide the creativity and innovation planning activities. The areas of focus and key questions were as follows:

- ▶ Group 1: Economic Trends and Pressures. How can field education (i.e., university, community/agency, and accreditation) thrive in light of current economic trends and pressures?
- ▶ Group 2: Imbalance Between Supply and Demand of Quality Field Sites. What can be done to improve consistency and quality of field education experiences for students and field education professionals?
- ▶ Group 3: Diverse and Complex Student Needs. How can field education (i.e., university, community/agency, and accreditation) address diverse and complex student needs to ensure that students develop into competent social work professionals?
- ▶ Group 4: Recruiting and Maintaining High-Quality Field Education Sites and Instructors. How can social work education improve recruitment, training, and development of high-quality field education sites and field instructors?



**Stacy Borasky, co-chair, Planning Committee for the CSWE Summit on Field Education 2014**

Each group began with a *brainwriting* activity (quiet brainstorming) to collectively generate hundreds of ideas for policy-focused strategies within the assigned areas. Strategies were then categorized and summarized at a higher level of organization to create affinity diagrams that identified overarching themes. Using a powerful tool called the interrelationship digraph, participants then determined directional dependency and the level of influence among all the key overarching strategies to help them understand how potential actions drive or impede success. This process identified which strategies are strategic drivers that will jump-start progress in multiple areas and which strategies and solutions are outcomes of other activities. Prioritization through an assessment of the relationships among and between the strategies identified which strategies can help stimulate breakthrough progress in addressing challenges facing social work field education. Finally, each group selected two or three of the key driving strategies and outlined preliminary actions for accomplishing them. The full list of strategies can be found in Appendix 4 along with the digraphs of drivers.

Participants identified the following themes and recommendations as the first steps for advancing social work field education in the United States:

- ▷ Expand collaboration within and among social work programs, agencies, and field
- ▷ Enhance communication and collaboration within schools of social work
- ▷ Establish new field placement sites and new models for field education, including nontraditional opportunities
- ▷ Develop a process that ensures students are prepared to successfully engage in social work field education
- ▷ Develop guidelines that define quality field education experiences
- ▷ Identify and seek new funding sources to expand field experiences

## Theme 1: Expand Collaboration Within and Among Social Work Programs, Agencies, and Field

As Marion Bogo highlighted in her plenary talk, relationships are crucial to field education—those between the student and field instructor and those between the school and agency. There are many opportunities for new partnerships and expanded relationships to further the goals of field education. Many participants discussed the need to cultivate and care for their agency contacts; ideas included surveying field supervisors about the benefits they would like to receive and providing local or national online field instructor training to reduce travel and time burdens. Social work departments could partner with agencies to pursue grants or other funding to support stipends for students and reimbursement for supervision. Many participants also spoke about the need to collaborate with other social work programs to share ideas about and resources for field education policies and forms, field instructor training, technology, and alternate field models. The CSWE Field Directors electronic mailing list was mentioned as one source for collaboration between schools, but a further need was identified for a national clearinghouse where ideas and resources could be posted.

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Using a powerful tool called the interrelationship digraph, participants then determined directional dependency and the level of influence among all the key overarching strategies to help them understand how potential actions drive or impede success.

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The following action steps were identified by participants:

- ▷ Identify current, prospective, and aspirational field education stakeholders
- ▷ Identify mutual benefits of field education through research and discussions with stakeholders
- ▷ Develop a sustainability plan by asking stakeholders to identify resources and consider new models
- ▷ Engage all stakeholders in development of a vision statement for field education
- ▷ Create and sustain avenues of communication between social work programs

## Theme 2: Enhance Communication and Collaboration Within Schools of Social Work

Field education is of concern to the entire social work program. One of the priorities of the Summit was to bring together field directors and field staff along with their deans, directors, and other faculty members to emphasize the need for support to address field education issues across the program. Participants identified strategies for engaging faculty members and school and university administration in field education. Methods for building relationships between field staff and faculty members could include educating faculty members about the field placement process, developing collaborations for field education research, finding ways for field staff and faculty members to work together to develop student assignments, and using faculty members as field liaisons. Deans and directors can be included in recruitment and relationship building with agencies, addressing problems in the field, fundraising for field placements, and advocating at the university level for additional resources. Faculty and administration can help facilitate connections for field directors in other areas of the university to develop unique interprofessional field opportunities and identify new and nontraditional placements.

