


**Winter 2019
Field Instructor & Task
Supervisor Training**

**The Role of Field Instruction in
the Education and
Development of Professional
Social Workers**



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WELCOME!



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LIVESTREAM PARTICIPANTS

In order to meet Ohio CSWMFT Board CEU requirements, Livestream participants **must** complete each of the following steps:

1. Using your full name, sign in now to the training now via the Livestream Chat function.
2. Sign out at the conclusion of the training via the Livestream Chat.
**If you are unable to sign in/out using the Chat, please send an email to Rachel Anderson rea54@case.edu*
3. Complete both the required training post-test & evaluation. Links to these documents and the training handouts have been posted at: <https://case.edu/socialwork/resources-for-faculty-staff/field-instructor-and-task-supervisor-training>



Presentation Overview

Handouts are available at: <https://case.edu/socialwork/resources-for-faculty-staff/field-instructor-and-task-supervisor-training>

- 9:30** Field Education Overview
The Role of the Field Practicum in Social Work Education
- 10:00** Field Education Roles & Responsibilities
- 10:30** Curriculum Integration
Student Assessment & Evaluation
- 11:00** Break
- 11:15** Supervisory Strategies
- 12:45** Evaluation & Departure





Today's Objectives

- Provide a general orientation
- Highlight field education roles & responsibilities
- Offer strategies to support students
- Leave feeling informed & supported in your role
- *What do you want to leave with today?*

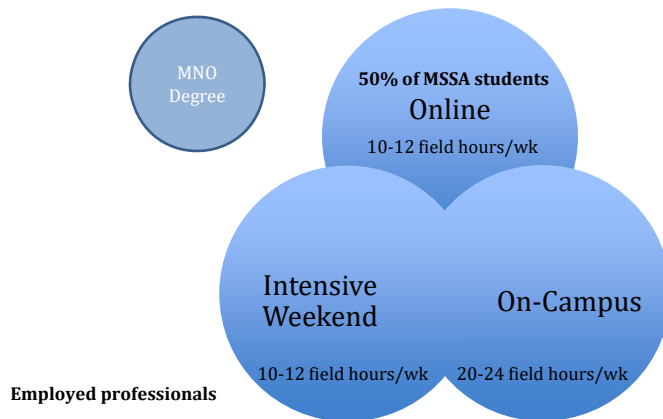


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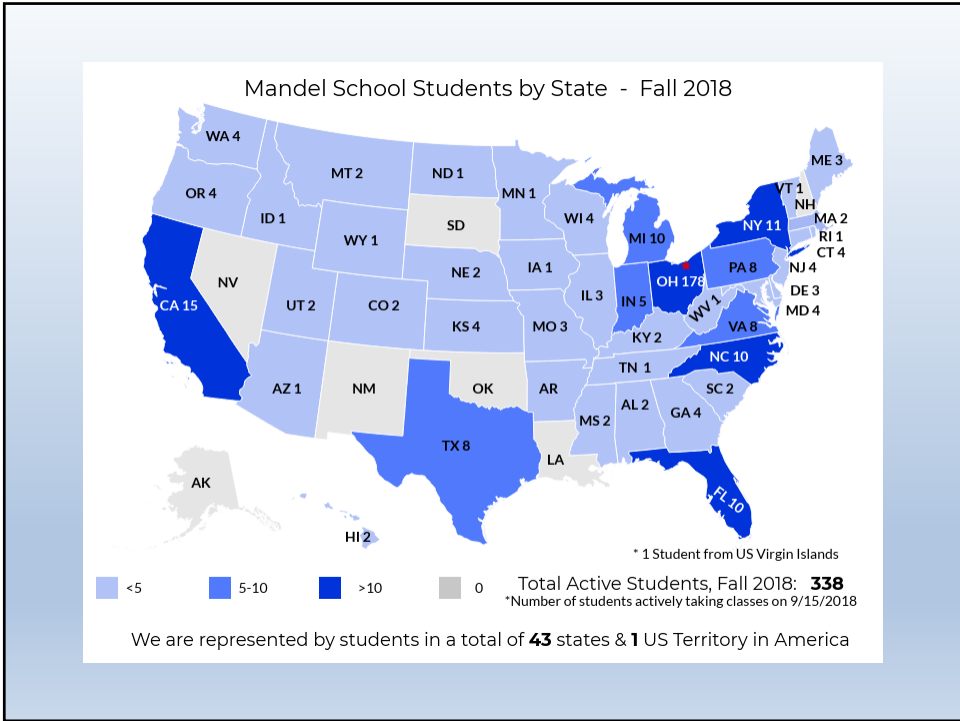
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MSSA Degree Formats



