



Fall 2019
Field Instructor &
Task Supervisor Training

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



WELCOME!



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Overview

9:30 The Role of the Field Practicum in Social Work Education

10:15 Curriculum Integration in Field Education

11:00 Break


11:15 Field Education Roles & Responsibilities

12:00 Supervisory Strategies

12:45 Evaluation & Departure


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Today's Objectives


- Provide a general orientation to Field Education within the context of the Mandel School curriculum
- Highlight the importance of your role in the education & professional development of MSSA students
- Offer strategies to support the integration of theory and practice knowledge by students into organizational settings



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Today's Objectives

- Share supervisory strategies that will support the professional development of Master's level social work students
- Provide practical information regarding our philosophy, forms, procedures and manual
- Leave feeling informed & supported in your role
- *What do you want to leave with today?*



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Reflections

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

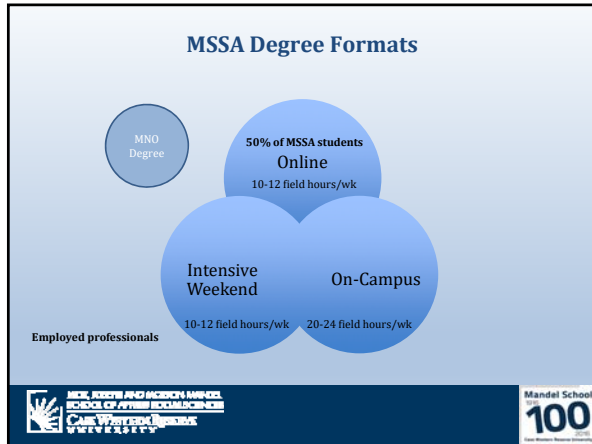
- Recall some of the positive qualities of your Field Instructor.
- What impact did those positive experiences have on your growth as a student or future professional development?
- How do your own experiences as a student translate to your current role as Field Instructor or Task Supervisor? How do 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?

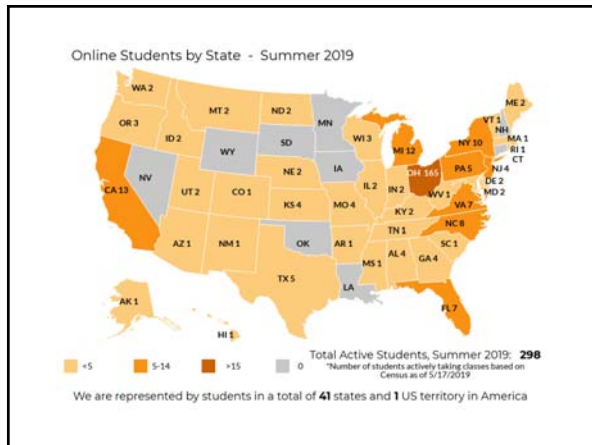


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MSSA Degree

Concentrations

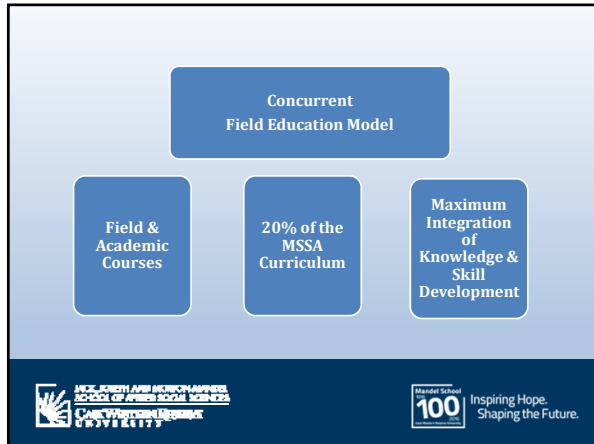
- Community Practice for Social Change
- Direct Practice

