



Winter 2020 Field Instructor & Task Supervisor Training

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



WELCOME!



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>



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





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



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?*



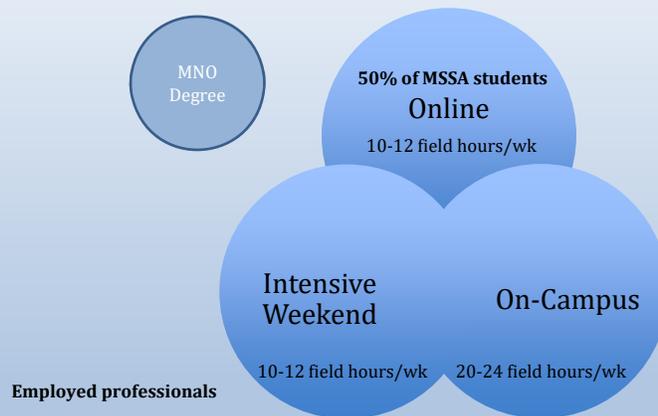
Reflections

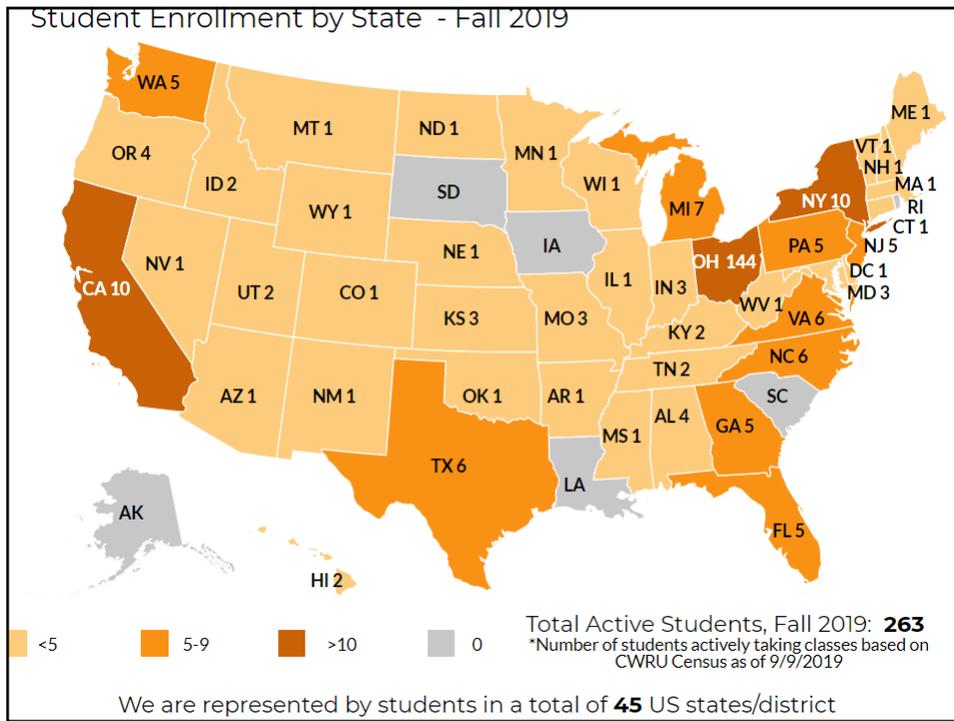
Spend a few moments reflecting on your own experiences as a social work student

- 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?