The following action steps were identified by participants:

- ▷ Elevate and integrate field directors within schools of social work through decision-making roles on policies and representation in leadership groups and committees
- ▷ Hold a conversation with program stakeholders about resources for field education
- ▷ Facilitate open dialogue about bridging between practice and research faculty
- ▷ Create a culture that supports involvement of all faculty in field
- ▷ Collaborate on research grants and presentations
- ▷ Develop strategic collaborations across the university/college.

## Theme 3: Establish New Field Placement Sites and New Models for Field Education, Including Nontraditional Opportunities

Field directors reported increasing difficulty in finding sufficient numbers of quality placements. These issues are not unique to programs in rural locations; economic constraints in agencies, insurance regulations, and competition between programs are also factors in the problem. As traditional agency sites reduce or eliminate placements, programs must think creatively to replace and expand their placement opportunities. Social work programs can partner with other programs at their institutions to identify or develop unique interprofessional placement opportunities. Programs can consider different types of placements in nontraditional sites. Along with that, there may be a need to consider different ways of providing supervision for students at sites without an MSW supervisor. Other ideas generated during the Summit included creating university-based institutes or clinics, building field placements around community needs, facilitating placements in a student's place of employment, and sharing a pool of field placements across multiple institutions. In all new placements, careful attention should be given to evaluation of the quality of the experience.

**CSWE President and CEO, Darla Spence Coffey, giving opening remarks**





**CSWE Chair of the Board, Barbara Shank, welcoming Summit participants**



**JoAnn McFall, co-chair, Planning Committee for the CSWE Summit on Field Education 2014**

#### **Breakout group sorting ideas (on sticky notes) into themes**



Another way to address these and other issues is to consider alternative models for field education. Participants generated a number of ideas: placing students in teams, offering credit for prior work, block placements, rotational placements, shorter placements, longer placements, student-initiated placements, assisting agencies in developing funding and resources for night and weekend field opportunities, and reducing the number of field site visits. Some of the ideas are currently in practice and others are untested; participants emphasized the need for research and evaluation of different models.

The participants identified the following action steps:

- ▶ Develop interprofessional field placements and promote greater transdisciplinary understanding
- ▶ Develop community collaborative partnerships based on social problems, holding conversations with agencies and community members and surveying agencies about need
- ▶ Form stronger collaborations between agency leaders and social work education
- ▶ Foster collaboration between programs, rejuvenate existing consortiums, and create meeting opportunities at national conferences
- ▶ Create flexible field experience approaches that respond to changing economic trends and service delivery models
- ▶ Examine alternative models of field experience, including liaisons, international models, external supervision, in-house clinics, and providing research support for field agencies
- ▶ Involve the field office when exploring growth in the social work program to assess capacity internally and externally in available placements





Summit participant Greg Merrill during Q&A



Jann Skelton, facilitator, explaining the process for the breakout groups

## Theme 4: Develop a Process That Ensures Students Are Prepared to Successfully Engage in Social Work Field Education

Students enter social work programs from a variety of backgrounds; many, whether at the baccalaureate or master's level, have never been in professional settings and may not fully understand what will be expected of them as workers and as students. Summit participants suggested requiring explicit programming in professionalism for all students, either in class (e.g., role plays of interviewing), online modules, or short courses. Student field orientation was also mentioned as a place to outline expectations and the role of a student learner. Baseline assessment of student competencies and student self-assessment can help identify students who may struggle. Programs can also establish supports for such students and may consider special support for first-generation students. Gatekeeping is important; programs can establish specific policies that outline expectations for performance and professional behavior. Above all, field directors and programs need to be prepared to hold back those students who are unready. Just as important as individual student readiness is alignment of expectations between the social work program and field instructors; participants suggested using field instructor orientation or another venue to discuss agency expectations of professionalism and ensure that field instructors understand and expect to provide constructive feedback to their students.

The following action steps were identified by participants:

- ▶ Identify a baseline set of professional expectations and skills, engaging stakeholders in the process
- ▶ Incorporate knowledge of professional expectations and skills into social work department culture, communicating them through orientations and trainings with students and field instructors
- ▶ Infuse professional expectations and skills into pedagogy, including role plays or simulations
- ▶ Develop methods to evaluate baseline expectations and skills, identifying specific points in the program at which to measure professional skills and developing an assessment tool to measure the change from baseline
- ▶ Provide support (time and financial) for student preparation for social work practice, including advisement, early intervention, and gatekeeping/due process
- ▶ Create policies and procedures to secure resources and address complex student issues and needs (e.g., substance abuse, criminal justice history, mental health issues, breach of code of ethics, employed students, medical issues)

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As programs cultivate new placements and decide which to continue, it would be helpful to have guidelines that define what makes a good site and a good field instructor.