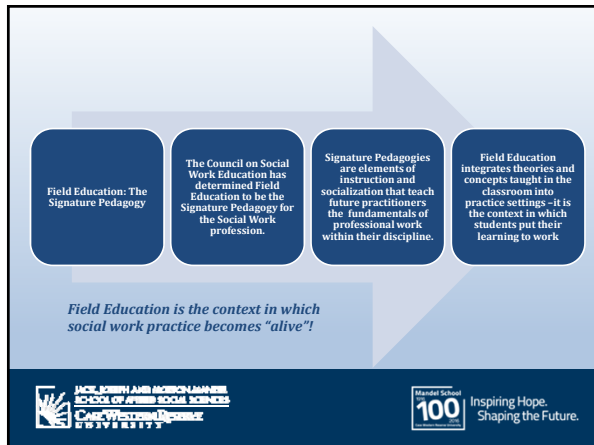
Specializations

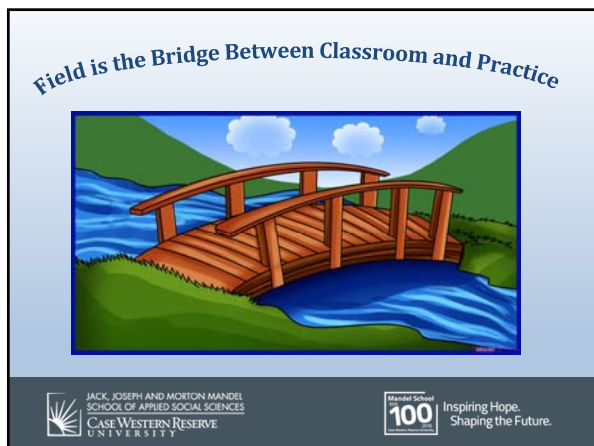
- Mental Health: Adult
- Mental Health: Child/Adolescent
- Children, Youth & Families
- Health
- Substance Use Disorders & Recovery
- Aging
- School Social Work

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Focus & Intention of Field Education

- The focus of field education is on the student's continuous learning and development as a professional social worker
- An expressed educational purpose, that should be planned and assessed using the Field Education Learning Agreement
- During each field period, students are expected to progressively advance their learning objectives & to acquire new knowledge and skills as a result of their placement experiences

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

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






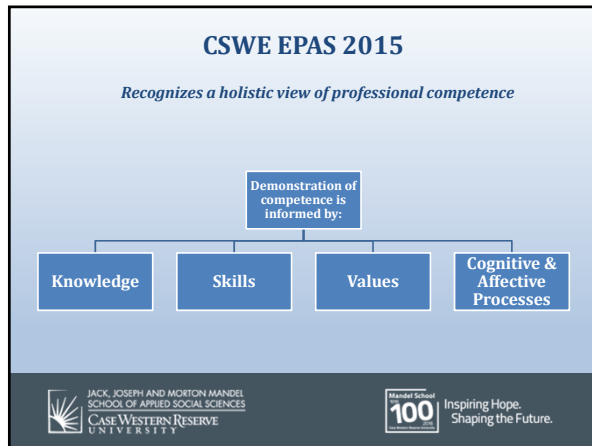
The Ten Competencies

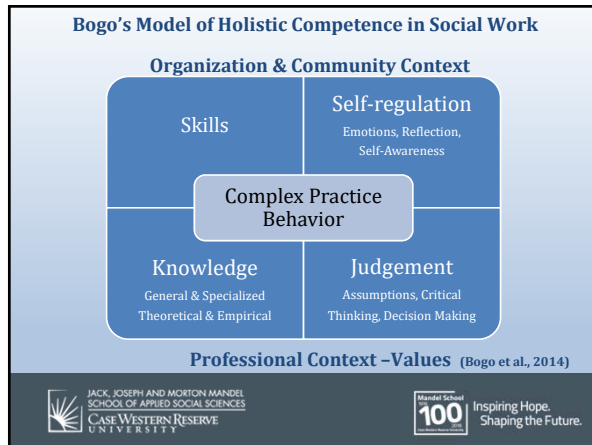
The core of both classroom and field education at the Mandel School.

