



Field Instructor & Task Supervisor Training

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

May 14, 2021

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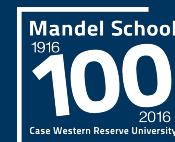
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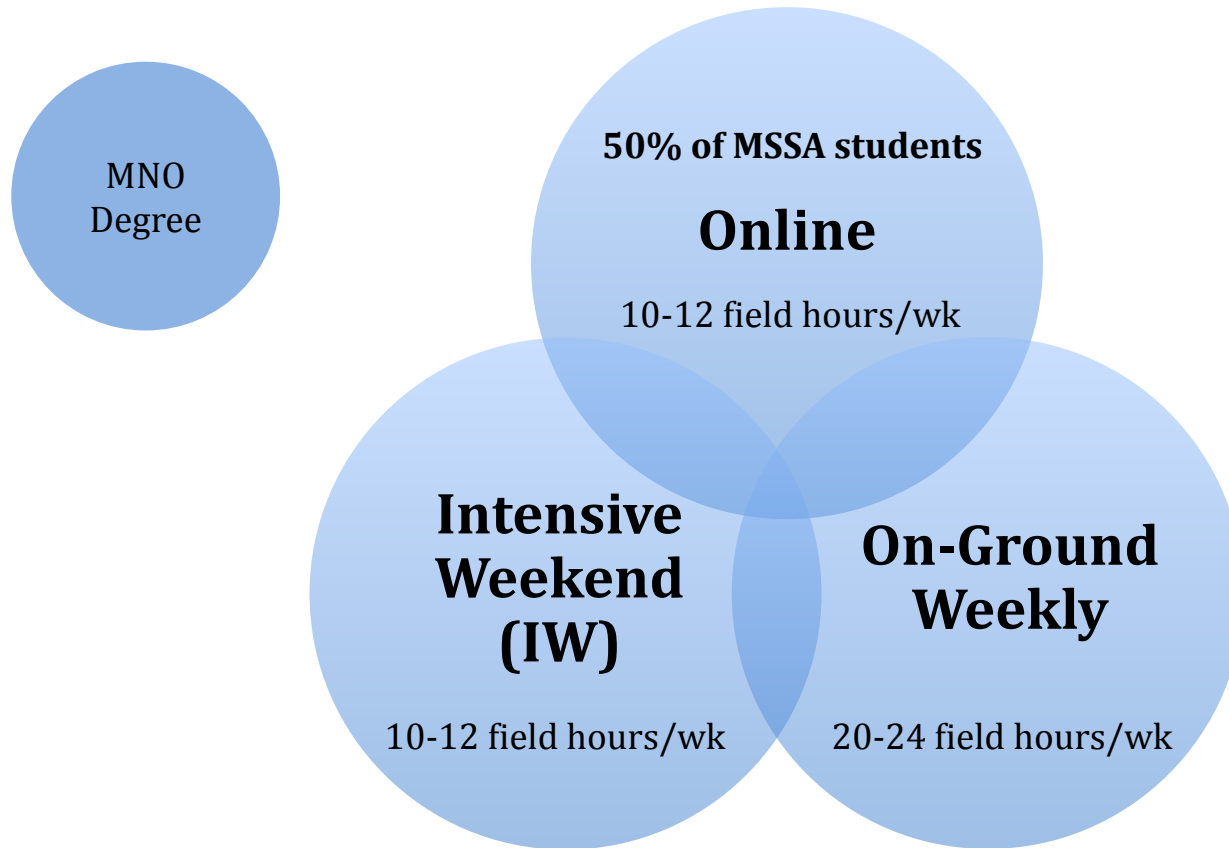
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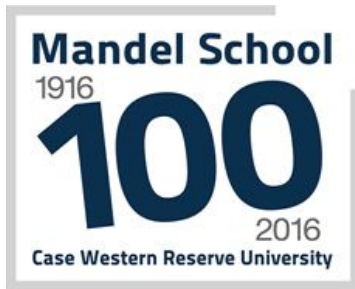
Presentation Overview

