



## **Fall 2020 Field Instructor & Task Supervisor Training**

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

#### **Presenters:**

**Lori Longs Painter, MSSA, LISW-S**

**Nicole Parker, MSW, LSW, MNO**

**Angela Whidden, MSW, EdD, LISW-S**



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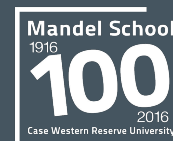
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# ***WELCOME!***



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# Introductions

## Field Faculty Advisors

- Lori Longs-Painter
- Nicole Parker
- Angela Whidden



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# *Presentation Overview*

## **Website:**

**10:00 - The Role of the Field Practicum in Social Work Education**

**10:30 - Curriculum Integration in Field Education, Interprofessional Education (IPE)**

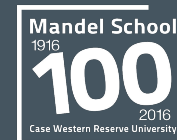
**11:00 - Roles and Responsibilities of Field & Task Supervisors, Intern Placement Tracking (IPT)**

**11:30 - Supervisory Strategies to Support the Professional Development of Social Work Students**

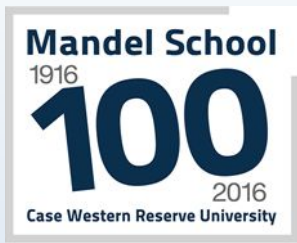
**Next Steps, Wrap-up & Evaluation**



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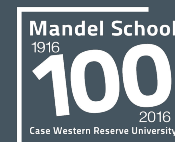


# Today's Objectives

- 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?*

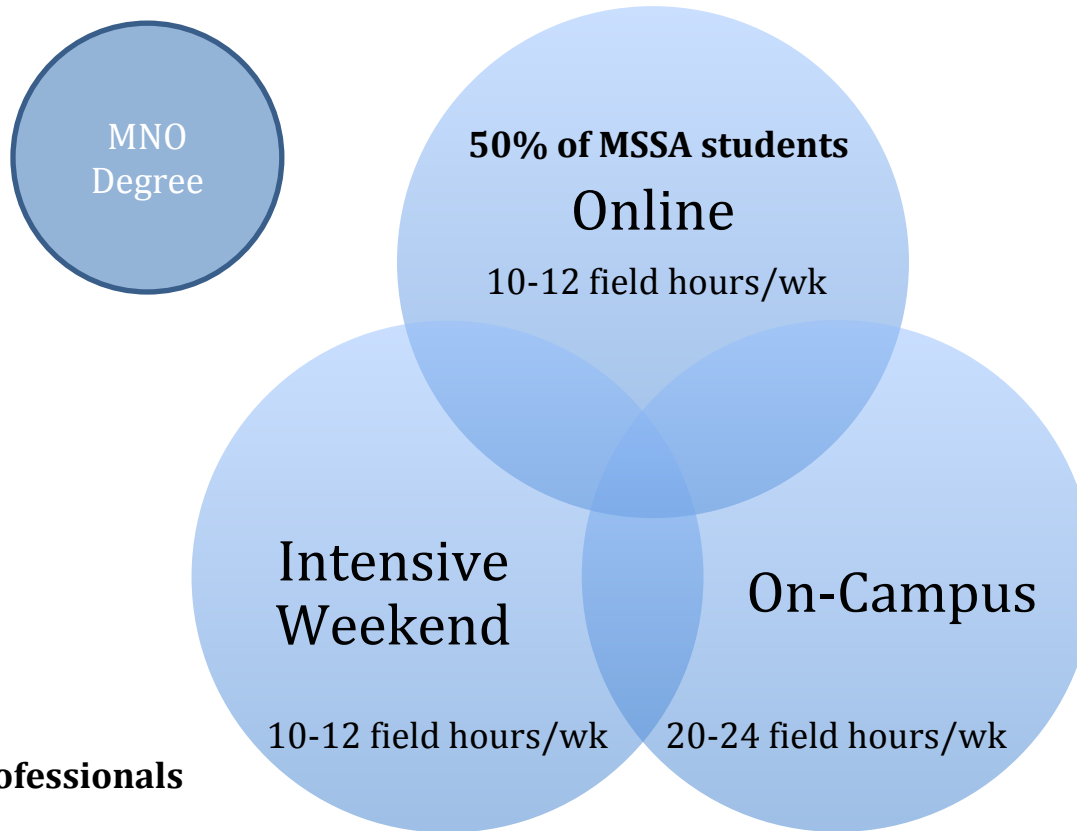


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# MSSA Degree Formats



**Employed professionals**



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# Field is the Bridge Between Classroom and Practice



