



Field Instruction in the Development of Professional Social Workers

2024

Field Instructor & Task Supervisor Orientation Training

Presenters:

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Meet The Field Education Team



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What do you want to leave with today?



Training Overview

- Training will be **recorded**
- Mandel School Information
- Field Education Overview
- Focus and Intention of Field Education
- Roles and Responsibilities
- Curriculum Integration in Field Education
- Competence Based Curriculum & Learning Agreement
- Orientation and Safety
- Supervisory and Instruction
- Evaluation
- Tevera
- Field Education Resources
- Wrap-up & Evaluation



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History of Mandel School



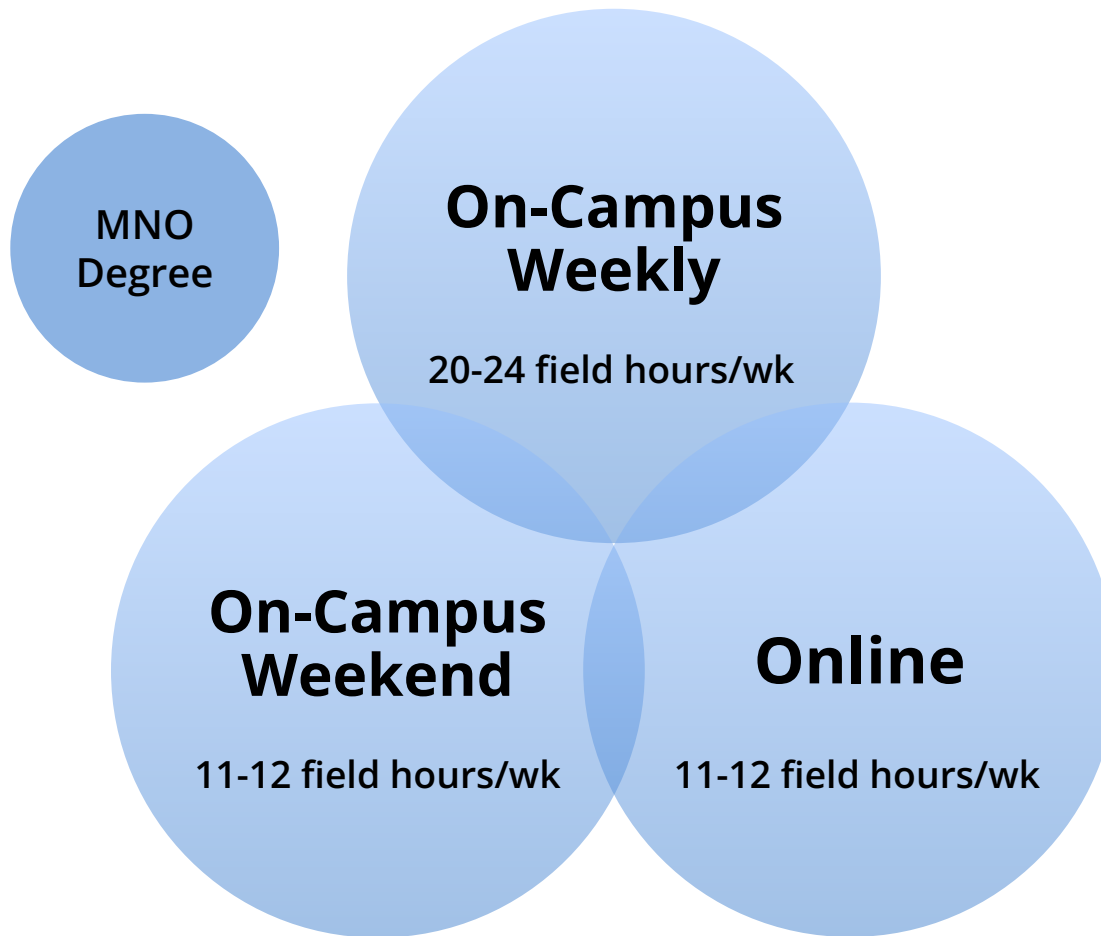
- **1915** - Mandel School founded as “School of Applied Social Sciences”
- **1985** - Field Education Department created
- **1987** - On-Campus Weekend MSW program began
- **2013** - Online MSW program began



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MSW/MSSA Degree Formats



Mandel School Field Education

Mission Statement:

The mission of the Field Education Department is to guide social work and nonprofit organization students to integrate theory and practice in dynamic community settings.