- Training will be **recorded.**
- **The Role of the Field Practicum in Social Work Education**
- **Roles and Responsibilities of Field Agencies, Field Instructors & Task Supervisors, Students, and Field Faculty Advisors**
- **Curriculum Integration in Field Education, Competence Development and Learning Agreement**
- **Supervisory Strategies to Support the Professional Development of Social Work Students**
- **Field Education Resources**
- **Wrap-up & Evaluation**



MSW/MSSA Degree Formats

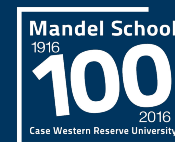




History of Mandel School



- Mandel School celebrating 105 years
- 1985 Field Education became a department
- 1987 IW format began
- 2013 Online format began



Quick Facts about Field Education

- Signature Pedagogy of Social Work
 - The Council on Social Work Education (CSWE) has designated field education as the signature pedagogy of social work education
 - Integral component of our degree curriculum at the Mandel School accounting for 20% of the curriculum
 - Similar to medical students residency experiences. Med students make rounds. Active experiential learning component.
- Affiliations with over 1,000 Field Education Placement Organizations
 - Placements in Cleveland area and across the country
 - Substance Use Disorders & Recovery, Children, Youth & Families, Child/Adolescent & Adult Mental Health, Aging, School Social Work, Health, and Community Practice for Social Change.

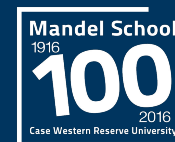


What do you want to leave with today?



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Breakout Groups

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 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?**

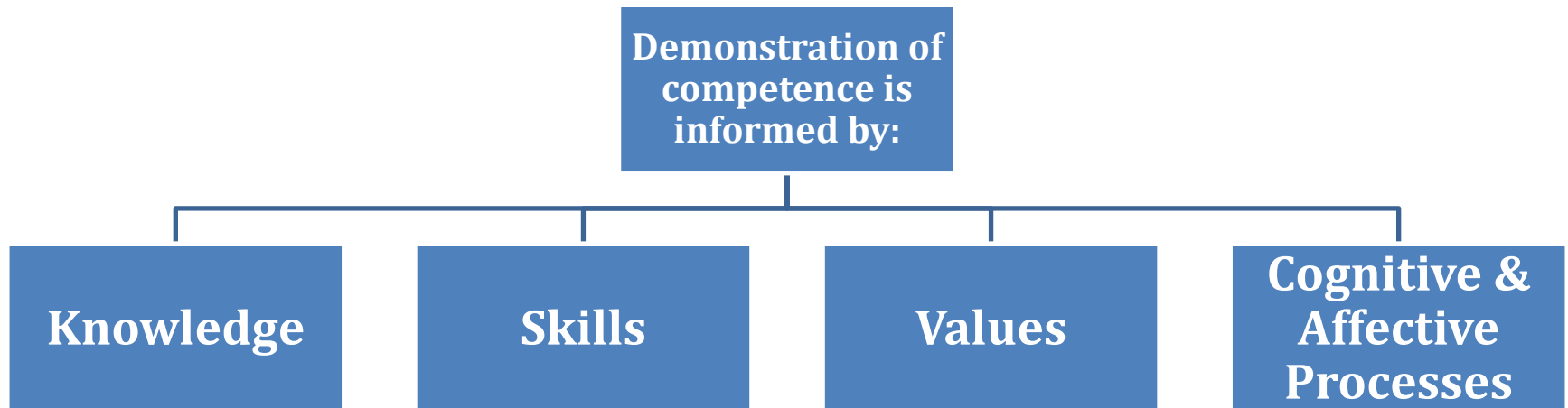


Focus & Intention of Field Education

- 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

CSWE EPAS 2015

Recognizes a holistic view of professional competence



Field Education Roles & Responsibilities



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Organizational Roles & Responsibilities for Field Education