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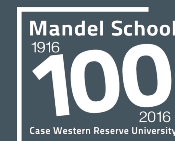
# Reflections

*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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# CURRICULUM INTEGRATION IN FIELD EDUCATION



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# Field Education Curriculum Overview

<https://case.edu/socialwork/resources-students/field-education-student-resources>



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## Resources for Students

[Course Schedules and Descriptions](#)

[Field Welcome Letter to On-Campus Students](#)

[Student Townhall Tuesday FAQ](#)

[Field Education Student Resources](#)

## Field Education Student Resources

[Field Education Welcome Letter to On-Campus Students](#)

[Guidance for Remote Field Education Activities](#)

September 11, 2020

### HELPFUL RESOURCES

- [Welcome to Field Education](#)
- [Competencies and Practice Behaviors](#)
- [National Association of](#)

# COLLABORATIVE PRACTICE I

Office for Interprofessional Education, Research and Collaborative Practice



## WHAT IS COLLABORATIVE PRACTICE I?

Collaborative Practice I is an interprofessional course in which students learn **teamwork skills** by engaging with our community partners on **mutually beneficial community-based projects** throughout the academic year.



## WHAT ARE THE GOALS OF COLLABORATIVE PRACTICE I?

Through interprofessional teamwork with our community partners, we hope to improve the **health and well-being** of individuals and communities in **Greater Cleveland**. In addition, the students will learn teamwork skills as well as cultural humility, civic engagement, and service to others.

## WHAT ARE EXAMPLES OF COMMUNITY-BASED PROJECTS?

- Student teams deliver a health education curriculum to children participating in an after-school program or adults participating in a community wellness initiative.
- Student teams collaborate with an organization face-to face or remotely to develop and implement a quality improvement project.
- Student teams assist in developing and implementing a tool which helps an organization collect data needed for grants or grant funding.



Collaborative Practice I includes the following professions:

Dental Medicine  
Genetic Counseling  
Medicine  
Nursing  
Physician Assistant  
Psychology  
Social Work  
Speech-Language Pathology



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## HOW IS COLLABORATIVE PRACTICE I STRUCTURED?

Each interprofessional student team consists of approximately five to seven students. Each team participates in Collaborative Practice I **every Wednesday of the month from 3 to 5 pm**. On a given Wednesday, teams will either be working on the community-based project or learning in the classroom.

### Community-Based Project

One to two teams are assigned to each project. One Wednesday each month, one of the teams will be at your organization or work remotely on the project you identified. Each team has an additional two hours of **flex time** each month to devote to the project. Team engagement on the project should enhance organization services or fill an identified need at your site. A site **champion** guides students throughout their time on site and serves as a liaison between the site and our Office. Together, the two teams devote approximately 50 hours to each project over the course of the academic year (September – April).



### Team Skills Training & Interprofessional Service Learning

Two Wednesdays each month, the interprofessional student teams will be in the classroom learning team science concepts and practicing team skills, including structured communication tools, identification of **roles and responsibilities**, team **problem solving**, **communication skills**, and **conflict resolution**. In these classes they will also learn **interprofessional service learning** content that will help them successfully complete their projects.