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Reflections

Spend a few moments reflecting on your own experiences as a social work student

- **Recall some of the positive qualities of your Field Instructor.**
- **What impact did those positive experiences have on your growth as a student or future professional development?**
- **How do your own experiences as a student translate to your current role as Field Instructor or Task Supervisor? How do these experiences help to inform your role as a teacher and a mentor?**
- **What aspects of your work with students are you most looking forward to? What areas are you concerned about?**

Focus & Intention of Field Education

- Student’s continuous learning and development as a professional social worker
- An expressed educational purpose that should be planned and assessed using the Learning Agreement
- Students are expected to progressively advance learning objectives & acquire new knowledge and skills



Field Education Curriculum Overview

MSSA students complete a minimum of 1,050 hours of field education across 4-8 semesters, depending on program format.

- Generalist: 450 hours
- Specialized: 600 hours

Advanced Standing MSSA students complete a minimum of 900 hours of field education across 3-7 semesters.

- Generalist: 300 hours
- Specialized: 600 hours

Coursework and field education requirements are the same across all program formats

<u>Field Period</u>	<u>Field Hours</u>	<u>PD Hours</u>	<u>Total Hours</u>
601/651	144	6	150
602/652	294	6	300
603/653	294	6	300
604/654	294	6	300



Field Education Roles & Responsibilities



Student Responsibilities

- Prepare an agenda for weekly field instruction
- Collaborate with the Field Instructor to develop the Learning Agreement
- Proactively schedule a field conference each semester
- Communicate relevant field education due dates and timelines to Field Instructor/Task Supervisor
- Address any concerns, issues or problems in a professional manner
- Remain open to constructive feedback and engaged in the learning process



Student Field Education Requirements

- Course assignments/activities
- Field hours
- Professional Development hours
- Monthly time sheets
- Field conference
- Learning Agreement & Evaluation



Professional Development (PD)

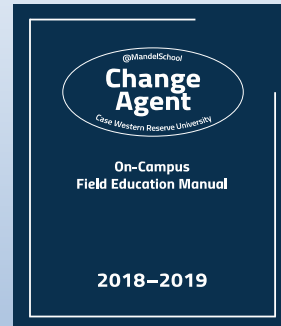
- Supports the student's development as a life-long learner
- Self-directed
- Examples: Conferences, colloquia, trainings, CEU events



Field Instructor & Task Supervisor Resources

Field Education Website: <https://case.edu/socialwork/resources-for-faculty-staff/field-instructor-and-task-supervisor-resources>

- Field Education Calendars, if applicable
- 2018-2019 Field Education Manual
- Student and Field Instructor IPT tutorial
- Training Resources
- Events



Field Instructor Role



- **MSW or MSSA + two years post Master's experience**
- **Instruction versus supervision**
- **Orient the student to agency *culture* & functions**
- **Guides Learning Agreement development**
- **Provide initial opportunities for the student to shadow & observe**
- **Students are expected to be involved in supervised practice opportunities within the first 2-3 weeks of placement**



Field Instructor Role



- **Observe students in practice**
 - **Minimum 1x per field period**
- **Provide evaluation feedback**
- **Maintain open dialogue with the student and Field Faculty Advisor**



Field Instructor Role

- Provide 60 minutes of dedicated in-person field instruction each week
- Group supervision can *supplement* individual instruction; not replace
- This dedicated instruction time is an **essential component** of the student's learning and is critical to their success
- Review & verify time sheets, monthly



Task Supervisor Role


- May contribute to the development of the Learning Agreement & feedback from evaluation
- Participate in the field conference
- Coordinate with the Field Instructor to provide daily support to the student
- Maintain open dialogue with the student and Field Faculty Advisor
- Sign monthly timesheets
- Review, contribute to and sign Learning Agreement/Evaluation in IPT