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## Theme 5: Develop Guidelines That Define Quality Field Education Experiences

As programs cultivate new placements and decide which to continue, it would be helpful to have guidelines that define what makes a good site and a good field instructor. Such guidelines would make explicit the expectations for the field education process and define *high quality* through a list of specific qualities. To create the document, stakeholders would build on existing research and add to it through research such as analyzing long-term existing sites and asking students and alumni about the traits of quality sites and instructors. This may be an area where CSWE could be particularly helpful with convening a group to begin the work. In her keynote address, Marion Bogo began some of this work by outlining the necessary elements of field placements: strong positive learning environments; collaborative supportive relationships between students

and field instructors; opportunities to observe and debrief practice in action; multiple opportunities to practice; and field instruction that includes reflective dialogue, feedback, coaching, rehearsal, and assessment of competence.

Participants identified the following action steps:

- ▷ Develop evidence-based practice on high-quality field education, reviewing literature, identifying gaps, and conducting new studies
- ▷ Involve stakeholders to create guidelines that define high-quality field education

## Theme 6: Identify and Seek New Funding Sources to Expand Field Experiences

Funding is a constraint for students, programs, and agencies. By working with other stakeholders to seek new sources of funding, programs may be able to leverage additional resources to support students and new or

Breakout group identifying strategies for addressing a priority area





**Charlotte Goodluck (facilitator) and other members of a breakout group sorting ideas into themes**



**Anwar Najor-Durack (facilitator, left) and Darlyne Bailey (right) listen with other participants**

existing field agencies. There may also be a role for national associations such as CSWE and the National Association of Social Workers (NASW) in advocating for additional funding from federal agencies and for changes to policies that will support practitioner supervision. Faculty members can work with agencies to pursue grant funding to support services and student stipends. Deans and directors can help identify sources of support within the university or college and include field education in fundraising campaigns with alumni and other donors.

The following action steps were identified by participants:

- ▶ Seek nontraditional sources of revenue including alumni, corporations, and foundations
- ▶ Partner with people in the school of social work, the university or college, and those in agencies to seek funding
- ▶ Advocate at the federal level for additional funding and policy changes that will benefit field education

## Next Steps

The Field Summit brought into focus many of the largest issues facing field education, and the diverse group of attendees began to sketch out how social work educators can address them as a community. It will take the work of many different stakeholders to make progress on any of the six themes. Many of the recommendations could be put into practice in individual programs. Others will require the efforts of groups of programs collaborating together, or associations such as CSWE and its Council on Field Education, the National Association of Deans and Directors Field Education Committee, NASW, and others. The CSWE Council on Field Education will review the recommendations and work with CSWE staff to consider which items to begin work on this year. CSWE is committed to addressing one of the recommended action items by creating space on its website to house a collection of resources for field education. As other programs and groups begin their efforts, they are encouraged to send items to share there. CSWE looks forward to partnering with other stakeholders to support quality field education in social work.

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**By working with other stakeholders to seek new sources of funding, programs may be able to leverage additional resources to support students and new or existing field agencies.**

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## Appendix 1: Summit Attendees