- Learning opportunities at micro, mezzo and macro levels of practice
- 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



Orientation and Safety

Orientation: Safety in the Field

- All students must be provided with policies and 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
 - Aggressive clients
 - Protecting student personal information



Field Instructor Roles & Responsibilities for Field Education

- Qualifications
- Supervision
- Orientation / Safety
- Guides Learning Agreement Development
- Participate in Field Conference
- Evaluation on Learning Agreement
- Active Observation/ Feedback
- Approve and sign Timesheets
- Maintain open dialogue with the student and Field Faculty Advisor
- Interprofessional Education (IPE)



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



Task Supervisor Roles & Responsibilities for Field Education

- Not required to be a Social Worker
- Provide daily support to student
- Help to structure students activities and schedule
- Contribute to Learning Agreement if needed
- Participate in Field Conference
- Maintain open dialogue with student, Field Instructor and Field Faculty Advisor
- Access to IPT and sign learning agreement.



Student Roles & Responsibilities for Field Education

- Collaborate with the Field Instructors to develop the Learning Agreement objectives & evaluation
- Come to supervision prepared with agenda and questions
- Communicate relevant field education due dates and timelines to Field Instructor/Task Supervisor
- Proactively schedule field conference date & agenda
- Complete course assignments (Atrio orCanvas), professional education hours, field education hours, monthly time sheets, and IPE requirements* on time (if applicable)
- Remain open to constructive feedback and engaged in the learning process
- Address any concerns, issues, or problems in a professional manner



Student Accommodations

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



Field Faculty Advisor Roles & Responsibilities for Field Education

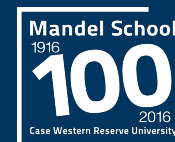
Liaison between the Mandel School, student and community partner organization

- Provide feedback & support throughout the semester
- Teach field courses and assign field grades
- Facilitate and participate in field conference
- Review & sign timesheets
- Review & evaluate learning agreement
- Provide learning opportunities for Field Instructors & Task Supervisors
- Facilitate and offer consultation in all aspects of the field education
- Facilitate & evaluate interprofessional education (IPE) *

*On-ground and Intensive Weekend students only



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CURRICULUM INTEGRATION IN FIELD EDUCATION



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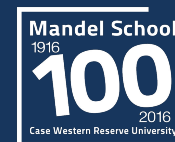
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CURRICULUM INTEGRATION IN FIELD EDUCATION

Field is the Bridge Between Classroom and Practice



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Field Education Curriculum

Students in all formats are enrolled in a Field Education course while in placement. Courses consist of the following:

Non Advanced Standing Students

- Field Education course 4-7 depending on format
- Organizational Theory and Practice - 2 courses

Advanced Standing Students

- Field Education course 2-4 depending on format
- Organizational Theory and Practice - 1 course



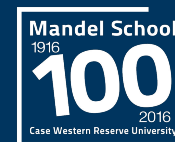
Field Education Curriculum

Non Advanced Standing Students
complete a minimum of **900** hours of field education

Advanced Standing MSSA students
complete a minimum of **500** hours of field education



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Required Educational Opportunities

Stages of Social Work Practice

Engagement

Assessment

Intervention

Practice
Evaluation

Levels of Social Work Practice

Individuals

Families

Groups

Organizations

Communities



Competency based curriculum



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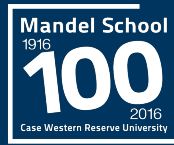
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The Ten Competencies

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

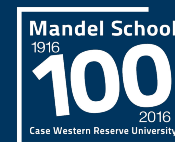
- Demonstrate Ethical & Professional Behavior
- Engage Diversity & Difference in Practice
- Advance Human Rights & Social, Economic and Environmental Justice
- Engage in Practice Informed Research & Research Informed Practice
- Engage in Policy Practice
- Engage with Individuals, Families, Groups, Organizations 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