Field Instructor Role

Each Field Period:

Participates in the development of the Learning Agreement & field conference	Completes Learning Agreement Evaluation in IPT	Signs all monthly time sheets in IPT	Serves as teacher, mentor and guide	Provides weekly supervision	Observes student practice & provides feedback in supervision & via Learning Agreement Evaluation
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Field Faculty Advisor Role

Serves as the Primary Point of Contact

Each Field Period:

Participate in the field conference with student & Field Instructor/Task Supervisor	Provide feedback regarding the Learning Agreement & Evaluation	Review evaluations and assign grades for all field courses	Provide resources & consultation regarding all aspects of the Field Education process	Troubleshoot & address student issues
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Field Placement Agencies

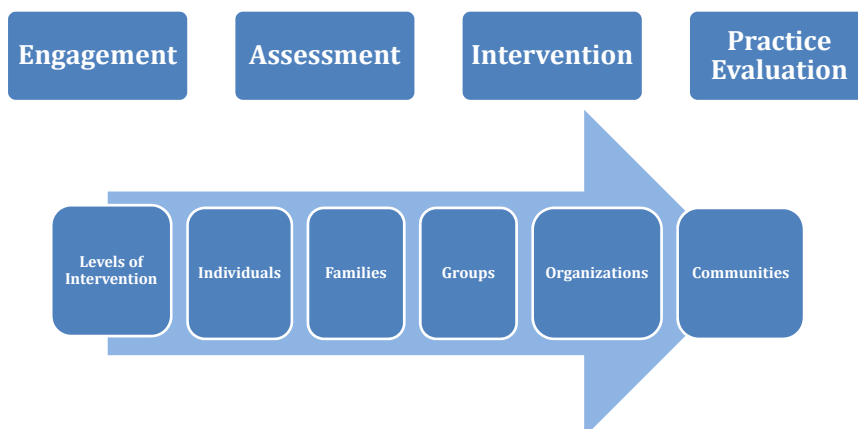
Should provide students with:



- Both micro and macro learning opportunities
- Learning & practice opportunities within each of the ten competencies at the generalist and specialized levels
- Opportunities to develop competence at *all stages of the social work process*