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Mandel School Scope

- Affiliations with over 1,000 Field Education Placement Organizations
- Placements in Cleveland area and across the country
- Paths of Study
 - On-Campus Weekly: Aging, Children, Youth & Families, Community Practice for Social Change, Health, Mental Health, School Social Work, Substance Use Disorders & Recovery
 - On-Campus Weekend: Children, Youth & Families, Mental Health, Substance Use Disorders & Recovery
 - Online: Children, Youth & Families, Mental Health with Adults, Community Practice for Social Change



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Field Education Goals

- Integrate the knowledge, skills, values, and cognitive & affective processes into practice.
- Develop self-identity that aligns with the social work professions ethics, values, and standards
- Integrate academic learning into real world practice
- Attain competence in Core Competencies and Practice Behaviors
- Develop self-reflection, critical thinking and professional judgement



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Overview of 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
- Signature Pedagogies: Elements of instruction and socialization that teach future practitioners the fundamental dimensions of professional work in their discipline.
- How to think, to perform, and to act intentionally, ethically, and with integrity
- Integral component of degree curriculum accounting for 20% of the curriculum



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Practicum Model

- In-person practicum experience that maximizes instruction, oversight, and learning opportunities, both planned and unplanned
- Gradual integration into professional practice from observing to doing
- Progressively advancing learning opportunities that continuously support new student learning
- Educational purpose that is prioritized over productivity and planned and evaluated through the Learning Agreement and Evaluations



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Employment-Based Practicums

Students may accrue field hours while completing employment activities if:

- Tasks have a direct link to the Competencies at a Master's level.
- Tasks provide new learning and practice opportunities

The Field Instructor role may be fulfilled by the employment supervisor if:

- The employment supervisor/Field Instructor has an MSW/MSSA degree and 2 years post graduate social work practice experience
- Practicum weekly individual supervision is separate and distinct from employment supervision



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Group Questions

*Reflect on your own experiences
as a MSW practicum student:*

- Looking back, what impact did your experiences as an MSW practicum student have on your growth and professional development?
- How did your own experiences as an practicum student impact you as Field Instructor or Task Supervisor?
- What did you value the most in your field experience?



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It's Takes A Village!



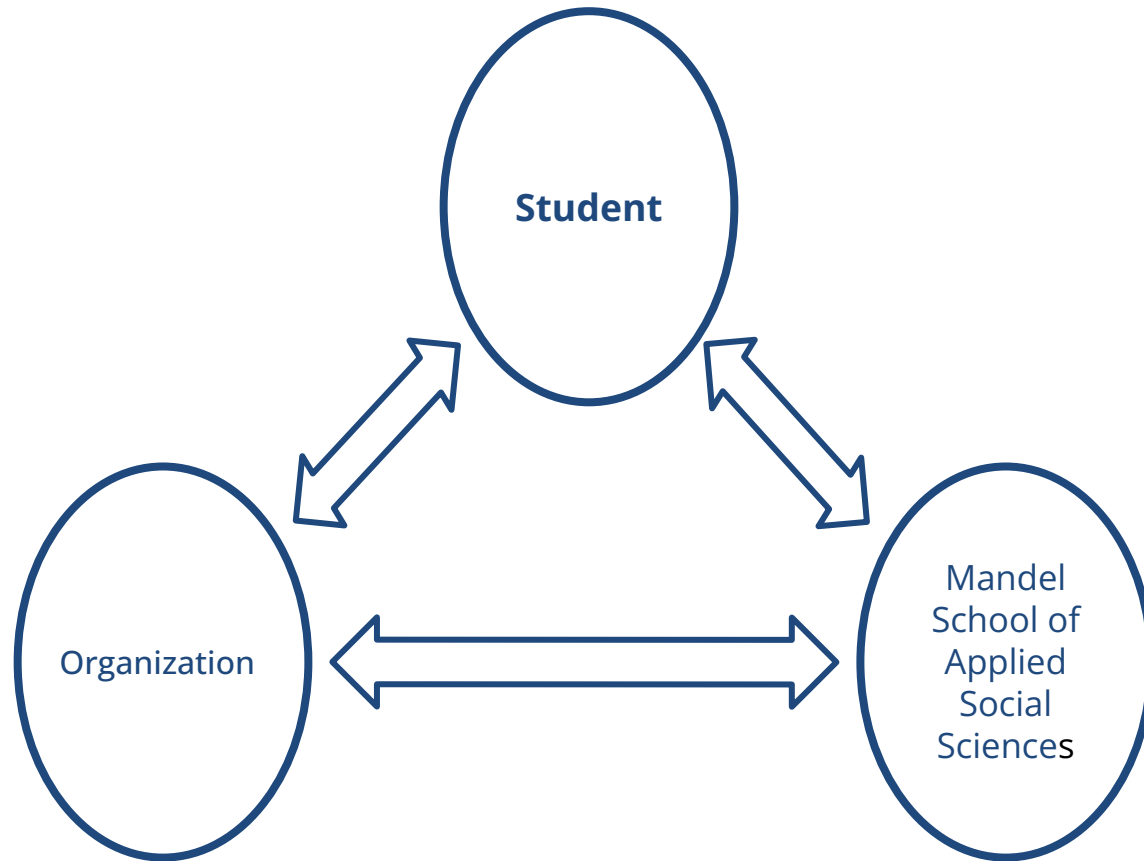
Roles & Responsibilities in Field Education