The Learning Agreement

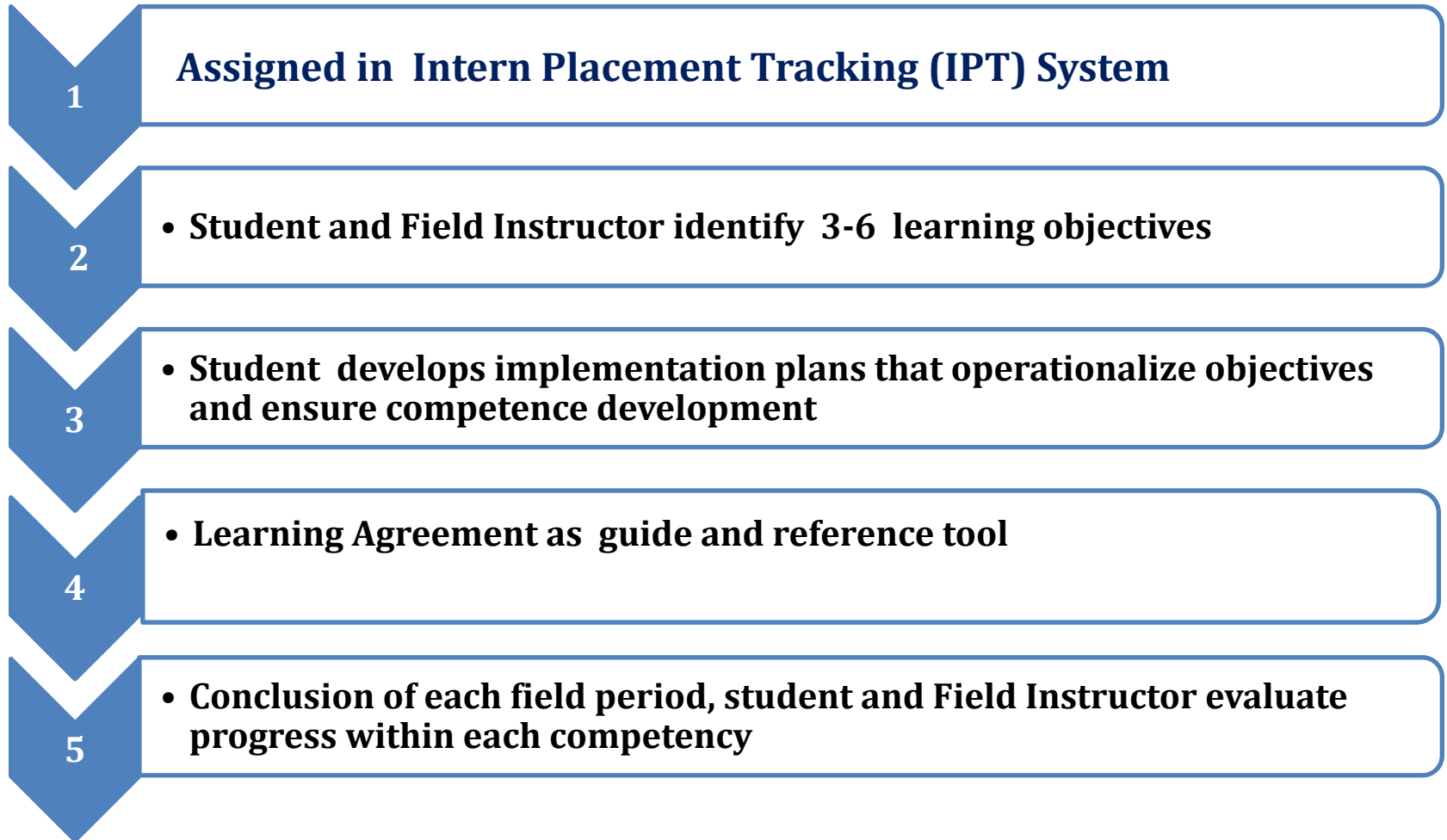


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Learning Agreement Process



Learning Agreement Objectives

Represent the primary tasks and the learning goal associated with the tasks

Examples:

- Learn to facilitate group by observing and facilitating
- Learn about sources of funding by attending fundraising committee meetings
- Learn individual counseling and applying EIP
- 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.