**Steve Anderson**  
*Michigan State University*

**Kim Andreaus**  
*North Carolina State University*

**Darlyne Bailey**  
*Bryn Mawr College*

**Jane Barden**  
*Valparaiso University*

**Rick Barth**  
*University of Maryland/  
American Academy of  
Social Work and  
Social Welfare*

**Michele Belliveau**  
*West Chester University*

**Diane Bessel**  
*Daemen College*

**Aneesha Bharwani**  
*Metropolitan State  
University of Denver*

**Sheila Blackshear**  
*University of Alabama*

**Stacey Borasky**  
*St. Edward's  
University (Facilitator)*

**Janet Bradley**  
*West Chester University*

**Stephanie Brandimarte**  
*Oakland University*

**Rebecca Brigham**  
*University of North Carolina  
at Chapel Hill (Facilitator)*

**Page Buck**  
*West Chester University*

**Karen Bullock**  
*North Carolina State University*

**Toni-Marie Ciarfella**  
*Marist College*

**Holly Delany Cole**  
*New York Community Trust*

**Allison Curington**  
*University of Alabama*

**Janice Davis**  
*Howard University*

**Lisa Durham**  
*Ohio State University*

**Saundra Ealy**  
*Arizona State University*

**Adrienne Ekas-Mueting**  
*University of Maryland,  
Baltimore County*

**Heather El-Khoury**  
*Oakland University*

**Anna Faul**  
*University of Louisville*

**Cynthia Faulkner**  
*Morehead State University*

**William Fisher**  
*Springfield College*

**Amber Ford**  
*University of  
Southern California*

**Ricky Fortune**  
*University at Albany, State  
University of New York*

**Martha Fuller**  
*University of Louisville*

**Ann Marie Garran**  
*University of Connecticut*

**Grover "Cleve" Gilmore**  
*Case Western Reserve  
University (Facilitator)*

**Charlotte Goodluck**  
*Portland State University  
(Facilitator)*

**Tom Gregoire**  
*Ohio State University*

**Lee Gustafson**  
*College of St. Scholastica*

**Beth Halaas**  
*California State  
University, Northridge*

**Jodi Hall**  
*North Carolina State University*

**Daria Hanssen**  
*Marist College*

**Ilene Haspel**  
*Iona College*

**Jennifer Henningfield**  
*California State  
University, Northridge*

**Latonya Hesterberg**  
*Morehead State University*

**Jane Hickerson**  
*University of Texas  
at Arlington*

**Jessica Holmes**  
*Council on Social  
Work Education*

**Teresa Holt-Schaad**  
*University of Washington*

**Carina Homan**  
*Dominican University*

**LeAnn Howell**  
*Brescia University*

**Cindy Hunter**  
*James Madison  
University (Facilitator)*

**D. Lynn Jackson**  
*Texas Christian University*

**Cheryl Jackson-Morris**  
*University of Connecticut*

**Tracy Jeremiason**  
*The College of  
St. Scholastica*

**Julie Jolly**  
*CSWE Government  
Relations Consultant*

**Eda Kauffman**  
*University of Pennsylvania*

**Wynne Korr**  
*University of Illinois at  
Urbana-Champaign*

**Katie Leiser**  
*University of Maryland,  
Baltimore County*

**Amy Levin**  
*California State  
University, Northridge*

**Eileen Levy**  
*San Francisco State University*

**Laura Lewis**  
*University at Buffalo,  
State University of  
New York (Facilitator)*

**Beth Lewis**  
*Bryn Mawr College*

**Allyson Livingstone**  
*Simmons College*

**Rebecca Macy**  
*University of North  
Carolina at Chapel Hill*

**Sue Marchetti**  
*University of North  
Carolina at Charlotte*



**Isiah Marshall**

*Daeman College*

**Chris Mathias**

*University of California  
at Berkeley*

**Lynetta Mathis**

*University of Louisville*

**Jeanne Match-Maroney**

*Iona College*

**Mary Maurer**

*University of Illinois at  
Urbana-Champaign*

**Jo Ann McFall**

*Michigan State  
University (Facilitator)*

**Nita Mehr**

*Union University*

**Sonia Melara**

*San Francisco  
State University*

**Greg Merrill**

*University of California  
at Berkeley*

**Linda Moore**

*Texas Christian University*

**Penelope Moore**

*Iona College*

**Anwar Najor-Durack**

*Wayne State University  
(Facilitator)*

**Julie Navarre**

*Michigan State University*

**Barb Crumpacker Niedner**

*Valparaiso University*

**Dorinda Noble**

*Association of  
Social Work Boards*

**Todd Palmer**

*Brescia University*

**Jamie Parker**

*University of Houston*

**Lilly Perez-Freerks**

*Arizona State University*

**Judith Perlstein**

*Boston University*

**Ann Petrila**

*University of Denver*

**Mary Anne Poe**

*Union University  
(Facilitator)*

**Leon Preston**

*University of Washington*

**Paul Raffoul**

*University of Houston*

**Will Rainford**

*Catholic University of  
America (Facilitator)*

**Lauren Renkert**

*Appalachian State University*

**Sophia Resciniti**

*Binghamton University,  
SUNY*

**Lisa Richardson**

*St. Catherine University  
and University of  
St. Thomas Collaborative*

**Jack Richman**

*University of North Carolina  
at Chapel Hill*