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Three Elements of Field Education



Organization's Role & Responsibilities

- Orient students to organization's policies and procedures, including safety
- Present and connect student to practice opportunities
 - within each competency the Generalist and Specialized levels
 - all systems levels: individuals, families, groups, organizations, and communities
- Provide opportunities to develop competence across all stages of the social work process
 - engagement
 - assessment
 - intervention
 - evaluation



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Field Organization Orientation

Practicum organizations are required to orient students to the organization's policies, services, protocols and procedures

- Organization's policies: written and reviewed
- Medical and Emergency plans and protocols
- Supervision plan: expectations, approach and scheduling
- Review of Mandel Schools Field Education Manual
- Safety policies and protocols
- Employment-based: review safety policies and protocols of the department or program student is placed in
- Field Placement Orientation Checklist



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Safety In Field

Mandel School Full policy in Field Education Manuals

Students are not permitted to:

- Restrain clients
- Be on-call for clinical or administrative emergencies
- Conduct home visits without being accompanied or having a specific predetermined safety protocol in place. Must receive appropriate training and must have phone access to the Field Instructor or an organization supervisor
- Work for extended and prolonged periods of time where there is no other organization staff present
- Handle or distribute medications.
- Drive clients in their personal or organization automobiles without the proper insurance coverage
- Work with potentially violent clients without the proper training and supervision. Such interactions should only occur when other organization staff are present on-site.
- Work with clients with a history of violence or aggression toward staff.
- Engage in any activities, responsibilities or duties that extend beyond the scope of practice of social work



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Field Instructor Role & Responsibilities

- Hold an MSW or equivalent degree and at least 2 years post-grad experience
- Provide weekly, individual supervision for 60-90 minutes
- Prioritize student orientation and safety
- Guide Learning Agreement development
- Participate in Field Conference
- Complete Generalist/Specialized Evaluations
- Actively observe and provide feedback - minimum once per semester
- Approve and sign Time Reports
- Maintain open dialogue with the student and Task Supervisor
- Maintain communication with Field Faculty Advisor as needed



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Task Supervisor Role & Responsibilities

Only required when Field Instructor is offsite or in a different department

- Provide day to day oversight of field activities
- Communicate student's progress/updates to Field Instructor
- Identified on the Learning Agreement, but does not sign any field documentation
- Participate in field conference



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Student Roles & Responsibilities

- Collaborate with the Field Instructor to develop the Learning Agreement/Evaluations
- Prepare an agenda and questions for weekly supervision
- Communicate relevant field education due dates and timelines to Field Instructor/Task Supervisor
- Proactively schedule field conference
- Complete practicum course assignments, professional development events, field education hours, monthly Time Reports
- Seek constructive feedback and engage in learning process
- Address concerns, issues, or problems in a professional manner



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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



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Field Faculty Advisor Role & Responsibilities

- Serve as liaison between the student, Mandel School, and community partner organization
- Teach practicum courses and assigns practicum grades
- Provide feedback & support throughout the semester
- Facilitate and participate in field conferences
- Review & sign Time Reports
- Review & evaluate Learning Agreement and Evaluations
- Provide training opportunities for Field Instructors & Task Supervisors
- Facilitate and offer consultation in all aspects of practicum education



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Addressing Student Challenges

- Clear expectations, consistent communication, and constant feedback prevents most challenges
- Field Education Department embraces a problem solving model, including
 - student self advocacy
 - full assessment of situation
 - supportive collaboration
 - integrate actions into student's Learning Agreement
- Field Instructors should embrace role of educator
 - We encourage you to directly address challenges
 - Communicate and consult with Field Faculty Advisor



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Tevera: Web-Based System

- Tevera is the software platform utilized for all documentation within Field Education, which includes:
 - Learning Agreement (Generalist and Specialized)
 - Time Tracks & Monthly Time Reports
 - Evaluations
- Students and Field Instructors have been invited to register their Tevera accounts - please do so
- Resources are posted on the Field Education Resources page as well as in Canvas
- For questions about Tevera, contact your Field Faculty Advisor or the Field Education Department at mandelfield@case.edu



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Curriculum Integration in Field Education



Practicum is the bridge between the classroom and practice



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Field Education Curriculum

Concurrent Model

Students in all program options are enrolled in academic courses while in practicum:

Traditional Students

- Field Practicum Course: 4-7 depending on program option
- Organizational Theory & Practice Courses: 2 of these

Advanced Standing Students

- Field Practicum Courses: 2-4 depending on format
- Organizational Theory & Practice Course: 1



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Required Generalist Learning Opportunities