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

- Use of self, social work identity,
- 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.



Evaluation



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Learning Agreement Evaluation Ratings

RANK	RATING SCALE	RATING SCALE DEFINITIONS
4	<p>Demonstrates <u>advanced</u> competence at the GENERALIST level</p>	<p>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.</p>
3	<p>Demonstrates <u>competence</u> at the GENERALIST level</p>	<p>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.</p>
2	<p><u>Developing</u> competence at the GENERALIST level</p>	<p><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.</p>
1	<p>Demonstrates <u>inconsistent</u> competence at the GENERALIST level</p>	<p>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.</p>
0	<p><u>Does not demonstrate</u> competence at the GENERALIST level</p>	<p><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.</p>

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**



Quick 1 Minute Break

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



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Supervisory Strategies



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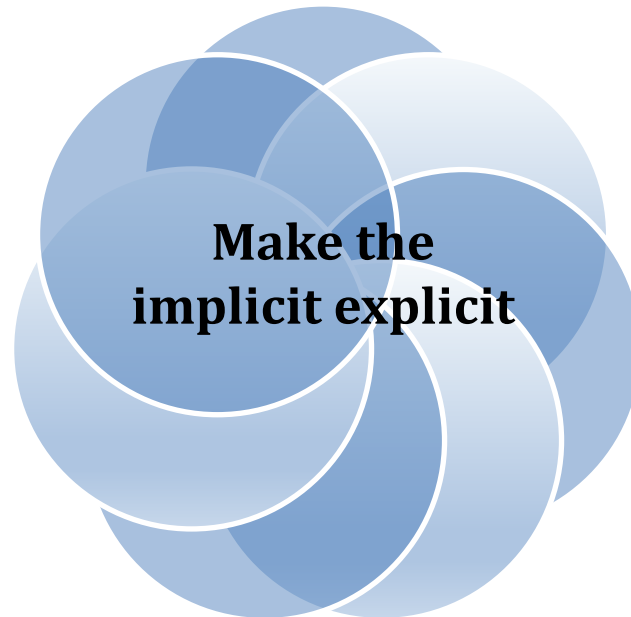


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**Social work values
& ethics**