**Vicky Rizzo**

*Binghamton University,  
SUNY*

**Suzanne Sankar**

*Simmons College*

**Ginny Schwindt**

*Union University*

**Allyson Shaffer**

*Catholic University  
of America*

**Barbara Shank**

*St. Catherine University  
and University of  
St. Thomas Collaborative*

**Elon Simms**

*Ohio State University*

**Lynda Sowbel**

*Hood College*

**Darla Spence Coffey**

*Council on Social  
Work Education*

**Charlie Stoops**

*Dominican University*

**Emiko Tajima**

*University of Washington*

**Jeanette Takamura**

*Columbia University  
(Facilitator)*

**Beth Thompson**

*Case Western  
Reserve University*

**Heather Thorp**

*Appalachian State University*

**Ellen Thursby**

*Catholic University  
of America*

**Carolyn Tice**

*University of Maryland,  
Baltimore County*

**Betsy Van Ness**

*Hood College*

**Betsy Voshel**

*University of Michigan  
(Facilitator)*

**Anne Weiss**

*University of Pennsylvania*

**Tracy Whitaker**

*Howard University*

**Pat White**

*The New York  
Community Trust*

**Scott Wilkes**

*Case Western  
Reserve University*

**James Herbert Williams**

*University of Denver*

**Estella Williamson**

*University at Albany,  
State University of  
New York*

**Jacque Withers**

*University of Central Florida*

**Marleen Wong**

*University of  
Southern California*

**Debra Woody**

*University of Texas  
at Arlington*

**Bonnie Yegidis**

*University of Central Florida*

**Riva Zeff**

*Seattle University  
(Facilitator)*

**Trudy Zimmerman**

*Boston University*

**Joan Levy Zlotnik**

*National Association of  
Social Workers*

## Appendix 2: Showcase Presenters

### CHANGING CLIENT DEMOGRAPHICS OR SERVICE DELIVERY SYSTEMS

"Changing Client Demographics and Service Delivery Systems"

**Amber J. Ramirez**

*University of Southern California*

"Keeping it Real in Field: An Innovative Workforce Development Beyond Field Instruction"

**Theresa Johnson-Ratliff**

*Jackson State University*

"Maintaining Quality Field Education in Challenging Times: A Team-Based Model"

**Eileen McKee**

*University of Toronto*

"Throughout the Great Plains: Practicum Expansion in Rural Nebraska"

**Konnie Kirchner**

*University of Nebraska at Omaha*

### COMPLEX AND DIVERSE STUDENT NEEDS

"Project-Based Field Placements"

**Kristie Wilder**

*Southern Adventist University*

### ECONOMIC CHALLENGES

"Money Makes the World Go 'Round..."

**Eileen McKee**

*University of Toronto*

### ENHANCED FIELD EDUCATION THROUGH THE USE OF TECHNOLOGY

"Enhanced Field Education Through the Use of Technology"

**Kai Burkins**

*Johnson C. Smith University*

"Enhancing the Field Integrative Seminar Experience Through the Use of a Hybrid Class"

**Dede L. Sparks**

*University of Texas at Austin*

"From Flaming Squirrels to Other Worlds: Using GroupMe to Keep Field Students Connected"

**Debbie Simper**

*Belmont University*

"Simultaneous Video Streaming for Field Education"

**Thomas J. Bechard**

*Slippery Rock University*

"Summer Field Practicum Seminar"

**Chris D. Walker**

*University of Alabama at Birmingham*

"The Benefits of Teaching an Online Field Integrative Seminar"

**Sandra Turner**

*Fordham University*

"The Use of Electronic Journaling in Field Education: An Assessment of Core Competencies"

**Isiah Marshall, Jr.**

*Daemen College*

"Using iwebfolio to Develop Senior Portfolios"

**Anna Escamilla**

*St. Edward's University*

## FIELD INSTRUCTOR TRAINING

"Critical Thinking in Action: Strengthening Critical Thinking Skills Through Practicum Supervision"

**Lynetta Mathis**

*University of Louisville*

"Taking it to the Streets: Developing an Online Seminar for New Field Instructors"

**Trudy Zimmerman and Judith Perlstein**

*Boston University*

## FIELD SEMINAR/CLASSROOM-BASED BEST PRACTICES

"Peer/Faculty Seminar Instruction Model"

**Susan Wiant Crabb**

*University of Michigan*

"The Behavior Change Project: A Field Assignment in Empathy Building, Self-Awareness, and Direct Clinical Practice"

**Susan E. Elswick**

*University of Memphis*

## FIELDWORK/ORGANIZATIONAL ENVIRONMENT

"A Competency-Based Learning Contract"

**Veronica Molina**

*Tarleton State University, Texas A&M University*

"CalSWEC Title IV-E Field Model"

**Carolyn Shin**

*University of California at Berkeley*

"Collaborative Team Learning"

**H. Chris Villatoro**

*New York University*

"Facilitating Students' Understanding of Program Evaluation Processes Through Field Education"

**Micaela Mercado**

*New York University*

"My Field Education: Student Dashboard"

**Laura Lewis**

*University at Buffalo, State University of New York*

"Off-Site MSW Supervision Model"

**Ann Petrila**

*University of Denver*

"Strengthening Field Education Through the Establishment of Student Units Supervised by University Employed Clinical Preceptors"