Across all 10 Competencies and
All Stages of Social Work Practice

Engagement

Assessment

Intervention

Practice
Evaluation

All Levels of Social Work Practice

Individuals

Families

Groups

Organizations

Communities



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Required Specialized Learning Opportunities

Across all 10 Competencies and
All 4 Stages of Social Work Practice

Engagement

Assessment

Intervention

Practice
Evaluation

Integrated Health & Wellness: practice at individual & family levels

Community Practice for Social Change: practice at organizational & community levels

Paths of Study: Children, Youth & Families (CYF); School Social Work (SSW);
Mental Health w/ Adults (MHA); Mental Health w/ Children & Adolescents
(MHCA); Substance Use Disorders & Recovery (SUDR); Aging; Health



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Competency Based Learning



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Inspiring Hope.
Shaping the Future.

Ten Competencies

The core of both
classroom and field
education.

The MSW curriculum is
structured around the
following
competencies:

- Demonstrate Ethical & Professional Behavior
- Advance Human Rights and Social, Racial, Economic, and Environmental Justice
- Engage In Anti-Racism, Diversity, Equity, and Inclusion (ADEI) In Practice
- 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 an Anti-Racist & Anti-Oppressive Social Work Leader

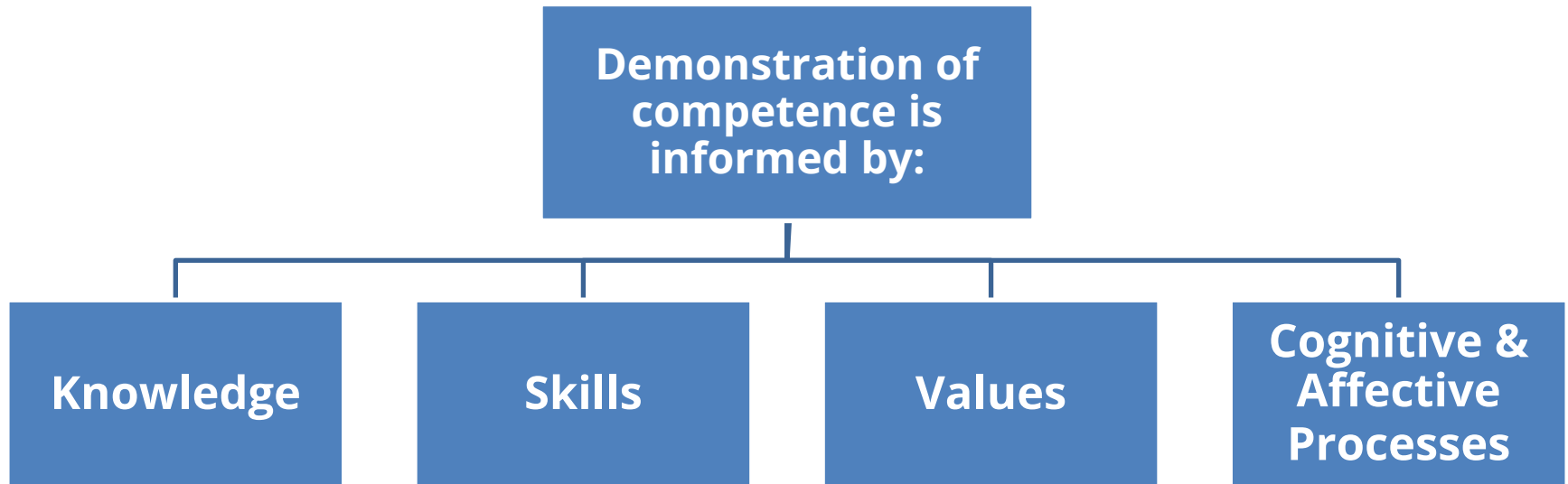


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CSWE EPAS 2022

Recognizes a holistic view of professional competence



Includes the social workers critical thinking, emotional reactions and exercise of judgement