MSSA Degree Formats





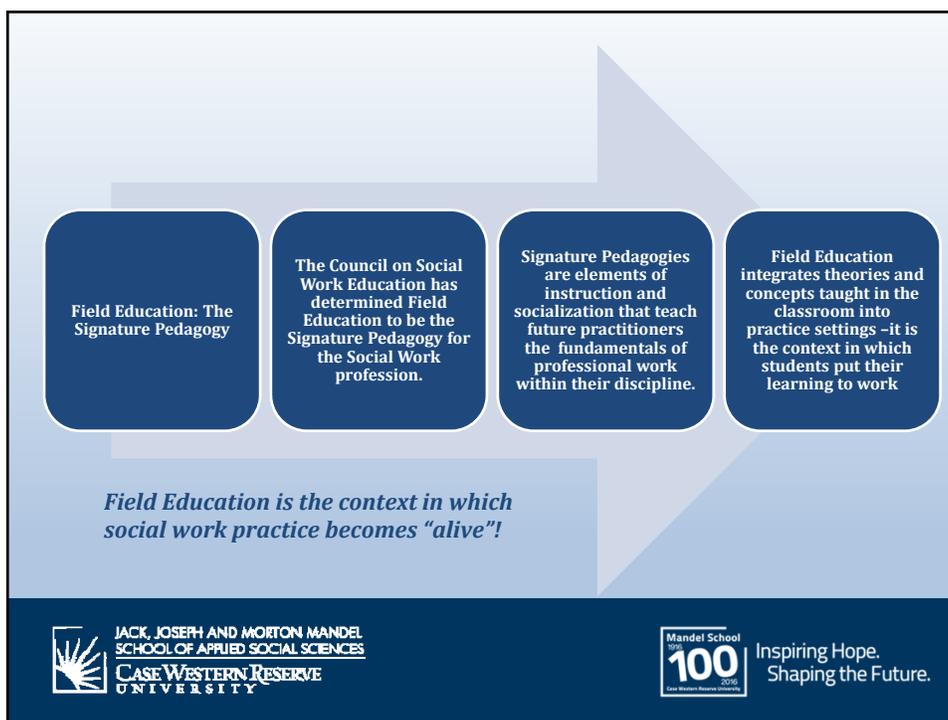
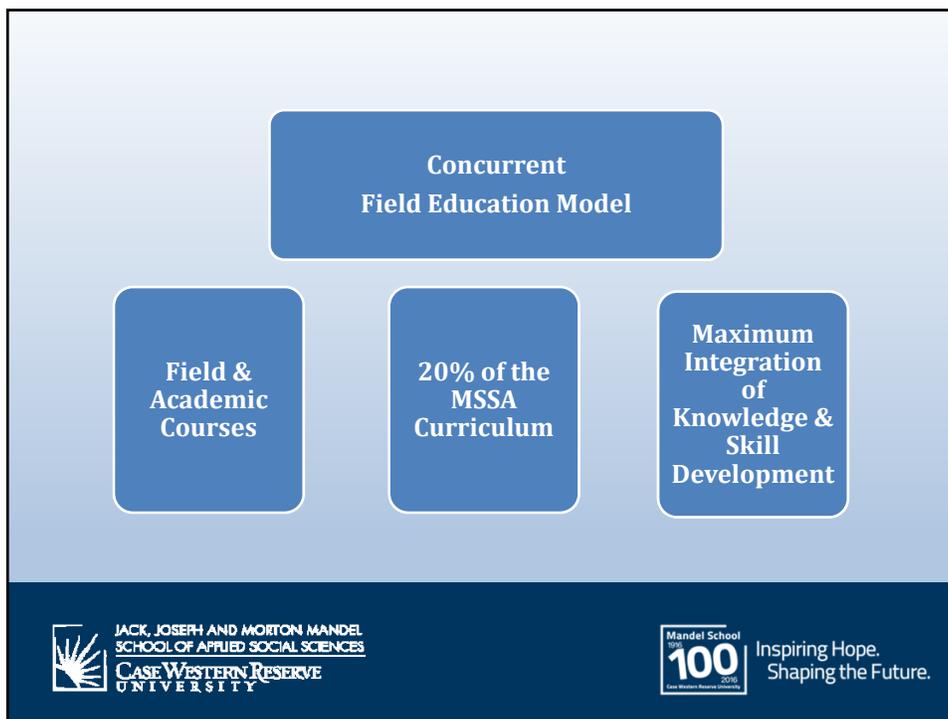
MSSA Degree

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



Field is the Bridge Between Classroom and Practice



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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



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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

