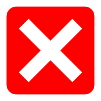
****This exercise is designed to assist you in practicing how to quickly ***navigate*** and ***practice*** documenting the three main field education forms:   
***1****. Time &Task Log*, **2.** *Student Integrative Learning Contract*, **&** **3.** *Student Evaluation*.   
  
This exercise is also designed to increase your awareness of the role and importance of these documents in **documenting** your developing social work competencies.   
  
Even though, you will not complete the “Other Field Evaluation Forms”, upon completion of the Palmer Case, **navigate** to this area on the website and make a mental note these documents are due at the end of each semester.

**Directions**

Finally, as you complete each step, place a or 

in the corresponding box and be prepared to sign the ***Field Agreement*** stating you completed this experiential activity.

**Submit** Field Agreement to your Orientation Instructor.

**Field Document #1: Time & Task Log for Teresa Palmer**

Step #1: Read the entire Teresa Palmer *Experience (pg. 3-6)*

Step #2: Navigate to the website and open a blank Time &Task Log

Step #3: Complete one week of the Time &Task log based on the Teresa Palmer  
 Experience- *all practice is based on the Teresa Palmer Experience*   
 Step #4: Compare your Time &Task Log to the Sample

**Field Document #2: Student Integrative Learning Contract for Teresa Palmer**

Step #1: Navigate to the website and open a blank Student Integrative Learning  
 Contract

Step #2: Complete the Cover page- Type directly into the document (page 1)

Step #3: Read, to yourself, the (10) Program Competencies associated with you  
 earning a Professional degree in social work

Step #4: Select one of three learning areas- **Direct Practice, Service Impact, and/or Professional Learning):**Create one Learning Objective, Identify relevant Competencies,   
Create five (5) Incremental Task Assignments,   
Select Most Appropriate Methods of Evaluation,  
Type your Initials and date

**Field Document #3: Student Evaluation for Teresa Palmer**

Step #1: Complete the Cover page – Type directly into the document

Step #2: Read the paragraph in the box on the cover sheet, describing how  
 students are evaluated and how a competent student is described

Step #3: Read the (10) Program Competencies associated with you earning a

Professional degree in social work

Step #4: Read the information under the Performance Dimension Scale

Step #5: Read the five rating levels and their general definition

Step #6: Read Practice Behaviors and Outcome Measures for all three learning  
 areas: Direct Practice, Service Impact, & Professional Learning

Step #7**:** Navigate to the final page, signature page

Upon completion of this activity please check in with your instructor and then close all documents without saving them.

***The Teresa Palmer Experience***

On Wednesday, September 14, 2016, Teresa Palmer began her field placement at Stow Away Children and Family Services located in Arrowhead, Ohio. She attended two days of her new field placement on Wednesday from 8:00 a.m. – 4:00 p.m. (8 hours) and Friday from 8 a.m. – 3:00 p.m. (7 hours) for a total of 15 hours.

The week prior to Teresa's scheduled hours at her field education experience, she sent an email to the agency followed by a phone call confirming the date, the location for her first day, and the individual she was supposed to report to upon her arrival the following week.

Teresa arrived to the agency at the scheduled time on Wednesday and was greeted by her field instructor-Larry. Larry immediately showed her the area assigned to her whenever she was at the agency. As Teresa placed her workbag in the drawer of her assigned desk, Larry said it was time to meet the staff. He walked Teresa around the agency introducing her to various people with assigned roles within the agency. Teresa met Lourdes, the office manager and bookkeeper, Anna, the administrative assistant, Jerry, the case aide, Jennifer, Cheryl, and Anna, the social workers, and Monserrat, the director of programs.

After the seventh introduction, Teresa whispered to Larry that she was not sure she could remember all the names. Larry smiled and stated that her concern was understandable and suggested she take notes as he introduced her to people. He continued by saying she could write their name and their role in the agency in her notebook or she could ask for their business card and place this information on the back along with what stood out about them to help with her recollection of each of person. When Teresa stared back at him, he smiled and reassured her that the staff at this agency understood what she was trying to do and would appreciate that she was attempting to remember them. Larry continued by explaining that successful agencies work as a team and even though each person is assigned a role-these roles intersect with one another. There will be many times when the student will have a need and there will also be times when the student is the helper. Larry continued by stating: “Both roles are needed in our agency.” Once Larry paused, Teresa thought, "What does a successful agency look like? What does it do? These questions remained with her.

Larry resumed introducing Teresa to employees of the agency while also taking her on a tour of the agency. Teresa began to write names and relevant information in her notebook or ask for business cards, and placed the business cards in her notebook. Teresa felt awkward doing this but no one seemed to be bothered. Each person waited patiently as she wrote their names, titles, and roles within the agency or eagerly located a business card.