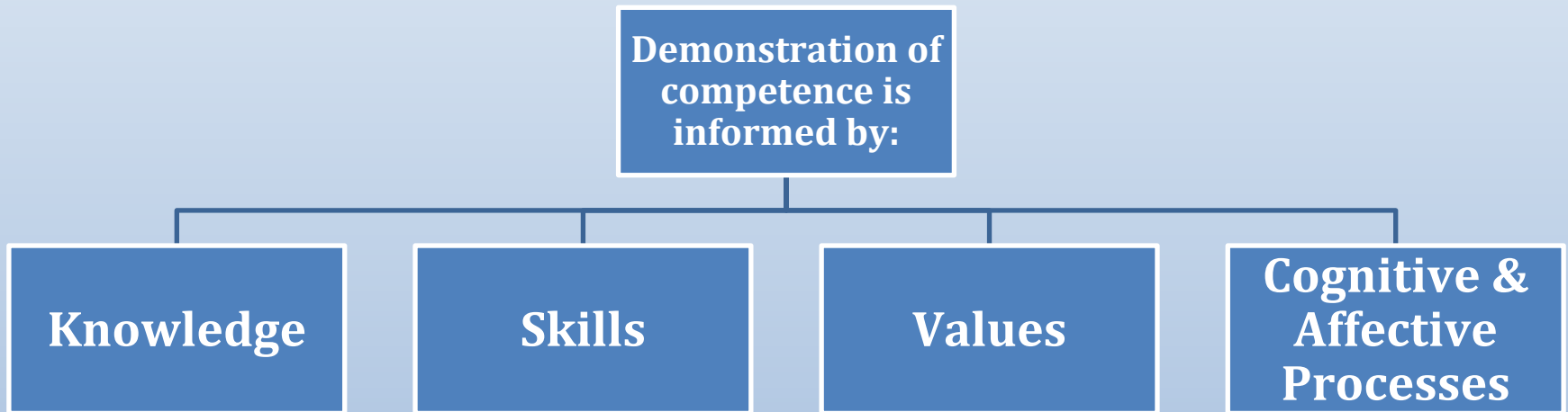
**Thank you for your interest in becoming a partner with the CWRU Office for Interprofessional Education, Research and Collaborative Practice.**

**To discuss hosting a team or teams at your organization, please follow these next steps:**

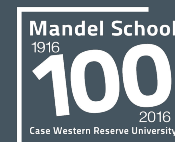
1. Contact Melissa Mick, our program manager, at [mnm105@case.edu](mailto:mnm105@case.edu) to learn about the program in greater detail.
2. Identify a need within your organization that requires teamwork that students could address.
3. Identify a site champion who will work closely with our team to design the project.
4. The site champion will attend a few training sessions before the project begins in the fall.

# CSWE EPAS 2015

*Recognizes a holistic view of professional competence*



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## 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:

### Two Degree Concentrations

Direct Practice  
Community Practice for Social Change

- 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



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# Field Education Roles & Responsibilities



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# Field Placement Organizations

## Role & Responsibility

- Both micro and macro learning opportunities
- Learning & practice opportunities within each of the 10 competencies at the generalist and specialized levels
- Opportunities to develop competencies at all stages of the social work process





# Student Field Education Requirements

- Course assignments
- Field education hours
- Professional Development (PD)
- Monthly time sheets
- Field conference & agenda
- Learning Agreement, objectives & evaluation
- Interprofessional Education (IPE)



# Field Instructor Role & Responsibility

- Qualifications
- Supervision
- Orientation / Safety
- Guides Learning Agreement Development
- Participate in Field Conference
- Evaluation on Learning Agreement
- Shadow/Observation
- Interprofessional Education (IPE)
- Approve and sign monthly time sheets
- Maintain open dialogue with the student and field faculty advisor



# Task Supervisor Role & Responsibility

- Contribute to Learning Agreement
- Contribute to weekly Supervision sessions
- Participate in Field Conference
- Provide daily support to student
- Maintain open dialogue with student, field instructor and field faculty advisor
- Optional: sign and review monthly timesheets and learning agreement and gain access to IPT



# Field Faculty Role & Responsibility

Liaison between the Mandel School, student and community partner organization

- Facilitate and participate in mid semester field conference
- Provide feedback & support throughout the semester
- Review & sign monthly time sheets
- Review, evaluate learning agreement
- Review and grade field education assignments
- Provide learning opportunities for field instructors & task supervisors
- Facilitate & evaluate interprofessional education (IPE)