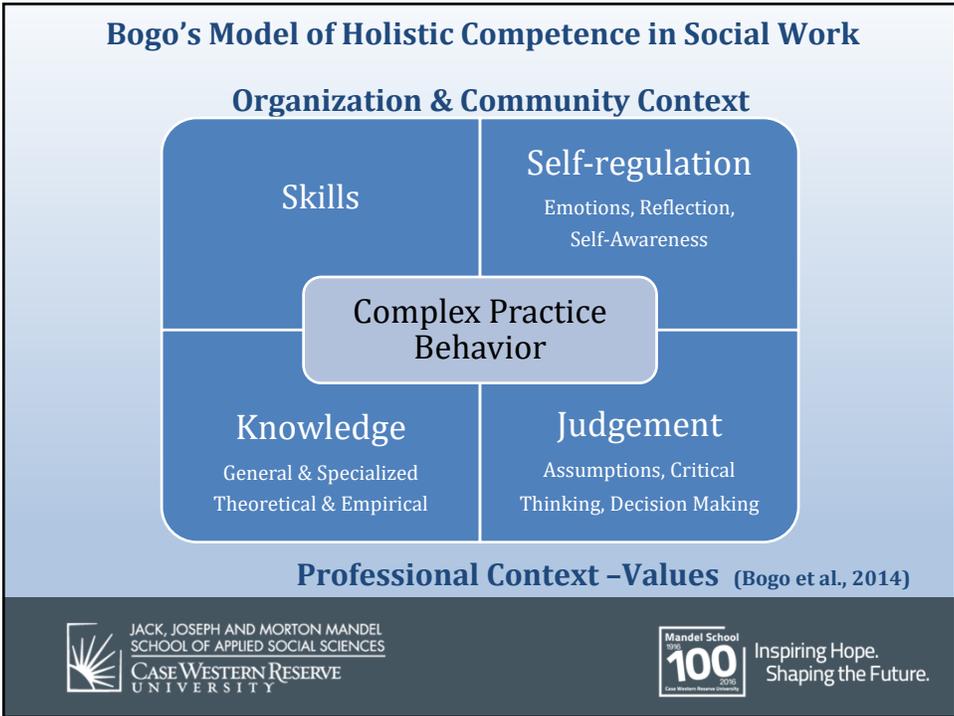
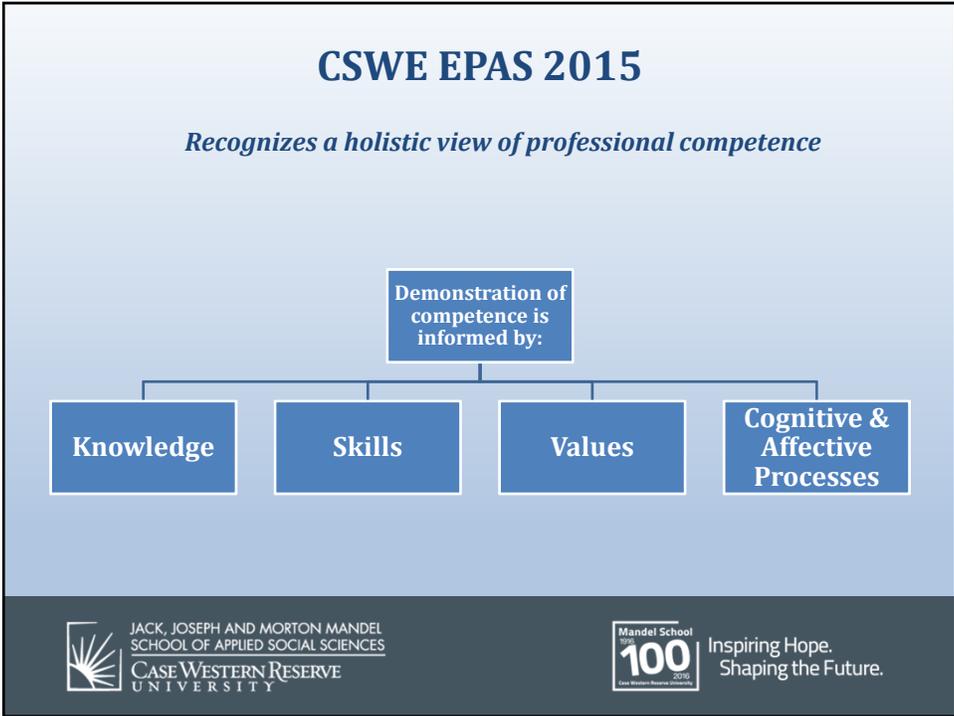
Advanced Standing MSSA students complete a minimum of 900 hours of field education across 3-7 semesters.

