

Fieldwork Seminar

**A Certificate Program in Psychosocial
Rehabilitation**

Instructor's Manual

CASRA 2002

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Instructor's Manual

Fieldwork Seminar

This class will provide the student a structured, supervised internship in a community-based setting in conjunction with a seminar to support the student's field experience and assure the integration of academic learning and field experience. The weekly seminar will address issues related to the Psychosocial Rehabilitation Practitioner in relation to the people they serve, their colleagues, the agency in which they work, the broader mental health system and the community. It will provide an opportunity for students to discuss the challenges they face in doing the work and implementing newly learned practices.

Learning Objectives

1. Understand key elements of the Psychiatric Rehabilitation Practitioner Code of Ethics.
2. Understand the concept of Scope of Practice. Be able to distinguish the role of the psychosocial rehabilitation practitioner from that of other professions.
3. Identify personal strengths and areas needing improvement as a practitioner.
4. Know how to use supervision.
5. Develop strategies to problem-solve in the workplace.
6. Be able to describe the basic components of the mental health system of the County in which you practice.

Handout 3 Syllabus

Class	Topic	Reading or Written Assignment
1	Purpose and Expectations of Seminar and Field Placement	
2	Code of Ethics & Confidentiality	Reading: IAPSR Code of Ethics
3	Code of Ethics: Dual Relationships	Reading: Brownlee
4	Legal Issues: Patient Rights	
5	Legal Issues: Mandated Reporting	W & I Code
6	Role Definition & Professional Organizations – 1	Assignment #1: Submit interview with PSR Practitioner
7	Role Definition: PSR Practitioner	
8	Documentation	Students bring chart forms from placement agency to class
9	Documentation	
10	Use of Supervision	Reading: Chiaferi & Griffin
11	Developing Role as Practitioner	Assignment #2: Submit process notes of a service-related meeting with an individual or group Reading: Self-Care Plan
12	Working in an Agency; Agency Structure & Purpose	
13	Resolving Issues in the Workplace	Assignment #3: Submit Agency description and organizational chart
14	Overview of Mental Health System: Guest Speaker	
15	Student presentations describing placement experience – what was learned?	
16	Student presentations describing placement experience – what was learned?	Turn in evaluations of field supervisor & agency, and seminar instructor & class

Class 10 Use of Supervision

- Welcome students.
- Ask if there are any follow-up questions or clarifications from the last class.

Discussion

- What has been your experience of supervision, in your fieldwork or elsewhere?
 - What do you like?
 - What could be better?
- Good supervision emphasizes
 - Consistency
 - Learning goals
 - Feedback
 - Not to be a carbon copy – finding your own style

What is Supervision?

- Professional: “Supervision is a method of training and teaching in which experienced professionals interact with students and interns to provide guidance, on-site education, skills development, and general support. Aspects of supervision often include direct observation of the student, training meetings arranged for the specific purpose of addressing the needs of staff members and interns, weekly individual or group sessions where interns discuss their work with their supervisors, and, periodically, goal-setting and evaluation sessions.” -- Chiaferi & Griffin, p. 24.

Professional supervision is geared to the development of a professional self.

- Administrative: Supervision is related to products or process, e.g., number of people seen, quality of charting, how well you perform the required tasks, what is your assignment? In many agencies, one person may do both.

In an internship, they may be different. For example, many students in one agency may meet weekly with a Psychosocial Rehabilitation Practitioner who is not related to their daily assignments to talk about the “practice” of psychosocial rehabilitation and meet with an onsite supervisor to talk about the day to day “work”.

Discussion

- What can you do to make supervision work for you?
 - Prepare an agenda
 - Clarify your questions
 - Insist on a regular meeting time
 - Check out procedures

Review Instructions for Assignment Due Next Class

Discussion of Field Specific Issues (15 minutes)

Class 11 Developing Role as Practitioner

- ❑ Assignment Due: Process Recording
- ❑ Welcome students.
- ❑ Ask if there are any follow-up questions or clarifications from the last class.

Discussion

- ❑ Discuss the concept of being self-aware and observing how we “use” ourselves. (10 minutes)
 - ❑ A professional practitioner is aware of how he/she interacts with people—the person served, colleagues, supervisors, supervisees—and how his/her actions/words impact the other person and the achievement of their goals for the interaction. A practitioner doesn’t just emote in response to a person’s story or tragedy; he/she thinks about how their reaction will feel to the other person—will it be supportive
 - ❑ A professional practitioner has critical thinking skills
 - ❑ A professional is able to take care of him/herself, so he/she can remain professional in the moment.

Small Group Discussion: Role With Persons Being Served

- ❑ Students break into groups (20 minutes) and each student discusses his/her:
 - ❑ Personal style
 - ❑ Forms of engagement
 - ❑ Comfort/discomfort—managing anxiety
 - ❑ Using feedback
 - ❑ Taking care of oneself
- ❑ Students report back to larger groups what commonalities and differences they discovered among members of the group (15 minutes).

Large Group Discussion: Practitioner Roles (15 minutes)

- ❑ Ask students to review the many facets of the practitioner, including:
 - ❑ Role with colleagues
 - ❑ Role with supervisor
 - ❑ Role with agency

- Role in the field & the community

Review the Instructions for the Assignment Due at Next Class

Discussion of Field Specific Issues (15 minutes)