Social Work Process



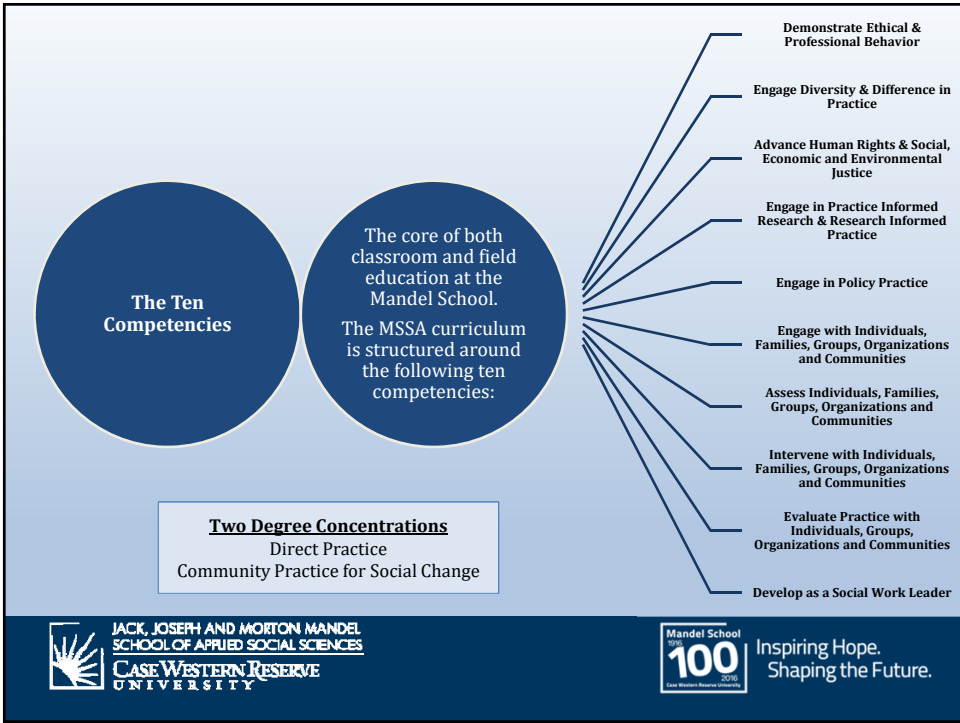
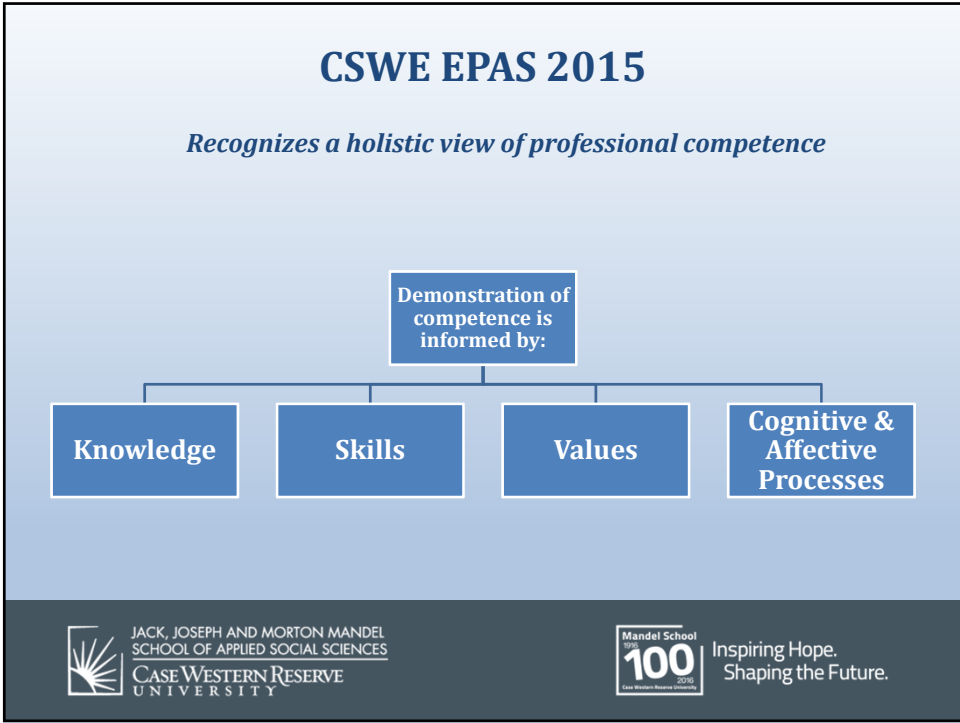
Orientation: Safety in the Field

- All students must be provided with an overview of basic safety & emergency procedures
- *Please don't assume*– students have varying levels of experience/exposure
- Common safety concerns/questions include:
 - Transporting clients
 - Home visits
 - Exposure to home conditions
 - Aggressive clients



CURRICULUM INTEGRATION IN FIELD EDUCATION





The Ten Competencies

- Within each competency area, there are specific *practice behaviors* that students at the generalist and specialized levels must address
- Learning strategies/activities are then developed in the Learning Agreement
- We ask that Field Instructors & Task Supervisors develop an awareness and understanding of the competencies and incorporate the material into the student's placement experiences



Learning Agreement & Evaluation

- Primary planning & assessment tool in field education
 - Developed around the ten competencies
 - Assigned in the Intern Placement Tracking (IPT) System
- Structures each students field education experiences
- Outlines goals and expectations
- Generalist and Specialized Learning Agreement documents
 - Completed for each field period
 - First 30-45 days



Learning Agreement Assignments

- Developed in partnership with the Field Instructor
- Based on each student's unique learning goals
- Reflect the student's primary objectives for the field period
 - 3-6 "Assignments"
 - Objectives are then translated into implementation plans under the specific competencies and practice behaviors
- **Examples:**
 - Learn to co-facilitate a group
 - Learn about sources of funding for the organization
 - Research and learn to apply an EBP
 - Learn how to conduct a community assessment



The Ten Competencies

Competency Area One: Demonstrate Ethical and Professional Behavior

Required Generalist Behavior

1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.