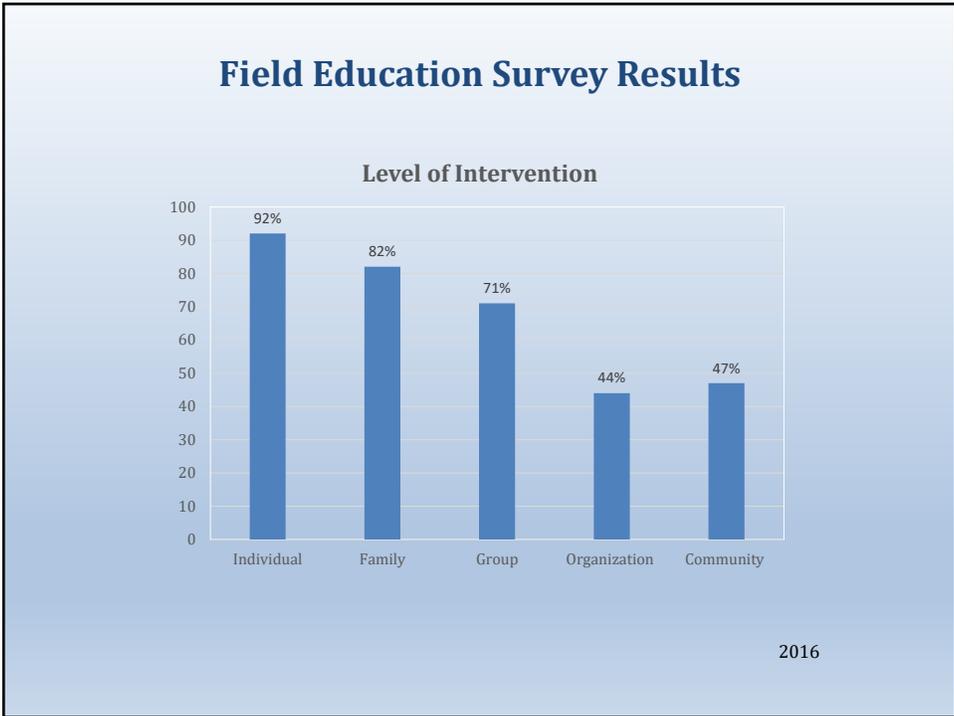
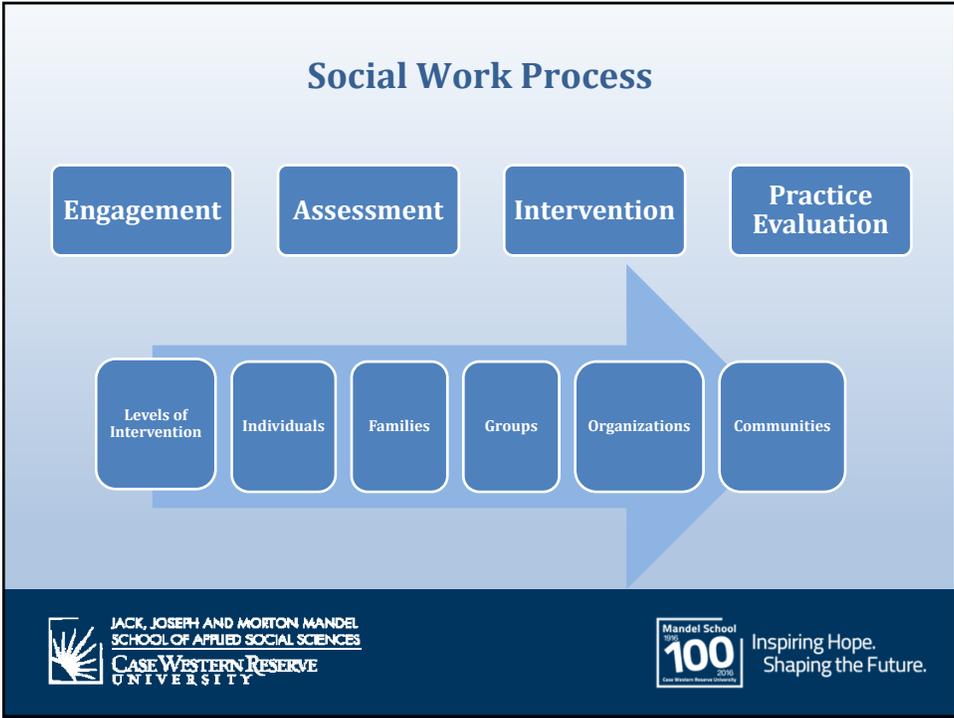
- Generalist: 300 hours
- Specialized: 600 hours

