

Field Education Macro or Micro Experience Description

As a component of the advanced generalist field education experience, every student is required to complement his or her predominant experience with either a macro or a micro experience in their field education learning center or on the center's community. The intent is for students to develop well-rounded skills, competence and confidence in multiple levels of systemic assessment and intervention, while enhancing the agency's work in the community. While this is the student's responsibility, we encourage students to co-construct their alternative experience with their field instructor or with other mentors available at the field learning center. Field instructors or other assisting staff are welcome to call upon the field education faculty liaison for assistance and guidance in the development of this experience.

The student's proposed alternative experience is to be submitted to the faculty field liaison in the second field education seminar in the Fall Semester (October) or in the Summer Block Semesters (June). The Proposal follows the outline below.

Macro Experience for Micro-placed Students

For a student in a predominantly micro role, the student will develop with their field instructor and assistance as needed from their field faculty liaison, a macro experience that may involve community projects, interagency involvement, or some focus on current community systems change (Foundation year) or organizational change (Concentration year.).

Examples of these experiences for predominantly micro students have been

- ✓ active membership in a community task force, membership on an interagency project or board;
- ✓ active work with a community or client advocacy group;
- ✓ active membership on an NASW or other group's committee relevant to the agency's work, e.g. Domestic Violence Committee, Nursing Home Committee;
- ✓ newcomer group's assistance task force in the community.

Micro Experience for Macro-placed students

For a student in a predominantly macro role, the student will develop with their field instructor and assistance as needed from their field faculty liaison, a micro experience that may involve direct face-to-face engagement of agency clients, community residents, involvement in therapeutic, change-oriented, or advocacy client groups.

Examples of these experiences for predominantly macro student placement include

- ✓ conducting focus groups with residents affected by the agency's work or by some community change;
- ✓ participation in advocacy groups, tenant groups, client-consumer groups;
- ✓ conducting qualitative assessment/evaluation interviews directly with clients affected by policy or legislative changes;
- ✓ working directly with clients as individuals or in small groups on legislative changes and self-representation.

In large agencies with multiple programs, a macro student may be involved with clients directly through another agency program's work or might co-lead groups with staff in those programs. In a smaller agency, the micro experience may take the same form- with the student involving themselves with a collaborating community agency involved in micro level work.

In most agencies, a micro student can become involved with a board subcommittee, an executive administrator or a community organizer in a macro experience that is already designed or underway.

In keeping with the graduate curriculum focus for the Foundation and Concentration years, each student will focus their experience on involvement with projects that can also be integrated into their Spring semester Practice II or their Practice IV courses and that can benefit the agency in some significant way. The student placed in the academic year can choose to shape their macro experience in a way that may be also dovetail with the assignment in their Spring Practice class.

For foundation year students, the emphasis in the Practice II course is on grassroots community change involving strategic assessment, planning, change implementation and evaluation.

For concentration year students, the emphases in the Practice IV course is on organizational change involving the planning, development, and completion of a major program change or grant proposal and the development of administrative and leadership practice skills.

While not every student's proposed experience will meet the requirements of either macro practice course, it is possible for students to plan their macro experience to dovetail with the major assignment in that course. For clarification, a summary of the major assignment in each course is attached.

However, while a student may choose to focus both their field and their classroom experience in the same focal area and develop a more integrated knowledge of their macro experience, the field education macro experience is not required to meet the requirements of the Practice II or IV course assignment.

At the completion of the field experience, the student includes in their Field Education Portfolio a summary- for which an outline is provided- of the learning that has occurred in their alternative role, including the systemic barriers to change, the organizational issue involved, the macro or micro skills developed, and a self- assessment of their performance in the alternative role along with any product outcomes in which they participated. .

Field Education: Proposal for Field-Related Macro/Micro Experience

This one-page proposed outline to complete the Macro/Micro Experience Field Education requirement is to be submitted to the faculty field education liaison at the October Seminar (June Seminar for Summer Block field education students) or at date specified by the Liaison

Proposal Summary with clear statement of intended focus of change outcome.

(For Macro experiences, MSW I: Community change focus; MSW II Organizational change focus.)

Rationale/needs assessment elements to guide the project.

Learning goals: outcome statements

- Outcomes for experience/project
- Outcomes for student skills

Proposed time-line and steps to complete the experience

Resources required to complete the experience including sources if identified

Players required to complete the experience: collaborators, mentoring, etc.

Anticipated obstacles/barriers to change.

Student Name

Date submitted