Check out this year's continuing education sessions and workshops!

SLU School of Social Work Continuing Education

UMSL School of Social Work Continuing Education
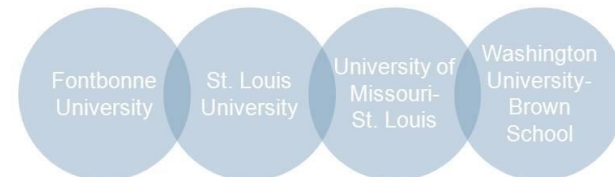
Brown School at Wash U Continuing Education

As a thank you, Field Instructors receive a discount on continuing education workshops, contact the University today for more information!

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Field Supervisor Training
Sessions 1 & 2
2024-2025

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WELCOME

- Introductions
- What to expect today
- Certification Requirements
- "Who are you?" poll

DID YOU KNOW?

Field Education is the signature pedagogy of contemporary social work education!

- **Primary interface** among school, agency, community
- **Informs** curriculum and faculty of **practice issues, needs, effectiveness**
- Transforms students into **reflective practitioners**
- **Unites learning & service**; generates positive outcomes

Overview of Roles

- Field Instructor
- Task Instructor
- Student
- Faculty Liaison/Advisor
- Field Office

Field Instructor & Task Instructor

- **Supervisor**
  - boss, manager, controller, administrator

- **Mentor**
  - advises, counsels, guides

- **Role Model**
  - teaches and leads by example

- **Teacher/Instructor**
  - facilitates student learning and professional development

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Field Instructor Responsibilities

- Provide needed **information**
- Discuss appropriate **professional behavior**
- Ensure regular and consistent supervision
- **Flexible and responsive** to student's needs and stages of development
- Provide **balanced** feedback
- Take into account the **learning style** of the student
- Be **fair and respectful** in all situations

Task Instructor Responsibilities

- **Work directly with the student** and provide the **day-to-day** supervision of tasks and activities

- **Participate with** the student and Field Instructor in the development of the Educational Learning Agreement, site visit, and final evaluation

Student Responsibilities

- **Secure the practicum** through the structured self-selection model

- **Complete and submit** the Learning Agreement

- **Take responsibility** for learning

- **Be prepared for one hour supervision** each week with Field Instructor

- **Provide feedback** to everyone concerned

- **Complete all paperwork** required by the university and meet due dates

- Exercise **self-care**

Faculty Liaison/Faculty Advisor Responsibilities

- **Planner:** assists students with the practicum search, based on areas of interest and opportunities for growth

- **Advocate:** on behalf of the student with practicum site personnel, as well as with OFE, as appropriate

- **Administrator:** ensures student is accountable to completing all paperwork for practicum, responsible for final grade and submission

- **Site Visitor:** facilitates discussion with student and Field Instructor to review progress on Learning Agreement tasks

- **Contact Person:** for students, Field Instructors, and Task Instructors

Office of Field Education Responsibilities

- Provides **infrastructure** for practicum

- Provides and manages **documentation**

- **Approves** field sites, field instructors, and student requests for practicum placement

- **Supports** Faculty Liaisons/Faculty Advisors

- **Trains** Field Instructors

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Agency Structures that Support Successful Beginnings

- Contact person
- Website information
- Atmosphere
- Support to meet requirements
- Meet with student before commitment
- Provide "real" responsibilities, diversity tasks and shadowing opportunities
- Back-up to field instructor
- Recognize student contribution
- Orientation packet

Questions for Breakout Discussion:

- **What were the *qualities* of your Field or Task Instructor(s) that you *most admired and least admired?***

- **What *lessons* did you learn as a practicum student that will *help you be an effective Field or Task Instructor?***

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What are the Social Work Competencies?

- The standards for social work education as developed by the Council for Social Work Education (CSWE)
- Communicate the basic knowledge, skills, and behaviors essential to the profession
- Define the profession of a social worker

**Accredited schools of social work are required to report how the competencies are mastered to CSWE

They are how we know what a social worker is!