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



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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



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



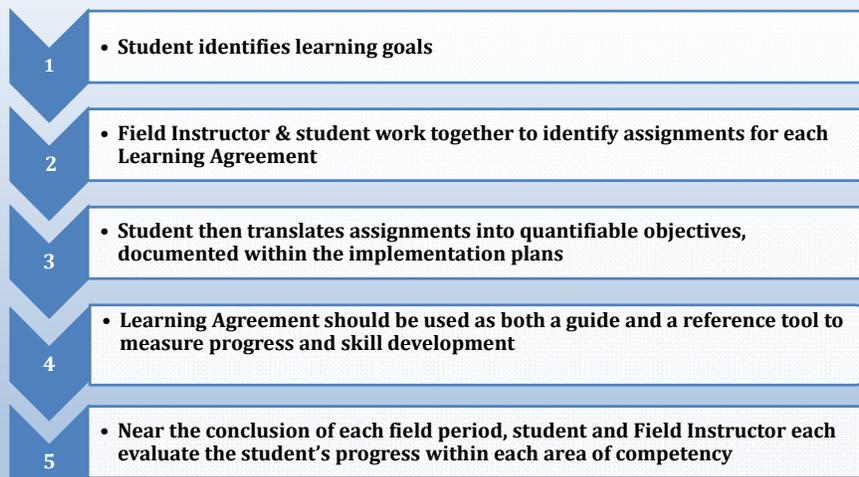
Sample Learning Activities

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



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

```
graph LR; A[Important to complete assessments with the appropriate educational expectations for graduate social work students] --> B[Generalist]; B --> C[Specialized]
```

Learning Agreement provides the framework

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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:

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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

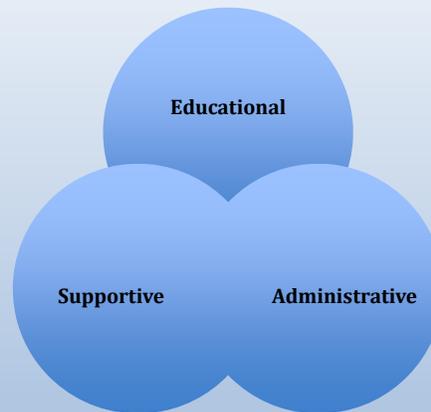
- **All students must be provided with an overview of basic safety & emergency procedures**
- ***Please don't assume*– students have varying levels of experience/exposure**
- **Common safety concerns/questions include:**
 - **Transporting clients**
 - **Home visits**
 - **Exposure to home conditions**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



Supervisory Strategies: Supporting Student Development



Components of Supervision



Field Instructor

- Positive
- Supportive
- Calming
- Challenging

Balancing Supervisory Responsibilities

Strategies

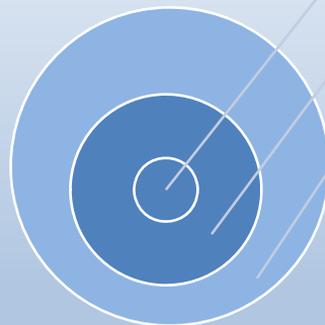
Providing consistent supervision time to students each week?