The MSSA curriculum is structured around the following ten competencies:

- Demonstrate Ethical & Professional Behavior
- Engage Diversity & Difference in Practice
- Advance Human Rights & Social, Economic and Environmental Justice
- Engage in Practice Informed Research & Research Informed Practice
- Engage in Policy Practice
- Engage with Individuals, Families, Groups, Organizations and Communities
- Assess Individuals, Families, Groups, Organizations and Communities
- Intervene with Individuals, Families, Groups, Organizations and Communities
- Evaluate Practice with Individuals, Groups, Organizations and Communities
- Develop as a Social Work Leader





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

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Field Placement Settings

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

Engagement

Assessment

Intervention

Practice Evaluation

Levels of Intervention



Individuals

Families

Groups

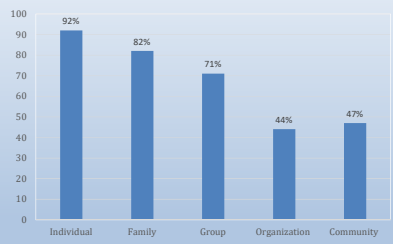
Organizations

Communities

Field Education Survey Results


Level of Intervention



Level of Intervention	Percentage
Individual	92%
Family	82%
Group	71%
Organization	44%
Community	47%

2016

Field Education Roles & Responsibilities






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Student Responsibilities

- Prepare an agenda for weekly field instruction
- Collaborate with the Field Instructor to develop the Learning Agreement
- Proactively schedule/facilitate the 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



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Student Field Education Requirements

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



Professional Development

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





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Field Instructor Role



- MSW or MSSA, two years post Master's experience
- An important part of the student's educational team
 - Serves as on-site instructor for each field course
- A critical resource in the student's learning process & development
- Orient the student to agency *culture* & functions
- 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


- Assess the student's strengths and growth areas in developing field assignments and agency responsibilities
- Maintain open dialogue with the student and Field Faculty Advisor
- Observe students in practice
 - Minimum 1x per field period



Field Instructor Role

- Provide 60-90 minutes of dedicated in-person field instruction each week
- Group supervision can *supplement* individual supervision; not replace
- This dedicated supervision time is an essential component of the student's learning and is critical to their success





Task Supervisor Role

- Contribute to the development of the Learning Agreement
- 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



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.



Brainstorming Activity: Learning Opportunities

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





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



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

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.

Learning Agreement Process

- 1 • Student identifies learning goals
- 2 • Field Instructor & student work together to identify assignments for each Learning Agreement
- 3 • Student then translates assignments into quantifiable objectives, documented within the implementation plans
- 4 • Learning Agreement should be used as both a guide and a reference tool to measure progress and skill development
- 5 • Near the conclusion of each field period, student and Field Instructor each evaluate the student's progress within each area of competency

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Learning Agreement Evaluation Ratings

Generalist Level

RANK	RATING SCALE	RATING SCALE DESCRIPTIONS
4	Demonstrates advanced competence at the GENERALIST level	Consistently demonstrates an advanced level of competence 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 competence at the GENERALIST level	Demonstrates competent performance 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	Developing competence at the GENERALIST level	Developing competence 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 inconsistent competence at the GENERALIST level	Demonstrates inconsistent competence 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	Does not demonstrate competence at the GENERALIST level	Does not demonstrate competence 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.*

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Assessment of Student Progress

Important to complete assessments with the appropriate educational expectations for graduate social work students

➔

Generalist

➔

Specialized

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

- 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



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





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

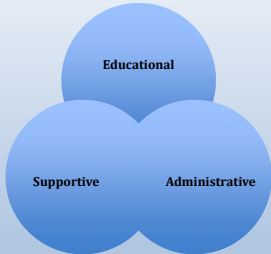
**Supervisory Strategies:
Supporting Student Development**



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Components of Supervision



Field Instructor

- Positive
- Supportive
- Calming
- Challenging

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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

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

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Neuroscience of Emotions



Regulation vs Dysregulation
Impact attention, memory
Dysregulation strongly impacts ability to learn
Students need self-awareness & strategies to manage reactions & emotions