# Intern Placement Tracking System (IPT)

- [www.runipt.com](http://www.runipt.com)
- Field Instructor/Task Supervisor application
- Organization/Agency application
- IPT access letter sent by email
- Log into IPT to access your page and your students information
  - All learning agreements and time sheets are issued through IPT
  - Forms section
- Field faculty advisors assist with troubleshooting

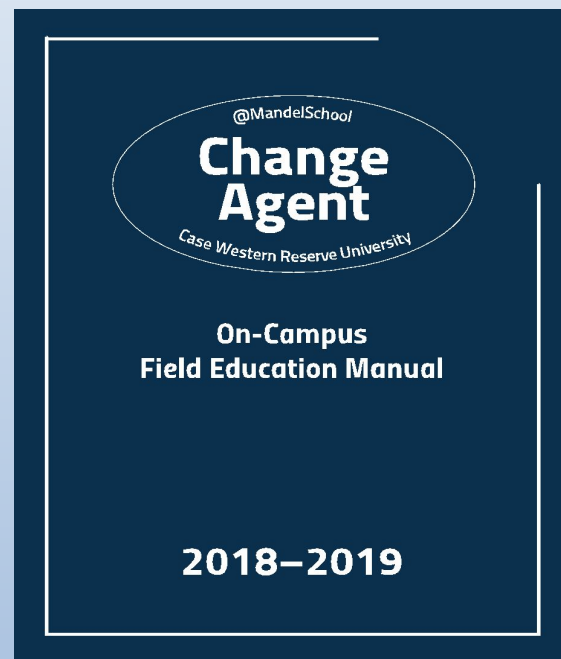


# Field Instructor & Task Supervisor Resources

Field Education Website:

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

- Field Education Calendars, if applicable
- 2020-2021 Field Education Manual
- Student and Field Instructor IPT tutorial
- Training Resources
- Remote Field Activities Policy & Guidance
- Events



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# Field Instructor Role Review

## 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 Review

*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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*What is the difference between  
field instruction and work supervision?*



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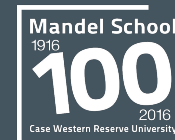
# Supportive Student Learning



Adapted from M.  
Bogo, 2017



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# Student Values in Field Instruction

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



# Balancing Supervisory Responsibilities

## Strategies

**Provide consistent weekly supervision time**

**Balance need to address administrative issues  
with student learning & reflection**



# Student Accommodations

- **Students apply - Office of Disability Resources**
- **Field Instructor & Field Faculty Advisor collaboration**
- **Written plan specifies accommodations integrated within field education**
- **Accommodations are not retroactive**