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



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



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

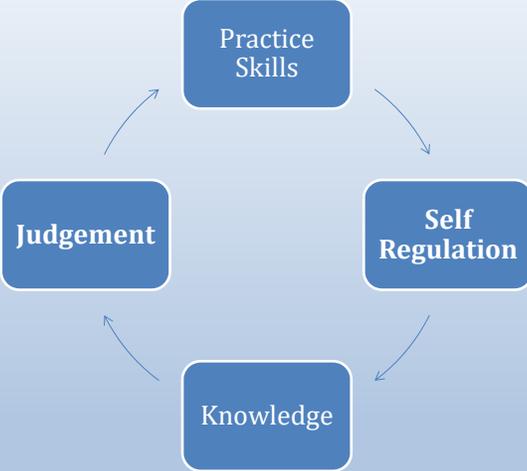


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Holistic Competence



```
graph TD; A[Practice Skills] --> B[Self Regulation]; B --> C[Knowledge]; C --> D[Judgement]; D --> A;
```

Adapted from M.Bogo, 2017



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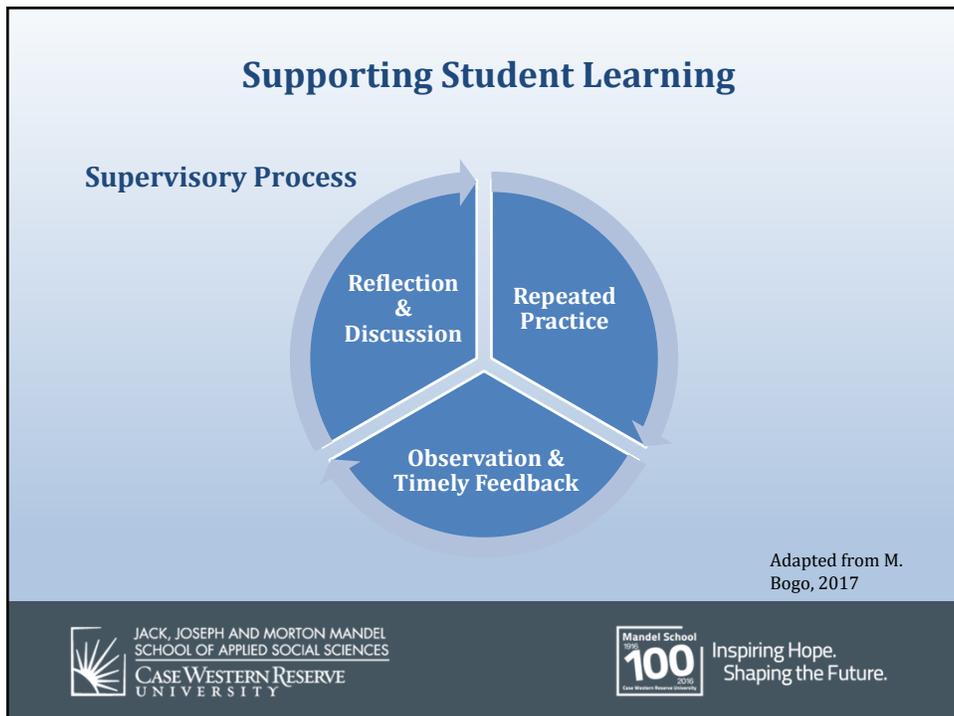