The Learning Agreement

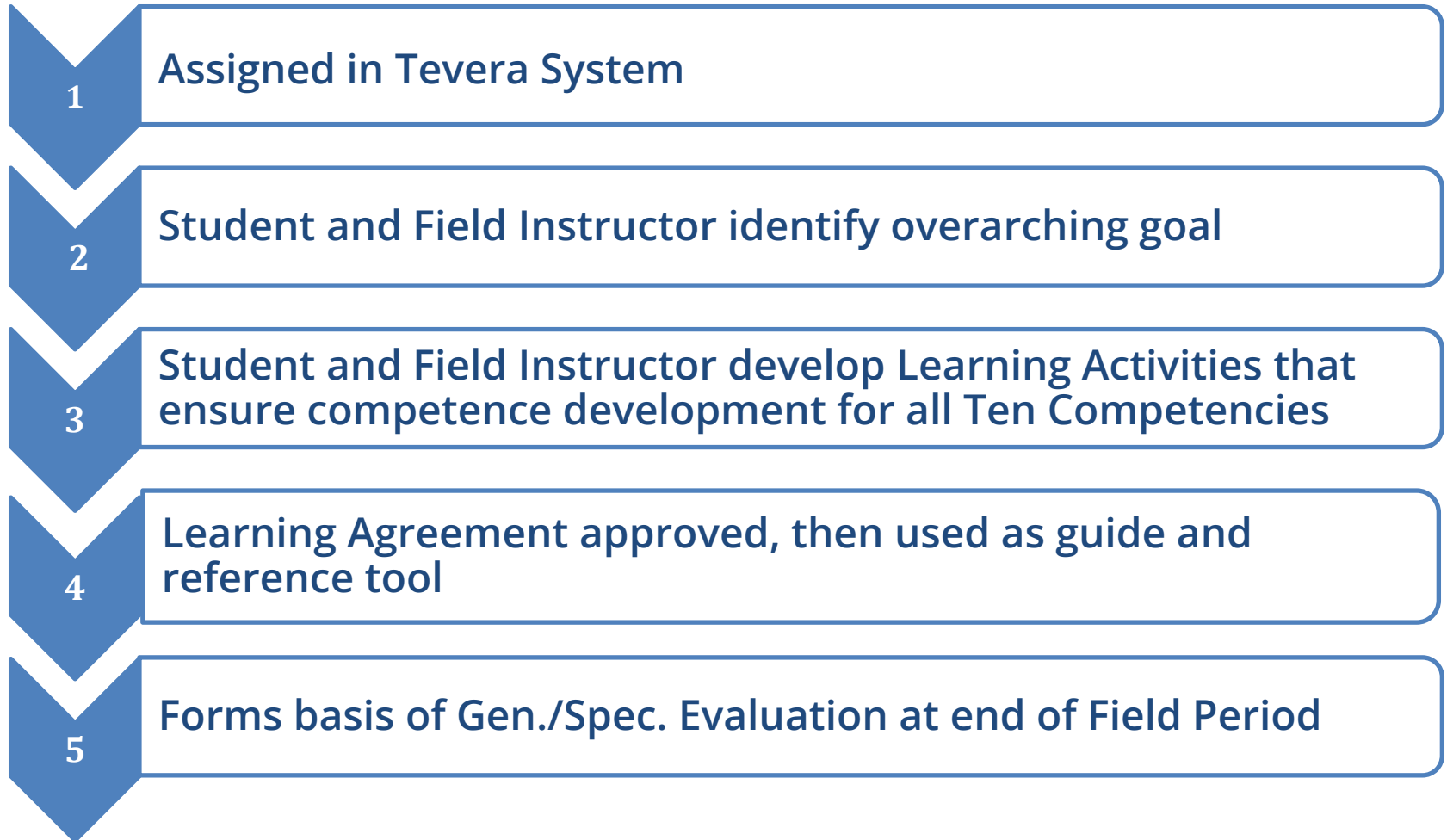


Tool to Plan and Ensure Competence
Development in Practicum



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Learning Agreement Process



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Learning Activities

- Learning activities ensure growth, new learning, and competence development in all competency areas
- Include the services the student will observe and provide
- Include mechanism for feedback and instruction
- Each practice behavior should be addressed
- Generalist: Engage, Assess, Intervene and Evaluate Practice competencies include learning activities that ensure exposure to all levels of practice: individuals, families, groups, organizations and communities
- Specialized: Engage, Assess, Intervene and Evaluate Practice competencies include learning activities that ensure focus on the student's path of study



Example Learning Activities

Competency 1: Demonstrate Ethical and Professional Behavior

- **Generalist Practice 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.

- **Example Learning Activities:**

Review NASW Code of Ethics, attend training on duty to warn and protect and discuss each in supervision.

Identify an ethical decision-making model and discuss it in supervision by applying it to an ethical dilemma.

Attend an ethics training and discuss it and its application to practice in supervision.



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Example Learning Activities

Competency 6: Engage With Individuals, Families, Groups, Organizations, and Communities

● **Generalist Practice Behavior 1:**

Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies

● **Example Learning Activities:**

Practice engaging with individuals using unconditional positive regard during intake assessments.

Role-play engagement techniques with groups during group supervision.

Engage with families using systems theory during family counseling and process engagement in supervision.

Engage with organizations by conducting seminar organizational assessment.

Engage with the community by participating in community educational initiatives on mental health awareness.



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Supervision



Breakout Group

- What is the difference between field instruction and work supervision?
- How do you prepare for and approach supervision with students?
- How can your supervision style support a practicum student's development?