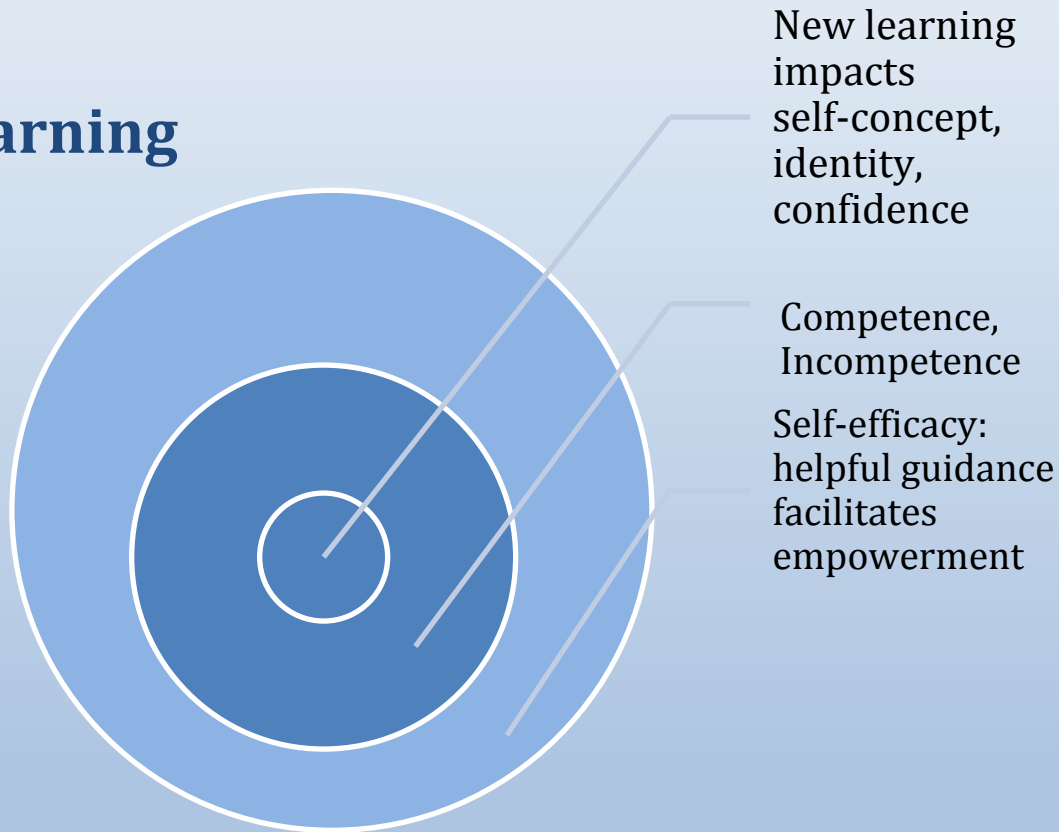
# Student Concerns

- **Administrative protocol for addressing student issues in field placement settings**
- **Role as educator part of student's academic team vs. practitioner**
- **Contact/consult Field Faculty Advisor**



# Supporting Student Learning

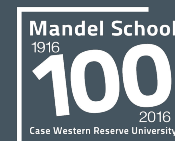
## Adult Learning



Adapted from M. Bogo, 2017



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# Learning Agreement Process

1

**Assigned in Intern Placement Tracking (IPT) System**

2

- **Student and Field Instructor identify 3-6 learning objectives**

3

- **Student translates objectives into quantifiable goals, documented within the implementation plans**

4

- **Learning Agreement as guide and reference tool**

5

- **Conclusion of each field period, student and Field Instructor evaluate progress within each area of competency**





# Learning Agreement Objectives

- **Examples:**
  - Learn to co-facilitate a group
  - Facilitate a group
  - Learn about sources of funding
  - Research and learn to apply an EBP
  - Learn how to conduct a community assessment



**Social work values  
& ethics**

**List specific  
behaviors,  
characteristics &  
skills**

**Reflection on  
action/practice**

**Reflection  
grounded in  
observation**

**Make the  
implicit explicit**

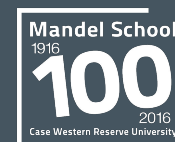
**Students better  
understand  
rationale**

**Accurate feedback  
supports learning &  
skill development**

Adapted from Bogo, 2017



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# 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**

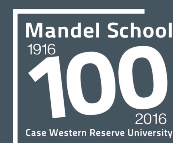
Assess how social welfare and economic policies impact the delivery of and access to social services

### **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



# 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 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.**  
Conclusion of the second field period, expectation achieved competence at the generalist level.
- **Modal rating that reflects competency is a 3,**  
described in table and dependent on each student's individual progress and performance.
- **Competence is assessed at both the generalist & specialized levels.**