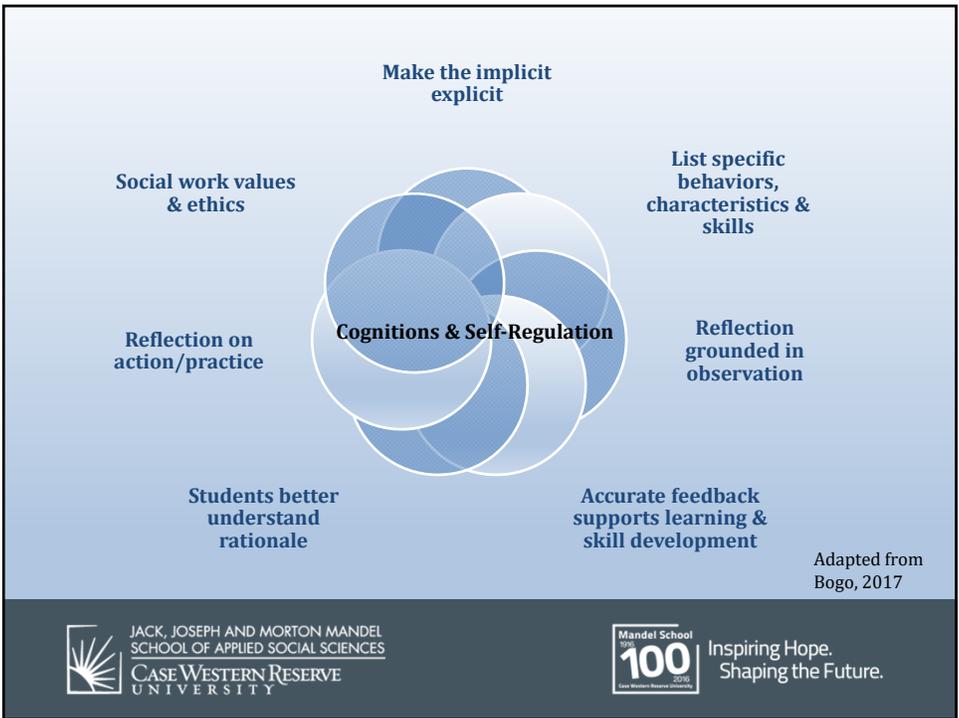
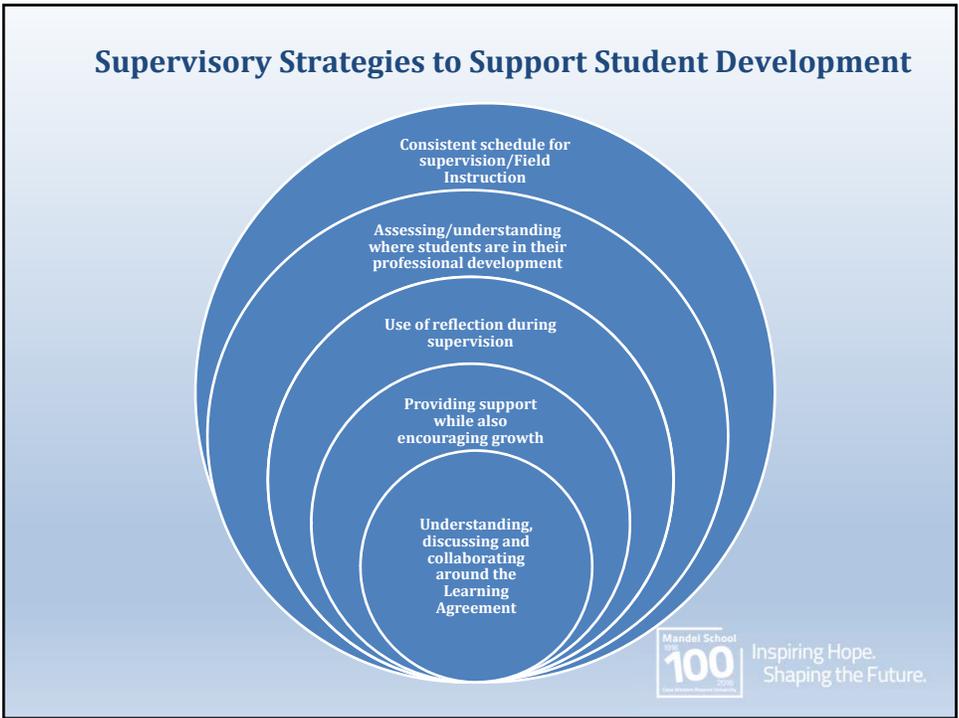
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The Relational Context of Field Education: Educational Practices to Enhance Learning
Matrix 1
Fostering Self-awareness, Reflection and Emotion Regulation while Maintaining Appropriate Boundaries