**Anthony De Jesus**

*University of Saint Joseph*

"The Field Practice Institute: Elevating Social Work Field Education"

**Lisa M. Richardson**

*St. Catherine University and University of Saint*

*Thomas Collaborative*

## INTERPROFESSIONAL EDUCATION

"Field Practicum Seminar"

**Melissa Reitmeier**

*University of South Carolina*

## Appendix 3: Summary of Themes and Action Steps

THEME	ACTION STEPS
<p><b>Expand collaboration within and among social work programs, agencies, and field</b></p>	<ul style="list-style-type: none"> <li>▷ Identify current, prospective, and aspirational field education stakeholders</li> <li>▷ Identify mutual benefits of field education through research and discussions with stakeholders</li> <li>▷ Develop a sustainability plan by engaging stakeholders in identifying resources and considering new models</li> <li>▷ Engage all stakeholders in development of a vision statement for field education</li> <li>▷ Create and sustain avenues of communication between social work programs</li> </ul>
<p><b>Enhance communication and collaboration within schools of social work</b></p>	<ul style="list-style-type: none"> <li>▷ Elevate and integrate field directors within schools of social work through decision-making roles on policies and representation in leadership groups and committees</li> <li>▷ Hold a conversation with program stakeholders about resources for field education</li> <li>▷ Facilitate open dialogue about bridging between practice and research faculty</li> <li>▷ Create a culture that supports involvement of all faculty in field</li> <li>▷ Collaborate on research grants and presentations</li> <li>▷ Develop strategic collaborations across the university/college</li> </ul>
<p><b>Establish new field placement sites and new models for field education, including nontraditional opportunities</b></p>	<ul style="list-style-type: none"> <li>▷ Develop interprofessional field placements and promote greater transdisciplinary understanding</li> <li>▷ Develop community collaborative partnerships based on social problems, holding conversations with agencies and community members and surveying agencies about need</li> <li>▷ Form stronger collaborations between agency leaders and social work education</li> <li>▷ Foster collaboration between programs, rejuvenate existing consortiums, and create meeting opportunities at national conferences</li> <li>▷ Create flexible field experience approaches that respond to changing economic trends and service delivery models</li> <li>▷ Examine alternative models of field experience, including liaisons, international models, external supervision, in-house clinics, and providing research support for field agencies</li> <li>▷ Involve the field office when exploring growth in the social work program to assess capacity internally and externally in available placements</li> </ul>



## THEME

## ACTION STEPS

**Develop a process that ensures students are prepared to successfully engage in social work field education**

- ▶ Identify a baseline set of professional expectations and skills, engaging stakeholders in the process
- ▶ Incorporate the professional expectations and skills into social work department culture, communicating them through orientations and trainings with students and field instructors
- ▶ Infuse professional expectations/skills into pedagogy, including role plays or simulations
- ▶ Develop methods to evaluate baseline expectations and skills, identifying specific points in the program to measure professional skills and developing an assessment tool to measure the change from baseline
- ▶ Provide support (time and financial) for student preparation for social work practice, including advisement, early intervention, and gatekeeping/due process
- ▶ Create policies and procedures to secure resources and address complex student issues/needs (e.g., substance abuse, criminal justice history, mental health issues, breach of code of ethics, employed students, medical issues)