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<u>What are the Social Work Competencies?</u>
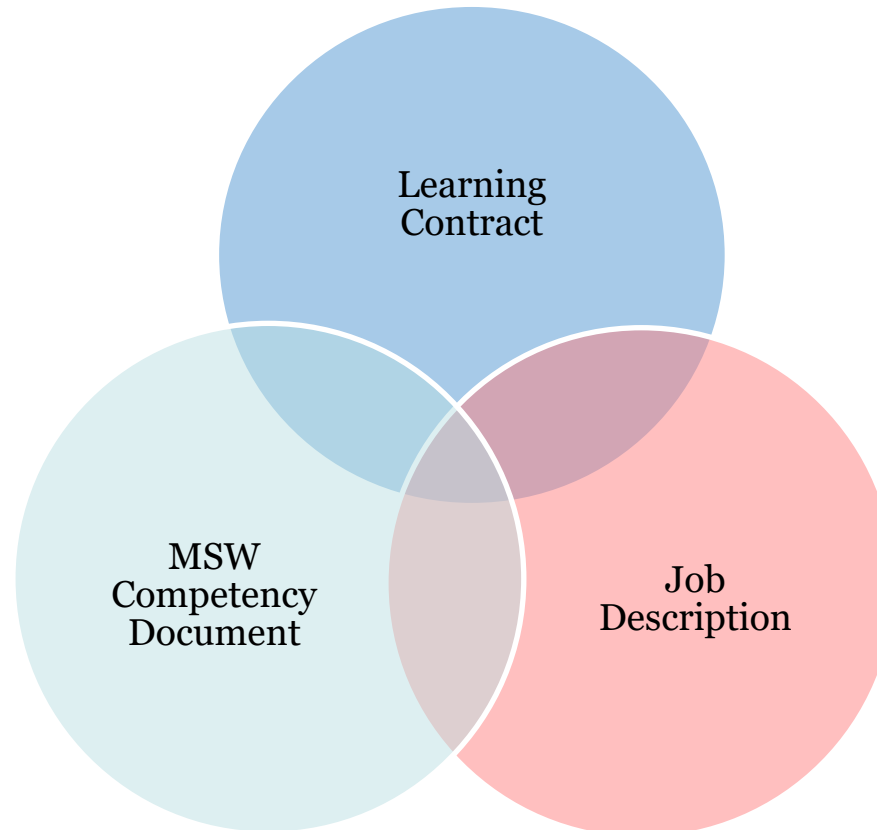
2015 EPAS	2022 EPAS
Competency 1: Demonstrate Ethical and Professional Behavior	Competency 1: Demonstrate Ethical and Professional Behavior
Competency 2: Engage Diversity and Difference in Practice	**Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice**
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	**Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice**
Competency 4: Engage in Practice-informed Research and Research-informed Practice	Competency 4: Engage in Practice-informed Research and Research-informed Practice
Competency 5: Engage in Policy Practice	Competency 5: Engage in Policy Practice
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

NOTE: The last four Competencies break out <u>engage, assess, intervene, and evaluate</u>. While these are interrelated, they are also separated in the ELA.

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Why a Narrative ELA?

- Allows students to **articulate and operationalize their practicum tasks** as they relate to the nine social work competencies

- **Creates a work plan** for the student and the field instructor

- Supports **individualized and meaningful goal setting** for students

- Facilitates **deeper exploration and identification** of practicum tasks

- Provides **practice in strategic planning**

- **Prepares** students for **job interviews**

Completing the ELA:

- *Student's responsibility*
  - Completed with input and agreement from FI & TI
  - FI must approve before student turns in to Office of Field Ed

- *Helpful documents to support completion*
  - Job description or project description
  - Students' syllabi from related courses
  - ELA Guide

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Using the ELA

- **Initially:** developing focus and plan for learning
- **During the practicum:** check in on progress, update as needed
- **At the conclusion of practicum:** evaluate learning and closure
- **After the practicum is over:** student reference ELA to develop resume, prepare for interviews

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EXAMPLE:

Competency #1:
Demonstrate ethical and professional behavior

TASK/ACTIVITY:

1) Identify two (2) ethical dilemmas each month.
   - (OR: Identify ethical dilemmas on site.)

EVALUATION:

1) Review with Field Instructor at weekly supervision.
   - (OR: Discuss twice a month at supervision.)

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EXAMPLE:

Competency #5:
Engage in Policy Practice

TASK/ACTIVITY:

1) Identify two (2) existing policies or laws that directly affect agency's client population.