Sample Learning Agreement Implementation Plan:

Review several models for ethical decision making. Select one and apply it to a case scenario within the field setting.

Required Generalist Behavior

2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

Sample Learning Agreement Implementation Plan:

Utilize personal self-care and self regulation techniques to help effectively manage a challenging professional interaction. Reflect upon the use of these strategies during supervision



Competency Area Four: Engage in Practice-Informed Research and Research-Informed Practice

Required Generalist Behavior

Use and translate research findings to inform and improve practice, policy, and service delivery

Sample Learning Agreement Implementation Plan:

Research several evidence based practice models. Select a model that is relevant to the populations served by the organization. Present findings during supervision and discuss how the model could be best applied to practice.

Competency Area Five: Engage in Policy Practice

Required Generalist Behavior

Assess how social welfare and economic policies impact the delivery of and access to social services

Sample Learning Agreement Implementation Plan:

Independently research two policies that have or will influence service delivery or access within the organization. Reflect upon and discuss how this has/may influence agency consumers, and the potential impacts on individuals, families or communities.



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Sample Learning Activities

Competency Six: Engage with Individuals, Families, Groups, Organizations & Communities

- Practice engagement with a specific population using a solution focused approach
- Identify, build upon & utilize strengths for improved client engagement
- Develop a case presentation focusing on engaging with a challenging client scenario to deliver in individual or group supervision and receive feedback from clinical staff and field instructor

Competency Seven: Assess Individuals, Families, Groups, Organizations & Communities

- Discuss in supervision the rationale why identified strategies are most appropriate for assessment of the population served by the field agency
- Practice assessment using an evidence based approach that is applicable to the client population served by the field agency
- Provide rationale for the use of specific assessment approach



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Sample Learning Activities

Competency Eight: Intervene with Individuals, Families, Groups, Organizations & Communities

- Use analytical and communication strengths to address barriers to effective interventions
- Develop a case presentation that focuses specifically on intervention to deliver in individual or group supervision and receive feedback from clinical staff and field instructor
- Select and utilize two evidence based treatment interventions. Identify the rationale for their use with a specific client or constituency

Competency Nine: Evaluate Practice with Individuals, Families, Groups, Organizations & Communities

- Participate in agency evaluation. Critically assess needs and areas of growth based on population served and agency mission
- Become knowledgeable of interventions and how they are related to the outcomes of the individuals, families, groups, organizations and communities served by the field agency



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Sample Learning Activities

Competency Ten: Develop as a Social Work Leader

- Prepare and facilitate a training for field agency staff regarding a top specific to the population served.
- Serve as liaison for an agency or community-based committee or board, offer perspectives to help inform policy, practice and/or agency performance.
- Employ creativity, resourcefulness and innovation in the design and delivery of service.
- Develop a written self-care plan that includes identification of stressors that impact the student most. Explore plan in supervision and try to articulate why certain stressors have a greater impact.



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Brainstorming Activity

Competency Six: Engage with Individuals, Families, Groups, Organizations & Communities

Competency Seven: Assess Individuals, Families, Groups, Organizations & Communities

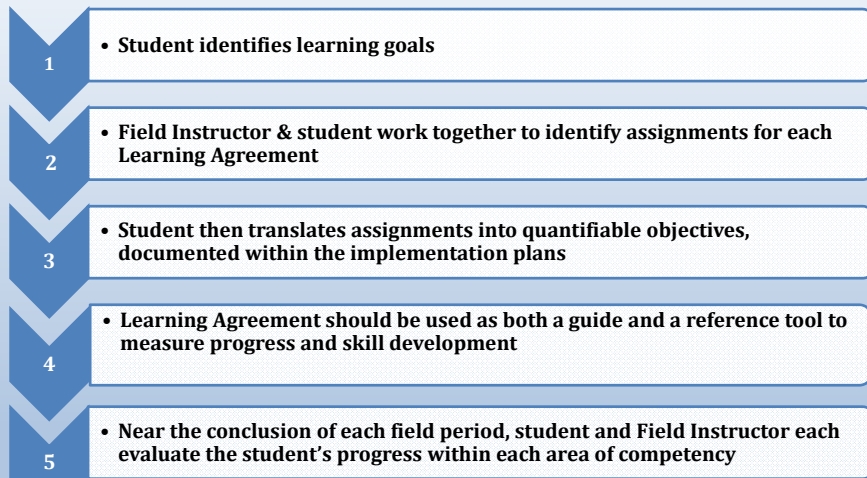
Competency Eight: Intervene with Individuals, Families, Groups, Organizations & Communities