**Develop guidelines that define quality field education experiences**

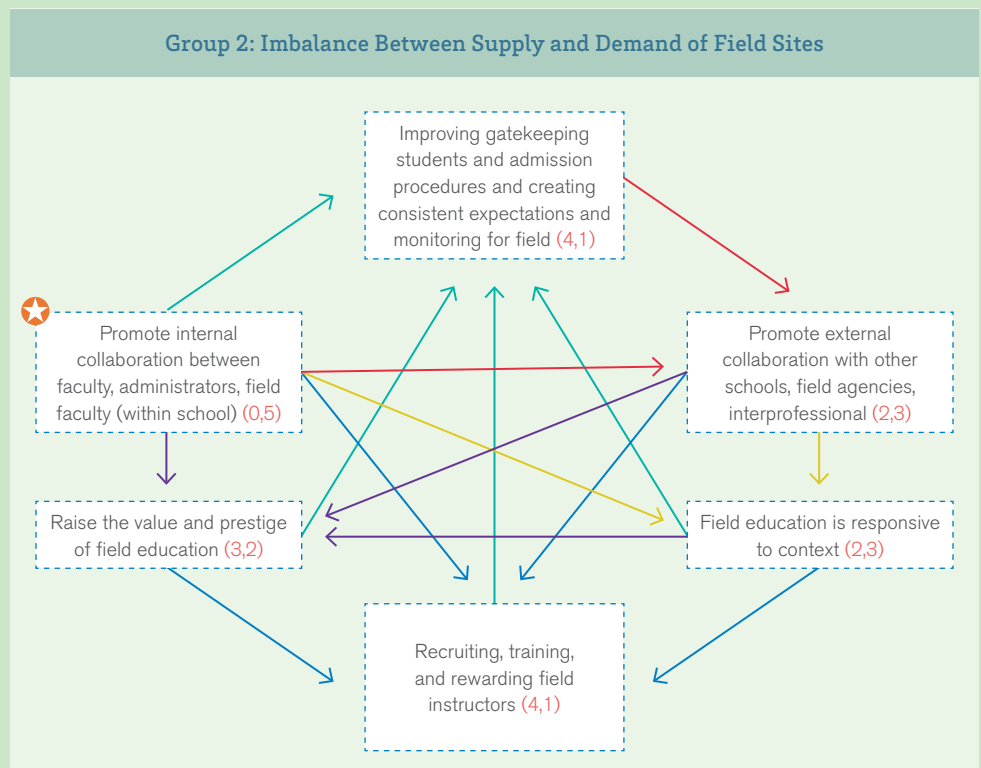
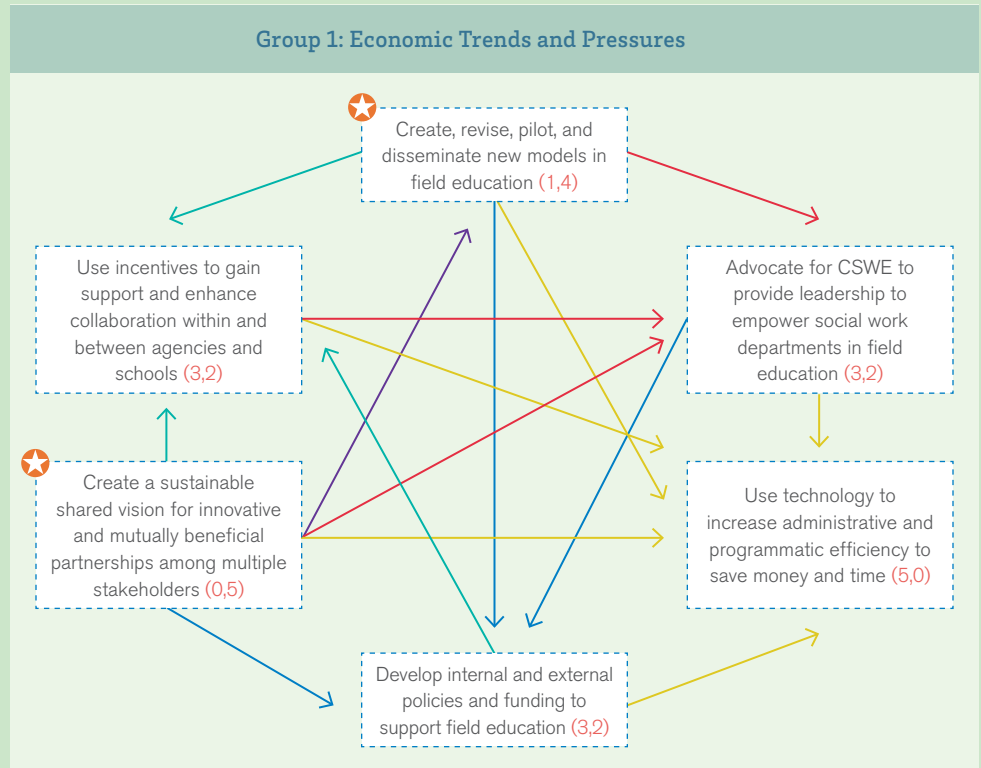
- ▶ Develop evidence-based practice on high-quality field education, reviewing literature, identifying gaps, and conducting new studies
- ▶ Engage stakeholders to create guidelines that define high-quality field education