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Supervision Requirement

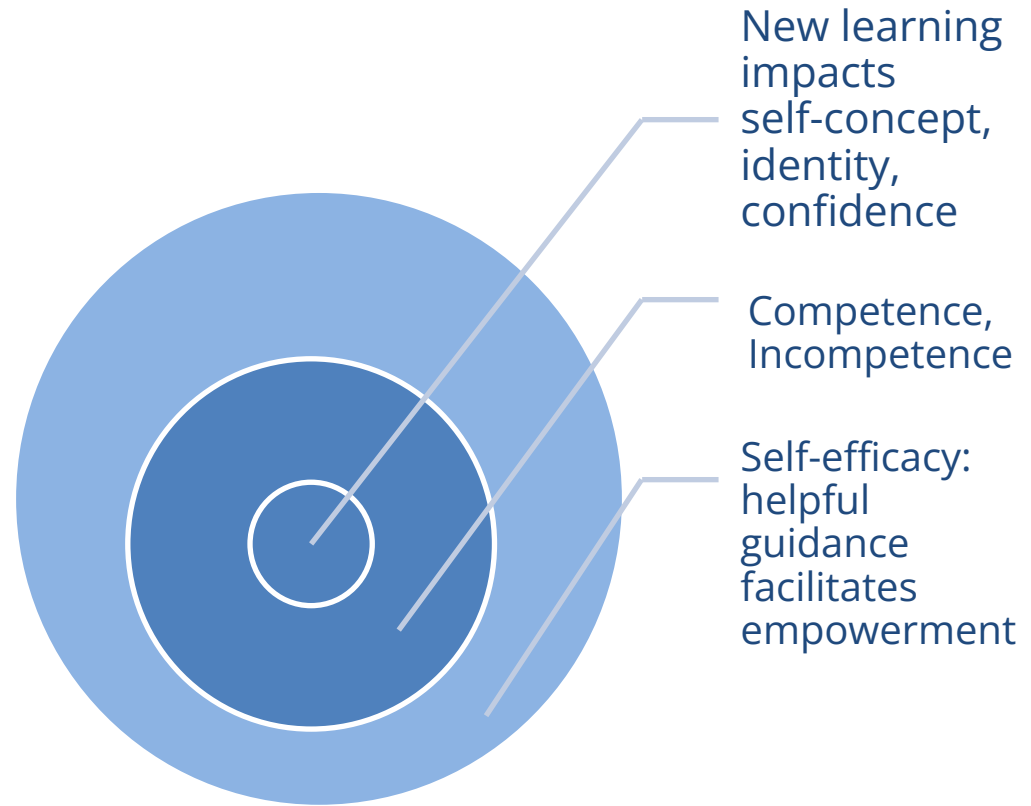
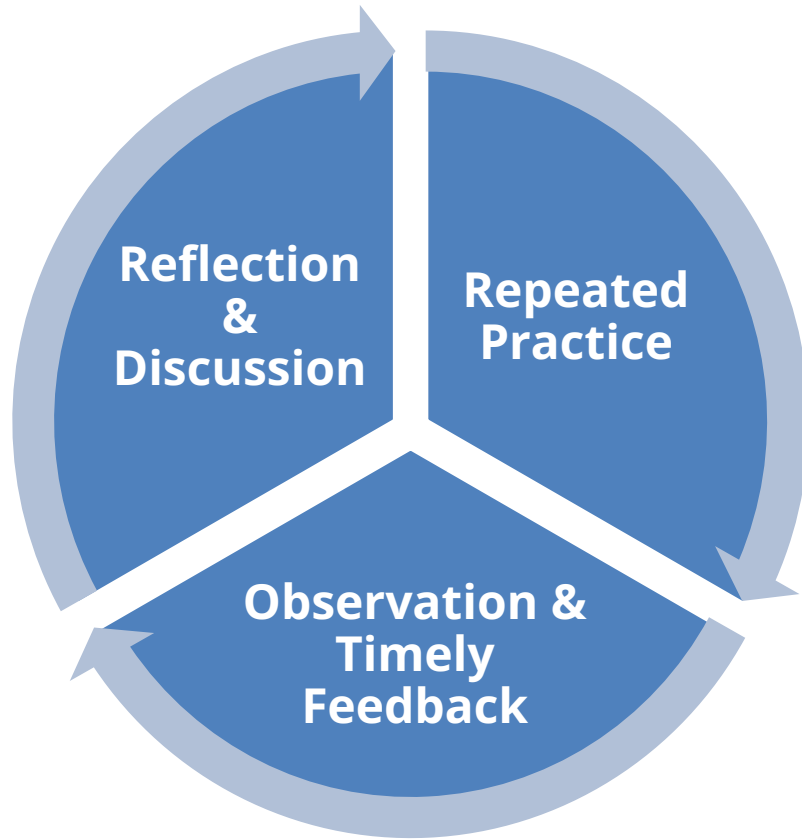
- Students are required to have 60-90 minutes of weekly individual field supervision
- Must be provided by MSW Field Instructor
- Group supervision can not replace individual supervision requirement