**Reflection on
action/practice**

**Students better
understand
rationale**



**List specific
behaviors,
characteristics &
skills**

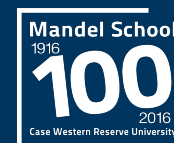
**Reflection
grounded in
observation**

**Accurate feedback
supports learning &
skill development**

Adapted from Bogo, 2017

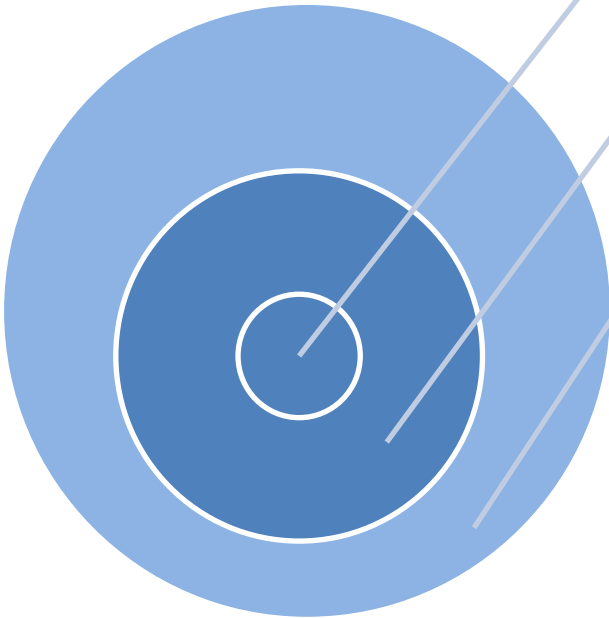
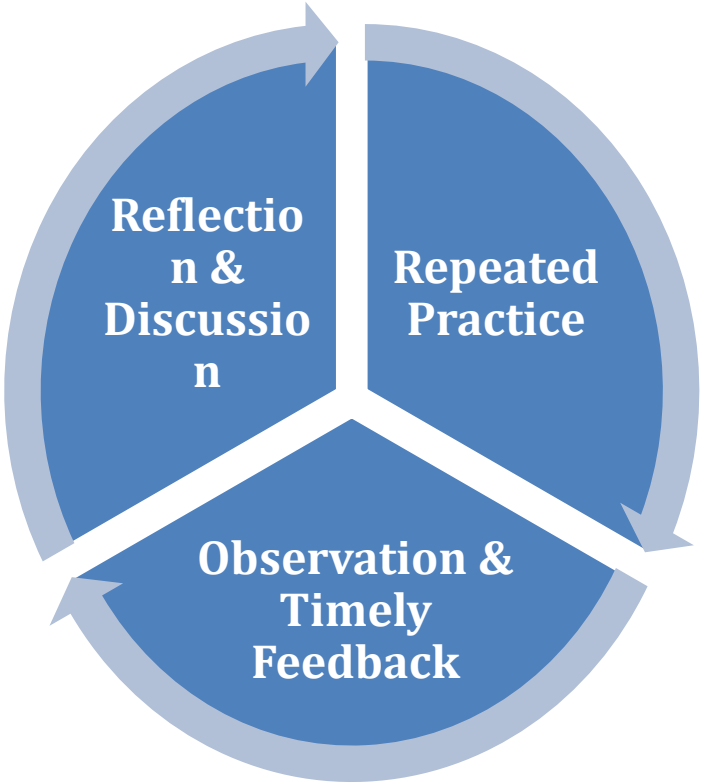


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Supportive Adult Student Learning