As they entered the waiting room of the agency, Teresa was struck with the level of familiarity that Larry seemed to have with clients in the waiting room. Even though the staff seemed to call each other by first names, the staff, including Larry, called clients by their surname- Mr. Jackson or Ms. James. Teresa also noticed that Larry thanked the clients for patiently waiting to see their worker. Teresa was thinking, "Why the difference? Why such formality with clients and informality with employees? Teresa did not say anything but the potential answers to her growing list of questions in her head were impacting her ability to stay in the moment with Larry. She looked up at the agency clock and realized that it had only been 45 minutes since she arrived to the agency for her first day. She already had so many questions in her head and her emotions vacillated between excitement and paralyzing fear when her field instructor, Larry, interrupted her thoughts and told her that she was in luck, today was their staff meeting. The meeting would begin in one hour and they would meet in the conference room down the long hallway, second door to the left.

Teresa gave Larry a blank stare and he smiled and began to walk her back to her area. As they were walking, Larry began to talk about the many questions he assumed she was contemplating and how overwhelming beginnings were in general for most people. He described an exercise he found useful with new interns and based on previous interns’ feedback, the exercise seemed useful for them. He continued by stating that this exercise can also be temporarily used as their agenda for their required weekly one hour face to face supervision. Larry did not know that Teresa was ready to hide, not work (or maybe he did). As they arrived to Teresa's area, he asked her to take out a regular sheet of paper and divide it into two columns creating a line down the middle of the page. On the left side, write the list of questions she was thinking about since arriving to the agency. On the right side (or second column) list the feelings she experienced since arriving to the agency. Larry and Teresa sat down and Larry continued by explaining that he discovered when- newbie social work students 'pause' and 'document' their questions, thoughts, and feelings, it provides a wealth of developmental information to use for both the student and the field instructor. This documented information provides an opportunity for the students to note either their growth or lack of growth by reviewing these notes over a period of time.

Teresa was so relieved to sit quietly, yet she experienced some difficulty

focusing her thoughts because of all the new sounds, smells, and sights, yet

after several minutes, she became immersed in writing her initial questions and

feelings. The longer she sat quietly, clarity surfaced and she began to think

about additional questions she wanted to ask Larry related to her initial experiences

at the agency. As she was finalizing her thoughts and feelings on paper,

a staff approached her and reminded her that the staff meeting was scheduled to

begin in 15 minutes. Teresa thanked the person and wondered (in her head) what

was this person’s name, how she fit in the agency, and the location of the

conference room.

As Teresa realized that she truly did not remember the location of the conference room and whether or not it was shown to her on the tour, she decided she had 10 minutes to locate it and if she located it early, it was better to be early than late. Teresa also knew that she did not have a good sense of direction, so this might take her awhile. Teresa picked up her pad and pen and began walking down a long hallway looking for the conference room. She was just beginning to think she was quite lost when she peeked into a room and saw her field instructor hunched over a document editing profusely. While he was preoccupied and did not know she was there, Teresa looked around the room. She quickly said to herself: "This is not a conference room­ this is an office with table and chairs." It was at this moment that Larry looked up, smiled and said: "Early bird gets the worm I" Teresa smiled and had no idea what he was talking about but he seemed quite pleased she was early for the staff meeting. Teresa sat quietly next to Larry as he resumed his task. Teresa's mind began to generate questions: What was expected of her during this staff meeting? How would the staff respond to her? What if she had to talk? Teresa remembered 'pause' and 'document'. She glanced quickly at her field instructor, pulled out her pad and began to write her thoughts, her questions. Teresa was so immersed in her writing that she was startled when she heard laughter. Several staff had entered the conference room and saw both her and Larry working and began to tease Larry about how hard he was on the new intern so early in her field placement. Teresa was embarrassed, yet the laughter seemed to be good. Larry was laughing and the group seemed to understand each other. Larry proceeded to introduce Teresa. He stated to the group that over the next three weeks they would create a developmental plan for Teresa's academic year- two consecutive semesters with them.

The university referred to this plan as a Student Integrative Learning Contract. Larry continued and said he expected Teresa to be able to work effectively with their clientele, have her own caseload of a minimum of two clients prior to leaving the agency, learn how to document service delivery on their electronic case record and create a 'cheat sheet' for new interns who would use their electronic case recording system. Larry then turned to Teresa and explained that their electronic case recording system is less than one year old and it is still quite new for the majority of the agency staff. Another staff shouted out that everyone is still learning so they may need that 'cheat sheet' also. Everyone began to laugh. Teresa also laughed but she had additional thoughts in her head. The staff acknowledged the importance of the projects and then each staff person began to complement additional possibilities. Teresa's initial thought was "What is wrong with these people? Her thoughts continued: ''This placement could be amazing. I would love to learn how to do what they are asking.” After the meeting, Larry stated it was time to 'pause' and 'document'. After this 'pause' and 'document' time, they could meet about the entire day. They did. The following day was similar to the first day. Teresa 'paused' and 'documented' as she began to get oriented to her agency.

On Friday at 3:15 p.m. Teresa sat in her car ready to meet friends to celebrate her first week in her field practicum. She paused, pulled out her phone and texted: ***Long week. Crashing early.* Won't *make*** *it.* ***TTYL ☺***