Reaccreditation Outcomes Summary Table

## An Update on the School of Social Work’s Alternative Reaffirmation Project:

*Developing Concepts, Frameworks and Applications of a Trauma-Informed, Human Rights Perspective in Social Work Practice.,* 2009 – 2017

Rachel Daws and Susan Green, LCSW

|  |  |
| --- | --- |
| Component 4: Field Education | *Establish enhanced field education collaborations focused on integrating a trauma-informed, human rights perspective into social work practice* |

### 5

|  |  |
| --- | --- |
| **Proposed objectives and outcomes:** | **Measurable Outcomes and resulting products** |
| **Objective: develop TIC-HR Enhanced Field Education Collaborations involving the participation of field agencies, students and faculty members.**Develop TI-HR Field Education Consortium to actively engage community practitioners in guiding the implementation of the project, jointly led by a School of Social Work Field Education staff person and field agency representative | The TI-HR Consortium assisted with the conceptualization of self-care in the SSW curriculum, provided feedback on instrument development and preliminary data analysis* Consortium Members were recruited in Spring 2009 (see list of members)
* Meetings began Spring 2010, helping to explicate the TI-HR core constructs
* TI-HR materials were created for field educators
	+ Web resources and handouts were created for the community agencies along with a searchable database of field activities was created (searchable link is no longer active since the website was streamlined)
	+ Electronic newsletter for community agencies provided to field educators through email list serv
* In 2011, Consortium members reviewed and provided feedback on newly developed curriculum modules to ensure modifications are culturally sensitive and responsive to consumer needs

TI-HR Consortium no longer functioning in the same capacity |
| TI-HR-oriented field education placements* ID agencies that have already implemented TI-HR principles
	+ Establish field collaborations for student internships
* Place students in field placements that are not yet Trauma Informed
* Continue to develop TI-HR field sites
 | In the Fall of 2010, 30 students placed in 16 “enhanced field placements” with consortium agencies* Agencies that wished to establish enhanced field collaborations were identified
* Students interned at agencies that had already implemented some principles of trauma-informed care and trauma-specific interventions
* In organizations that were not yet “trauma informed” served to promote student learning and consumer welfare
* Field placements provide students an opportunity to continue their education in human rights sensitivity and related skills
* However, it became clear over the course of the project that the adoption of a trauma-informed approach came to be seen as a developmental process. It was not a matter of whether agencies were or weren’t trauma informed, but rather, in what stage of becoming trauma-informed they were
* Today field placements are not being tracked or identified as TI-HR enhanced
	+ There was such variability among agencies (in terms of what trauma-informed” looked like to them, or what stage of adoption they were in) that it was decided to move away from identifying particular sites as it didn’t seem to make much sense
	+ All students have the opportunity to work on and implement TI-HR tasks into their field experience based on their individual learning contract and the unique characteristics and climate of the field agency
	+ Students who take “Core concepts in Trauma Treatment for Children and Adolescents” over the summer will complete their advanced year field placement in a trauma-sensitive field site
 |
| **Objective: Focusing on the integration of TIC-HR perspectives into social work practice, systematic linkages will be made between classroom and field.**Develop TI-HR learning contracts and educational outcomes* Continue to receive guidance from Field Education Community Advisory Board in developing learning contracts
 | In Fall 2009, the field curriculum content was revised, learning contracts and evaluations incorporated revised competencies and practice behaviors* Stronger emphasis on self-care and TI-HR objectives
* Field Education Community Advisory Board assisted in revising contracts and evaluations
* Field Education Community Advisory Board still strongly collaborate with field office
* While the Field Education Community Advisory board is no longer focused specifically on TI-HR, the board continually takes a TI-HR perspective into account
	+ Purpose still to provide opportunities for conversations and collaborations between community and university
	+ Enhancing the education of future social workers
	+ Assist UB SSW in staying abreast of many changes that occur in local community service organizations
	+ Strengthen department’s mission of continuing to develop quality field placements for students
 |
| Student-led TIC-HR in-service trainings at field site– student-developed presentations at field site for agency staff on TIC-HR principles* Students will deliver TI-HR presentations in the Spring of 2011
 | All students have the opportunity to do TI-HR trainings at their field site through learning contract objectives, but it is not required* Students are no longer TI-HR specific sites where this was required
 |
| Evaluate student integration of TI-HR coursework into field | Mid-term and final field evaluations provided important feedback about student integration of TI-HR coursework into field experience and the way TI-HR principles are incorporated into specific settings with particular populations* Student competency in applying TI-HR approach to their field work was assessed through the Student Assessment tool developed as part of component 3
 |
| Evaluation of the TI-HR University-Community collaboration model | The TI-HR collaboration model has been adapted in response to preliminary findings and community member input* Early findings suggest the need to tailor implementation of a TI-HR perspective around a multi-layered, comprehensive assessment
* Need for a more complex, multidimensional model of a TI-HR perspective

Data was collected from 2009-2010 learning contracts and evaluation * Data showed that integrating TI-HR into an agency setting is a developmental process; occurs in stages and varies by agency
* Data revealed areas of variability in how programs implement TI-HR
	+ Level of awareness and understanding of a TI-HR perspective
	+ Extent to which agency focus is on the needs of consumers vs. staff
	+ Agency readiness for change and motivation to change
	+ Degree of efficacy related to implementation
* Suggest a more individualized approach to implementation may be needed in relation to various factors of variability
* Importance of integrating practice community early on
 |
| Continued Dissemination of information * Faculty and student collaborations on research projects that will examine and evaluate applications of a TIC-HR approach to social work practice

TIC-HR Field seminars for students, practitioners, clients/consumers, to share expertise between the community and the UniversityTIC-HR colloquia to disseminate best practices and related research, inform the design of subsequent learning approaches and allow for further conceptualization of TIC-HRAnnual regional networking meetings to bring together students, field educators, faculty members and agency representatives to engage in dialogue and trainings around TIC-HR perspectives in social work practice  | Widespread dissemination and implementation of TI-HR resources will occur through the TI-HR resource center* Two student poster exhibitions took place in Spring 2010
	+ Posters exhibited content on TI-HR principles
	+ Displayed at SSW field reception and at the VA hospital Social Work month celebration
* **Presentation:** Elze, D., Lewis, L, & Butler, L. (October, 2010). Integrating a Trauma-Informed Perspective into Social Work Education through University-Community Partnerships. 2010 Annual Program Meeting, Council on Social Work Education, Portland, Oregon.
* **Publication:** Lewis, L., Kusmaul, K., Elze, D. & Butler, L. (2016). *The Role of Field Education in a University-Community Partnership Aimed at Curriculum Transformation*. Journal of Social Work Education, 52:2, 186-197
* Field Education Infographic: <http://socialwork.buffalo.edu/education/msw-field-education/community-engagement-infographic.html>
* It has been proposed that in March 2018, the field education department will bring research faculty and students together with the practice community to discuss, present and collaborate on the pressing issues around TI-HR and other topic areas, how agency cultures are shifting etc.
 |