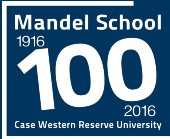


New learning impacts self-concept, identity, confidence

Competence, Incompetence

Self-efficacy: helpful guidance facilitates empowerment

Adapted from M. Bogo, 2017



Balancing Supervisory Responsibilities

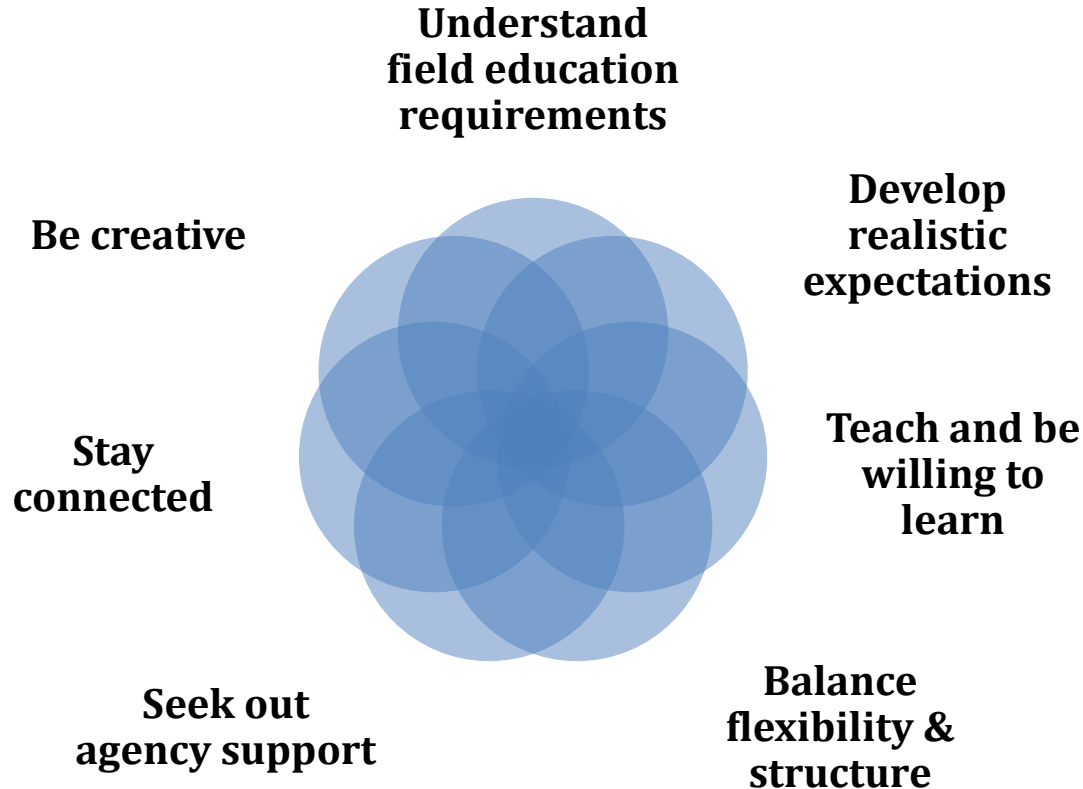
Strategies

Provide consistent weekly supervision time

Balance need to address administrative issues with student learning & reflection



Supporting Collaborative Student Learning



Adapted from Social Work Today
(2012)



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Resources



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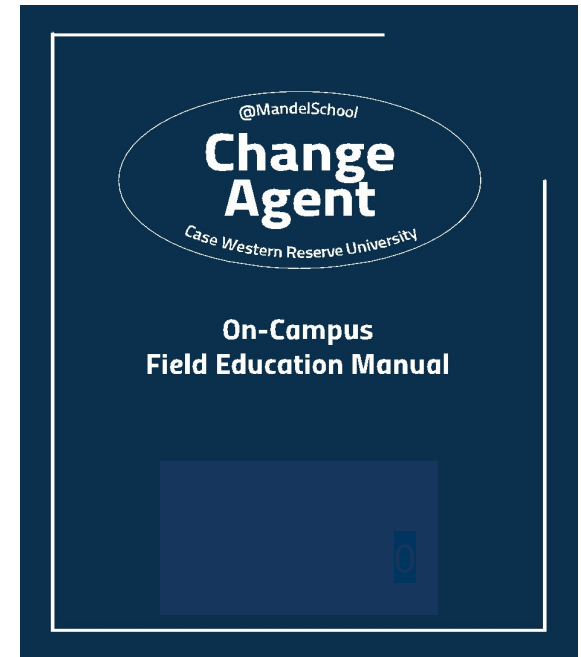
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Field Instructor & Task Supervisor Resources

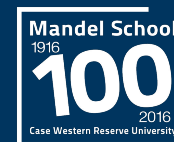
Field Education Website:

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

- Field Education Calendars
- Field Education Manual
- Student and Field Instructor IPT tutorial
- Training Resources
- Events



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Active Shadowing Tools



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Active Shadowing Template

This template is designed to help you prepare, reflect and process your observation experiences. Each area is a prompt to get you thinking about the experience and organize your thoughts to help process in supervision. Respond to a few of the prompts so that you have a springboard for supervision to process what you saw. This template is intended as a framework to help you think about the different aspects, how what you see relates to your Learning Agreement. This will help you be an intentional learner when you observe.

Preparing beforehand:

Whose role are you observing today?

What is this person's role/goal?

- | | |
|---------------------------------------------|-------------------------------------------------------------|
| <input type="checkbox"/> Intake/Assessment | <input type="checkbox"/> Engagement & Relationship Building |
| <input type="checkbox"/> Intervention | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Outcome Evaluation | |

What is your goal as an observer? What are you looking for during this shadowing session?

What do you anticipate you will observe during the session? What are your expectations?

Reflection & Processing:

Think about factors related to...