Competency Nine: Evaluate Practice with Individuals, Families, Groups, Organizations & Communities

Competency Ten: Develop as a Social Work Leader



Learning Agreement Process



Learning Agreement Evaluation Ratings Generalist Level

RANK	RATING SCALE	RATING SCALE DEFINITIONS
4	Demonstrates <u>advanced</u> competence at the GENERALIST level	Consistently demonstrates an <u>advanced level of competence</u> at the generalist level of social work practice. Activities are consistently managed at an advanced level beyond what would be expected of a generalist level student. The student exhibits advanced levels of relevant knowledge, skills, values, cognitive and affective processes and behavior.
3	Demonstrates <u>competence</u> at the GENERALIST level	Demonstrates <u>competent performance</u> at the generalist level. Activities are managed in a competent manner consistent with what would be expected of a generalist level student. The student exhibits the appropriate levels of relevant knowledge, skills, values, cognitive and affective processes and behavior.
2	<u>Developing</u> competence at the GENERALIST level	<u>Developing competence</u> or beginning to perform at the generalist level. Some activities are managed in a competent manner consistent with what would be expected of a generalist level student. The student has not yet demonstrated consistent knowledge, skills, values, cognitive and affective processes and behavior. Additional training, instruction or supports may be necessary to promote competence.
1	Demonstrates <u>inconsistent</u> competence at the GENERALIST level	Demonstrates <u>inconsistent competence</u> and performance at the generalist level. Activities are managed with some difficulty consistent with what would be expected of a student at the generalist level. The student has not demonstrated performance of relevant knowledge, skills, values, cognitive and affective processes and behavior. Additional training, instruction and supports are required to develop competence. Corrective action may be initiated.
0	<u>Does not demonstrate</u> competence at the GENERALIST level	<u>Does not demonstrate competence</u> and performance at the generalist level of social work practice. Activities are not managed in a competent manner consistent with what would be expected of a student at the generalist level. The student exhibits substandard levels of knowledge, skills, values, cognitive and affective processes and behavior. Additional training and corrective action are required.

Modal Evaluation Ratings

- **Modal ratings that reflect emerging competence range from 0-2.** By the conclusion of the second field period, students are expected to have achieved competence at the generalist level.
- **The modal rating that reflects competency is a 3,** as described in the table and dependent on each student's individual progress and performance.
- ***Competence is assessed at both the generalist & specialized levels.***

Assessment of Student Progress



Learning Agreement provides the framework



Field Instructor Narrative Summary

Reflecting on this field period, address each the following:

- Describe the methods used in evaluating the student's progress during this field period:
- Describe the student's professional development in terms of the knowledge, skills, values, behavior and cognitive & affective processes necessary for success in practice:
- Describe specific areas of strength for the student:
- Describe specific areas for continued growth and development:
- Additional comments:



Intern Placement Tracking System (IPT)

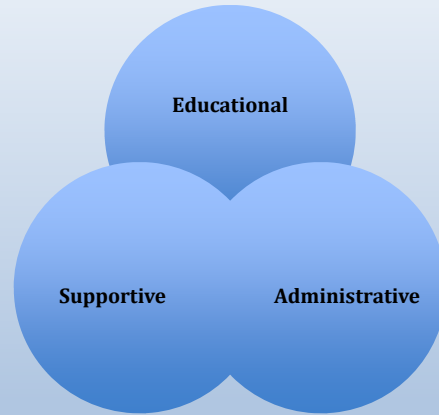
- Field Instructor/Task Supervisor application completed
- IPT access letter sent by email
- Log into IPT to access your page and your student's information
 - All Learning Agreements and time sheets are issued through IPT
 - In "Forms" section
- www.runipt.com
- Field Faculty Advisors assist with troubleshooting



What is the difference between field instruction and work supervision?