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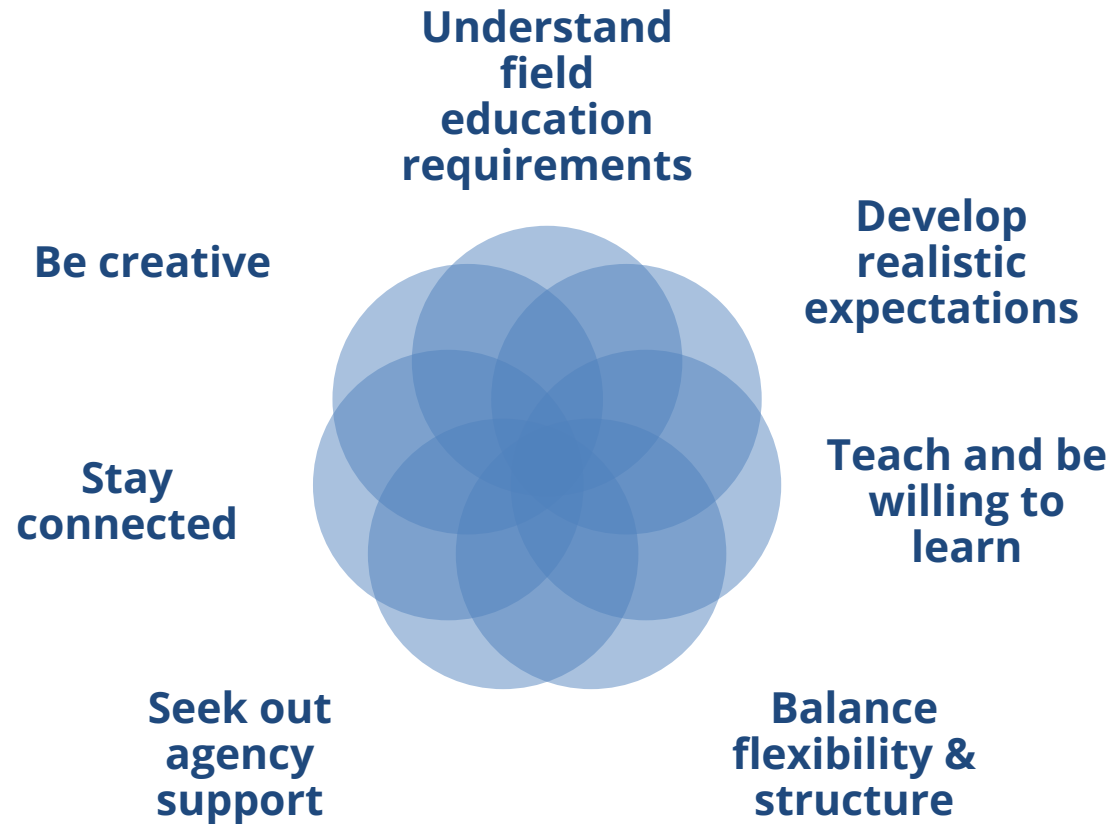
Supportive Adult Student Learning