Safety	Impact of Policy	Self-determination
Evidence-Based Frameworks	Ethical Considerations	Social Justice

What techniques/skills did you see practiced?



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Active Observation Template for Community Practice

This template is designed to help you prepare, reflect and process your observation experiences. Each area is a prompt to get you thinking about the experience and organize your thoughts to help process in supervision. Respond to a few of the prompts so that you have a springboard for supervision to process what you saw. This template is intended as a framework to help you think about the different aspects, how what you see relates to your Learning Agreement. This will help you be an intentional learner when you observe and shadow various experiences at your field placement.

Preparing Beforehand

1. What are you observing? (Example: meeting, program, community event, conference, panels, professional development opportunities, webinars, community meetings, board meetings, presentations, data analytics and synthesis, research, conflict management)
2. What is your goal as an observer? What are you looking for during this observation experience?
3. What do you anticipate you will observe during this experience? What are your expectations?



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Intern Placement Tracking System (IPT)

- www.runipt.com
- Field Instructor/Task Supervisor access
- Organization/Agency application
- IPT access letter sent by email
- Log into IPT to access your page and your students information
 - All learning agreements and timesheets are located in IPT
 - Forms section
- Forms signed electronically in IPT
- Field Faculty Advisors assist with troubleshooting



Program Specific Breakout Rooms



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Online Program Field Information

- In placement year-round
- Non-Advanced Standing: 7 semesters of field total, 3 Generalist and 4 Specialized
- Advanced Standing: 4 semesters of field, all Specialized
- Semesters are 14 weeks long
- Non-Advanced Standing: Placement change optional for Specialized
- Learning Agreement: Covers 2 semesters with exception of the first
- Timesheets: Four per semester, due weeks 4, 8, 12 and 14
- Field Conferences: Every other semester. Coincides with completion of the Learning Agreement evaluation.
- Non-Advanced Standing Field Hours: 130 hours per semester, final semester 120 hours
- Advanced Standing Student Hours: By semester 120, 130, 130, 120
- Professional Development Hours: 2 per semester



On Ground Intensive Weekend

- In placement year-round
- Non- Advanced students: 7 semesters total, 2 Generalist and 2 Specialized
- Advanced Standing students- 4 semesters , 2 Specialized
- Placement change optional for Specialized
- Learning Agreement: Covers 2 semesters with exception of first LA
- Timesheets: Completed Monthly due Monthly
- Field Conferences: Every other semester, four total. Coincides with completion of the Learning Agreement objectives and implementation plans.
- Field Hours: 150 hours first term, subsequent terms 250 hours



On Ground Weekly Non Advanced Standing

- In placement Fall & Spring
- 4 semesters total, 2 Generalist and 2 Specialized
- Placement change optional moving into Specialized
- Learning Agreement: 1 per field period (4 total.)
- Timesheets: Completed Monthly due 5th of every Month
- Field Conferences: Mid semester, every semester (four total.) Coincides with completion of the Learning Agreement objectives and implementation plans.
- Field Hours: 150 hours first term, subsequent terms 250 hours
- IPE/CP1 requirements
- 3 PD hours



On Ground Weekly Advanced Standing

- In placement Fall and Spring
- 2 semesters total, 1 Generalist and 1 Specialized
- Learning Agreement: 1 for each field period
- Timesheets: Completed Monthly due 5th of every Month
- Field Conferences: Every semester, 2 total. Coincides with completion of the Learning Agreement objectives and implementation plans.
- Field Hours: 250 hours each field period
- Professional Development Hours: 3 per field period



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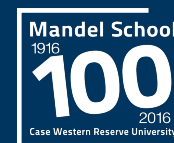
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SCHOOL OF APPLIED SOCIAL SCIENCES
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UNIVERSITY



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THANK YOU

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

CEU Post-Test:

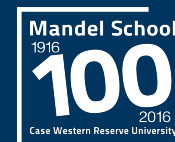
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Evaluation:

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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



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 mm105@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.