Components of Field Instruction

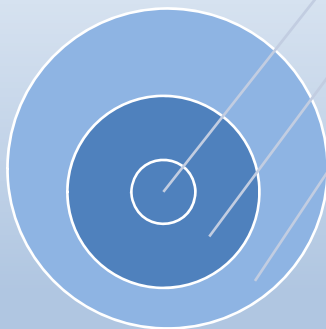


Student Values in Field Instruction

- Positive
- Supportive
- Challenging
- Reassuring
- Consistency
- Clear expectations
- _____

Supporting Student Learning

Adult Learning



New learning impacts self-concept, identity, confidence

Competence, Incompetence

Self-efficacy: helpful guidance facilitates empowerment

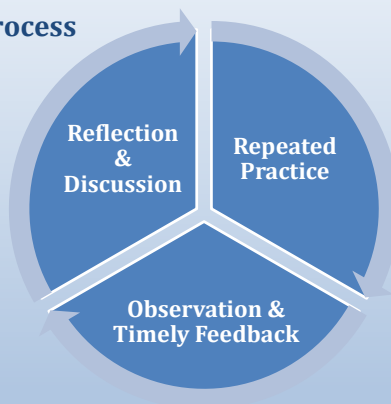
"I CAN do this"

Adapted from M. Bogo, 2017



Supporting Student Learning

Supervisory Process



Reflection & Discussion

Repeated Practice

Observation & Timely Feedback

Adapted from M. Bogo, 2017




Balancing Supervisory Responsibilities


Strategies

Providing consistent supervision time to students each week?

Balancing need to address administrative issues with student learning & reflection?

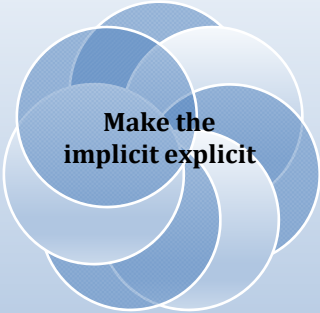


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Supporting Student Learning



Make the
implicit explicit

Social work values & ethics

Reflection on action/practice


Students better understand rationale

List specific behaviors, characteristics & skills


Reflection grounded in observation

Accurate feedback supports learning & skill development

Adapted from Bogo, 2017



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Student Accommodations

- **Students may apply through the Office of Disability Resources**
- **Field Instructor & Field Faculty Advisor collaborate to determine how to best support the student's needs within the field setting**
- **Written plan is developed to specify how accommodations will be integrated within field education**
- **Accommodations are not retroactive**

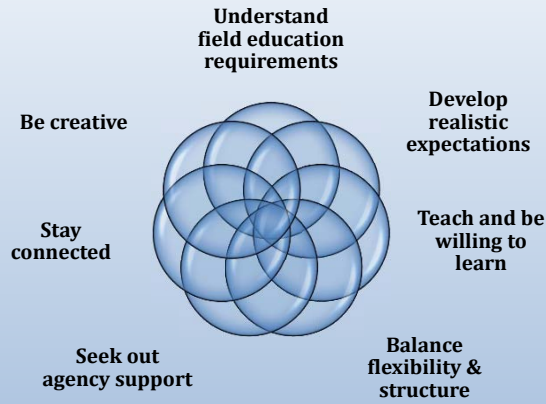


Student Concerns

- **There is an administrative protocol for addressing student issues that occur within field placement settings**
- **Role as educator as part of the student's academic team vs. practitioner**
- **Contact/consultation with the Field Faculty Advisor is the first step**



Tips for Success



Adapted from Social Work Today (2012)



Field is the Bridge Between Classroom and Practice



Questions and Discussion



Upcoming Field Education Events

- | | |
|---------------------------|---|
| February 7 th | Field Placement Fair |
| February 22 nd | Innovations in Field Instruction:
A Trauma Informed Approach |
| March 20 th | Progressing Towards Competence:
Assessing Student Outcomes in Field
Education |
| April 26 th | 2019 Field Education Appreciation
Event |

Registration available at: <https://case.edu/socialwork/resources-for-faculty-staff/field-instructor-and-task-supervisor-training>



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THANK YOU

You are the most valuable resources in our students' field education experiences

In Recognition

**Social
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