**Identify and seek new funding sources to expand field experiences**

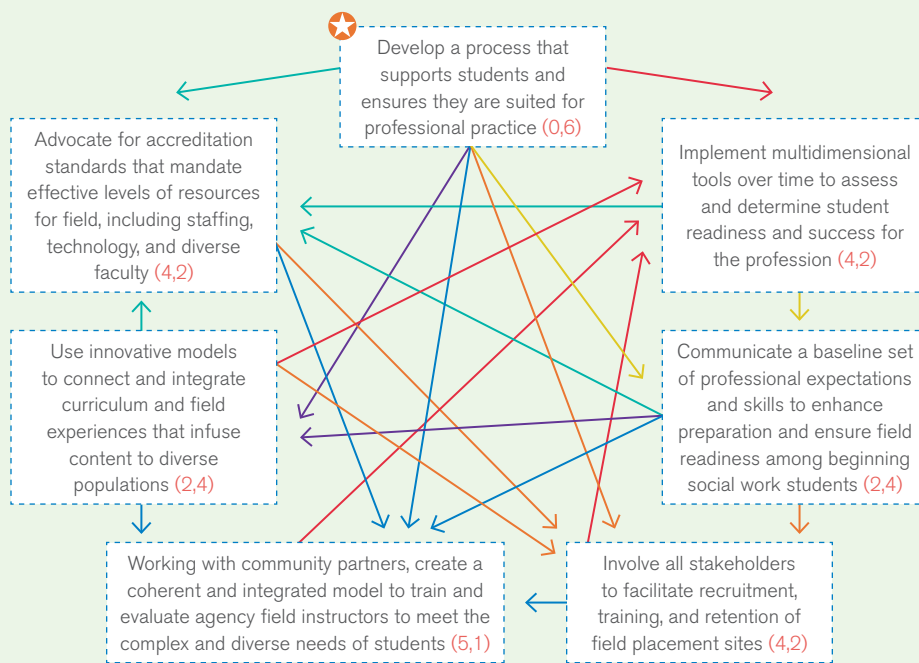
- ▶ Seek nontraditional sources of revenue including alumni, corporations, and foundations
- ▶ Partner with people within the school of social work and university/college as well as those in agencies to seek funding
- ▶ Advocate at the federal level for additional funding and policy changes that will benefit field education

# Appendix 4: Group Digraphs of Strategies and Drivers

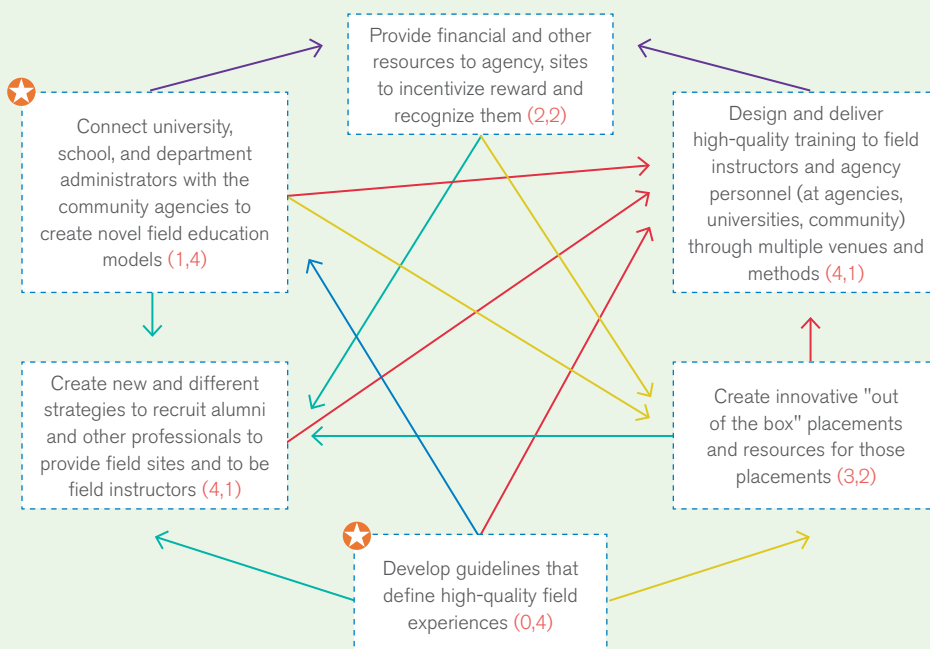
Members of each group discussed possible responses to their group's specific question and summarized the resulting ideas into strategies. The strategies are shown by group in the following figures. The groups then discussed which strategies are the drivers that facilitate the other strategies and which depend on the drivers. The arrows indicate the direction of the relationship. Strategies that appear to jumpstart the process (having the most arrows going out) are starred and were defined as drivers. Although the other strategies are important, their success depends on first addressing the drivers. The groups then outlined action steps for each of the drivers. Some of the drivers from the groups overlap with each other, so the driver strategies were combined to form the themes outlined in this report.



### Group 3: Diverse and Complex Student Needs



### Group 4: Recruiting and Maintaining High-Quality Field Education Sites and Instructors





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