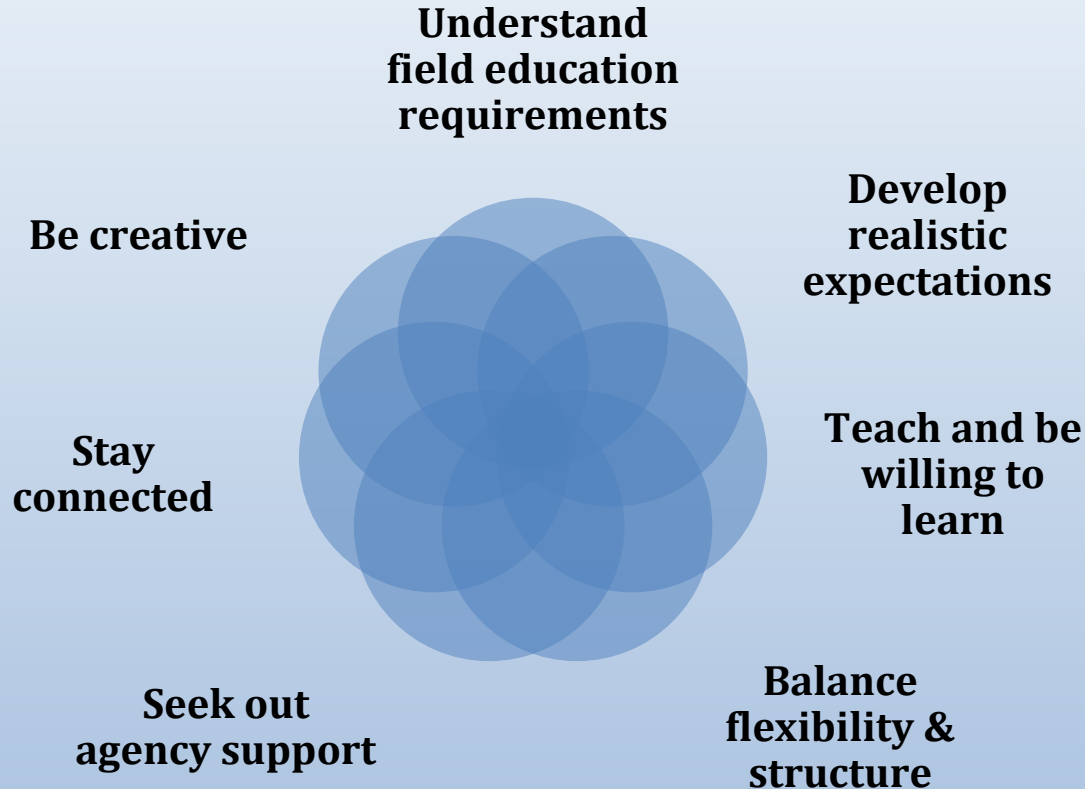


# Field Instructor Narrative Summary

- **Describe methods used to evaluate progress during field period.**
- **Describe professional development in skills, values, behavior and cognitive & affective processes necessary for success in practice.**
- **Describe specific areas of strength.**
- **Describe specific areas for continued growth and development:**
- **Additional comments**



# Supporting Collaborative Student Learning



Adapted from Social Work Today  
(2012)



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# THANK YOU

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

## CEU Post-Test:

[https://docs.google.com/forms/d/e/1FAIpQLSdvyLnqmiaEgr2Ld3dUfwMjDsDdAz\\_SnFuVqq2GltbZJXmHTw/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSdvyLnqmiaEgr2Ld3dUfwMjDsDdAz_SnFuVqq2GltbZJXmHTw/viewform?usp=sf_link)

## In Recognition

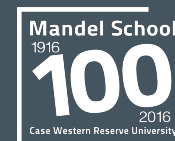


## Evaluation:

[https://docs.google.com/forms/d/e/1FAIpQLSfp6WOzuVfX561-IIKAsFYI4UQVd1UKK3iVH96zjCMPWKmjVw/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSfp6WOzuVfX561-IIKAsFYI4UQVd1UKK3iVH96zjCMPWKmjVw/viewform?usp=sf_link)



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# Mandel School Field Education Faculty

**Sharon Milligan, PhD, MSW, MPH, MA, LISW-S**, Interim Director of Field Education,  
Associate Dean of Academic Affairs and Student Services

**Rashonda Clay-Douthit, MSW, LCSW**

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- **Kathi Overmier-Gant, MSSA, LISW-S**
- **Nicole Parker, MSW, LSW, MNO**
- **Lori Longs Painter, MSSA, LISW-S**
- **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**
- **Henrietta Jones, Department Assistant**

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