Adapted from Bogo, 2017



Supporting Collaborative Student Learning

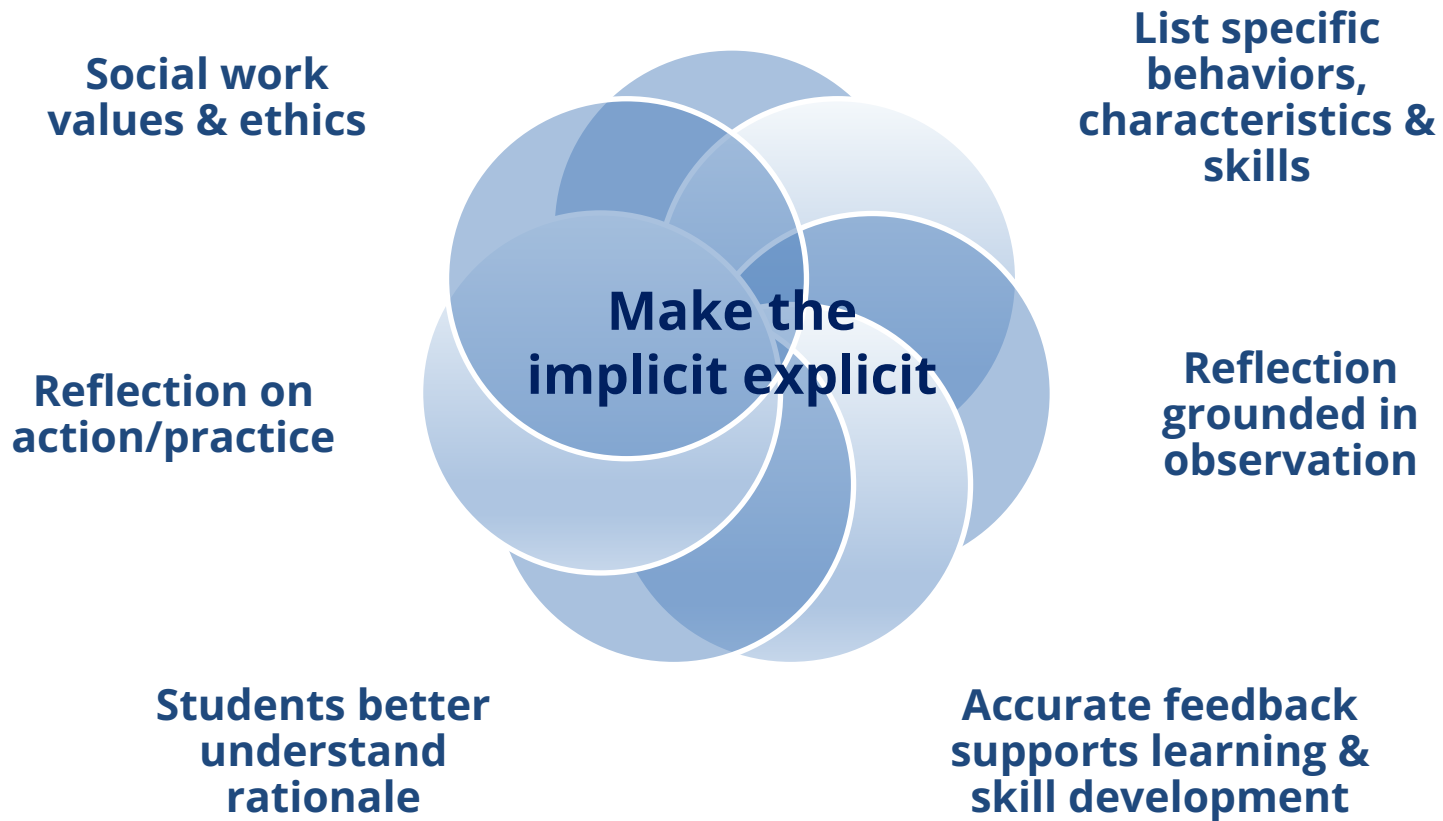


Adapted from Social Work Today
(2012)



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Adapted from Bogo, 2017



Balancing Supervisory Responsibilities

Strategies

Provide consistent weekly supervision time

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



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Evaluation



Student Evaluation

- Evaluations done at the midpoint and end of each field period
- Ratings do not equate to letter grades or represent effort
- Ratings represent competence development and demonstration
- Generalist and specialized field should be considered two distinct educational experiences
- Generalist ratings should be based on expectations of generalist students and take into account the generalist curriculum
- Specialized ratings should be based on expectation of specialized students and take into account the specialized curriculum
- This means that ratings at the end of generalist field may be quite high and may decrease at the start of specialized field
- Approach evaluation through ADEI lens to ensure equitable evaluation
- Ratings of 0 often represent a lack of attention to a competency area and are avoidable



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Learning Agreement Evaluation Ratings

| Rating | Rating Definition | Rating Description |
|--------|---|---|
| 0 | Does not demonstrate competence at the Generalist level | Student exhibits substandard levels of knowledge, skills, values, and processes. Activities are not managed in a competent manner consistent with expectations at the generalist level. Additional training, instruction and support are needed and corrective action is required. |
| 1 | Demonstrates limited competence at the Generalist level | The student has not demonstrated performance of relevant knowledge, skills, values, and processes at the generalist level. Activities are managed with some difficulty. Additional training, instruction and support are required to develop competence. Corrective action may be initiated. |
| 2 | Demonstrates developing competence at the Generalist level | Student has not yet demonstrated consistent performance of knowledge, skills, values, and processes. Beginning to perform competently at the generalist level. Some activities are managed in a competent manner consistent with expectations at the generalist level. |
| 3 | Demonstrates competence at the Generalist level | Student's performance exhibits appropriate levels of knowledge, skills, values, and processes. All activities are consistently managed in a competent manner at the generalist level. |
| 4 | Demonstrates advanced competence at the Generalist level | Student exhibits advanced levels of knowledge, skills, values, and processes and can perform independently. All activities are consistently managed at an advanced level well beyond what would be expected of a generalist level student. |



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Resources



Field Instructor & Task Supervisor Resources

Field Education Website:

<https://case.edu/socialwork/academics/field-education>

- Field Education Calendar by format
- Field Education Manuals for all formats
- Student and Field Instructor Tevera tutorials
- Training Resources
- Events

Library Access:

<https://case.edu/socialwork/academics/harris-library>

*If interested in library access, email mandelfield@case.edu and we'll provide you with account information



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THANK YOU

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

Evaluation & CEU's



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