Adapted from M. Bogo, 2017

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Holistic Competence


Practice Skills


Self Regulation

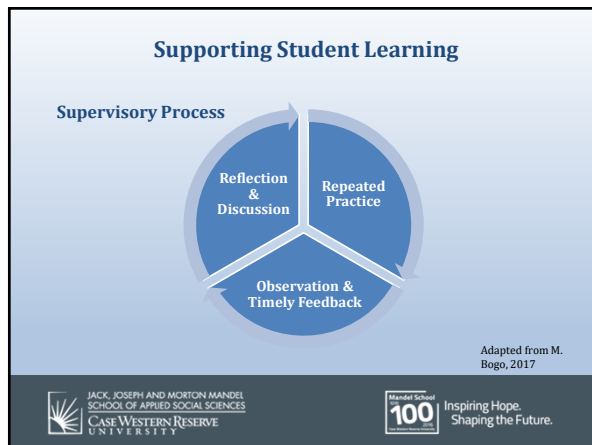
Knowledge

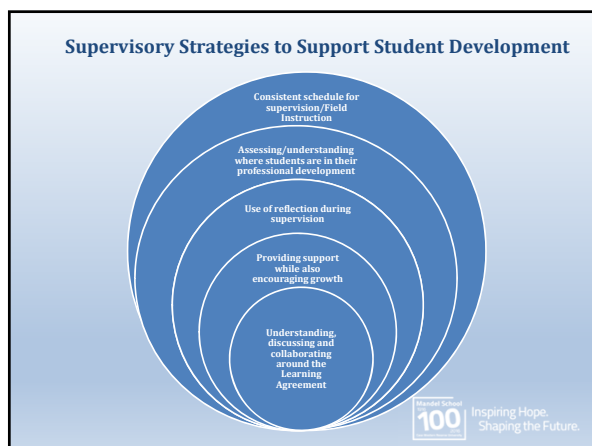
Judgement

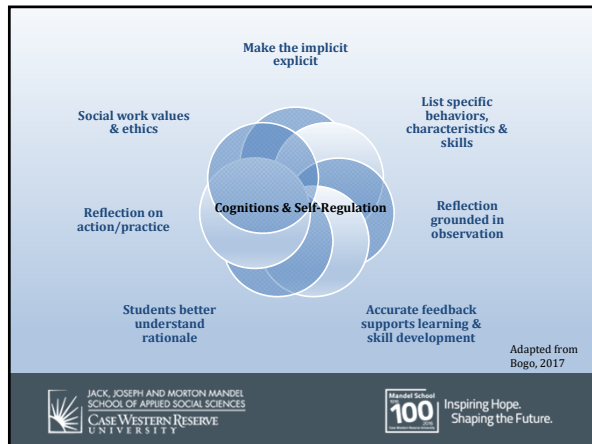
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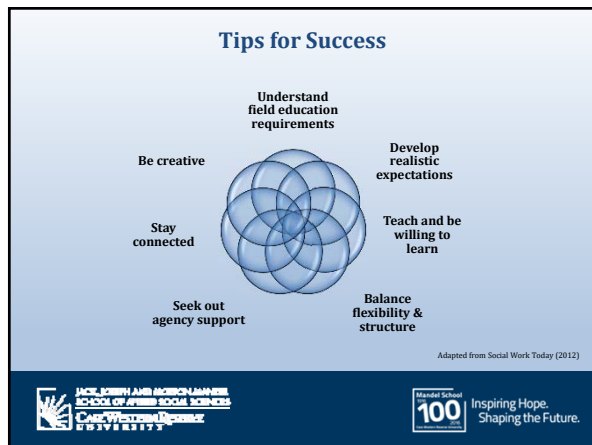
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Field Instructor & Task Supervisor Resources

[Field Education Website](#)

- Field Education Calendars
- Field Education Manual
- IPT Overview
- Training Information/Resources

Change Agent
On-Campus
Field Education Manual
2019 - 2020

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Upcoming Events

- October 18th Supporting Student Development in Field Education: Designing Well Rounded Learning Opportunities
- November 13th Progressing Towards Competence: Assessing Student Progress in Field Education
- February 20th Innovations in Field Instruction: A Trauma Informed Approach




THANK YOU

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

In Recognition

**Social
Work
Excellence**

in Field Education




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