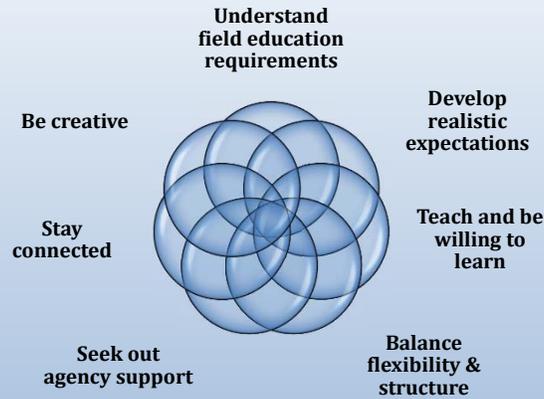
| Competence | Components of Competence | Skills |
|---|--|--|
| Promoting self-awareness, reflection and emotional regulation, while maintaining appropriate boundaries | <p>Maintain a supportive relationship while addressing challenging issues</p> <p>Promoting self-reflection for student and field instructor</p> <p>Explore the student's feelings regarding how specific feelings impact his/her thoughts and behavior with the specific client</p> <p>Assist the student in understanding how his/her feelings may have impacted relationship building, assessment and intervention</p> <p>Validate student reactions when appropriate and shares own experience while maintaining appropriate boundaries</p> <p>Assist student to develop strategies for emotional self-regulation</p> | <p>Provide an explicit invitation to discuss the student's feelings about the client situation</p> <p>Provide appropriate attention and responses to student's nonverbal cues</p> <p>Pay attention to issues of diversity that may be impacting the student's response to the client situation</p> <p>Explicitly recognize the complexity and potential discomfort of discussing these issues</p> <p>Provide an educational focus on the student's reaction to the client situation and</p> <ul style="list-style-type: none"> - contain student self-disclosure to the specific situation - suggest that the student consider exploring personal issues elsewhere <p>Normalize and validate when appropriate and shares own experience</p> <p>Suggest concrete actions for increased self-regulation to student</p> <p>Promote empathy in student</p> |

© Litvack, A., Katz, E., & Bogo, M. (2015). The Relational context of Field Education: Educational Practices to Enhance Learning.





Tips for Success



Adapted from Social Work Today (2012)



Field Instructor & Task Supervisor Resources

[Field Education Website](#)

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



Upcoming Events

- February 20th Innovations in Field Instruction: A Trauma Informed Approach
- March 27th Progressing Towards Competence: Assessing Student Outcomes in Field Education
- May 8th *SAVE THE DATE!*
Annual Field Education Appreciation Event
Interprofessional Education & Social Work Practice



THANK YOU

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



Mandel School Field Education Faculty

Amy Korsch-Williams, Assistant Dean of Field Education

amy.korsch@case.edu

On-Campus Field Faculty Advisors

- Kathi Overmier-Gant, MSSA, LISW-S
- Nicole Parker, MSW, LSW
- Nancy Neuer, MSSA, LISW-S
- Lori Longs Painter, MSSA, LISW-S
- Angela Whidden, MSW, EdD, LISW-S

kxo@case.edu
nmp86@case.edu
nxn14@case.edu
llp14@case.edu
axw433@case.edu

Rashonda Clay-Douthit, Associate Director of Field Education

rx442@case.edu

Online Field Faculty Advisors

- Jody Timko, MSW, LISW-S
- Chenobia Webster, DSW, LCSW
- Sherlina Thomas, MSW, PhD
- Malika Muhammad, MSW, M.Ed., LSW
- Susan Snyder, MSW
- Stephanie Gilman, MSW
- Jeffery Iciek, MSW

jxt365@case.edu
cwx463@case.edu
sxt466@case.edu
mam453@case.edu
susan.snyder@case.edu
sxg814@case.edu
iti5@case.edu