2) Identify current legislation that will impact client population or issue and prepare a presentation to educate agency staff/stake holders about this legislation.

EVALUATION:

1) Review with Field Instructor at supervision.

2) Present findings on current legislation to agency staff/stakeholders.

EXAMPLE:
Differentiating between Competencies #6, #7, #8 & #9

TASK/ACTIVITY:

#6: *Engage* *with Individuals, Families, Groups, Organizations, & Communities*

- ***How will student begin work with clients?*** *Intake documentation, phone screening, rapport building activities, etc.*

#7: *Assess* *with Individuals, Families, Groups, Organizations, & Communities*

- ***How will student assess client needs?*** *Assessment scales or tools,*

#8: *Intervene* *with Individuals, Families, Groups, Organizations, & Communities*

- ***How will student provide assistance to the client?*** *Intervention modalities, therapeutic activities, coordination of services, access to resources, etc.*

#9: *Evaluate* *with Individuals, Families, Groups, Organizations, & Communities*

- ***How will student measure client improvement or outcomes?*** *Evaluation forms, client self-evaluations, measurable goals, etc.*

Questions for Breakout Discussion

- **Choose one Competency**

- **Develop a task & an evaluation for that competency**

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Please enjoy

a 10-minute

break!

An overview of the working generations

Characteristics	Maturists (pre-1945)	Baby Boomers (1945-1960)	Generation X (1961-1980)	Generation Y (1981-1995)	Generation Z (Born after 1995)
Formative experiences	Second World War Rationing Fixed-gender roles Rock 'n' Roll Nuclear families Defined gender roles — particularly for women	Cold War Post-War boom "Swinging Sixties" Apollo Moon landings Youth culture Woodstock Family-orientated Rise of the teenager	End of Cold War Fall of Berlin Wall Reagan / Gorbachev Thatcherism Live Aid Introduction of first PC Early mobile technology Latch-key kids; rising levels of divorce	9/11 terrorist attacks PlayStation Social media Invasion of Iraq Reality TV Google Earth Glastonbury	Economic downturn Global warming Global focus Mobile devices Energy crisis Arab Spring Produce own media Cloud computing Wiki-leaks
Percentage in U.K. workforce*	3%	33%	35%	29%	Currently employed in either part-time jobs or new apprenticeships
Aspiration	Home ownership	Job security	Work-life balance	Freedom and flexibility	Security and stability
Attitude toward technology	Largely disengaged	Early information technology (IT) adaptors	Digital Immigrants	Digital Natives	"Technoholics" — entirely dependent on IT; limited grasp of alternatives
Attitude toward career	Jobs are for life	Organisational — careers are defined by employers	Early "portfolio" careers — loyal to profession, not necessarily to employer	Digital entrepreneurs — work "with" organisations not "for"	Career multitaskers — will move seamlessly between organisations and "pop-up" businesses
Signature product	Automobile	Television	Personal Computer	Tablet/Smart Phone	Google glass, graphene, nano-computing, 3-D printing, driverless cars
Communication media	Formal letter	Telephone	E-mail and text message	Text or social media	Hand-held (or integrated into clothing) communication devices
Communication preference	Face-to-face	Face-to-face ideally, but telephone or e-mail if required	Text messaging or e-mail	Online and mobile (text messaging)	Facetime
Preference when making financial decisions	Face-to-face meetings	Face-to-face ideally, but increasingly will go online	Online — would prefer face-to-face if time permitting	Face-to-face	Solutions will be digitally crowd-sourced

*Percentages are approximate at the time of publication.

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Developmental Stages of Student Practicum (2 Semesters)
Sweitzer and King (2009)

- Stage 1 - Anticipation   (Weeks 1-4)

- Stage 2 - Disillusionment   (Weeks 4-7)

- Stage 3 - Confrontation   (Weeks 8-10)

- Stage 4 - Competence   (Weeks 11-24)

- Stage 5 - Culmination   (Weeks 25-30)

Sweitzer, H.F. & King, M.A. (2009). *The successful internship, personal, professional, and civic development* (3rd ed.). Belmont, CA: Brooks/Cole.

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Anticipation Stage: Weeks 1 – 4
(1 – 3 in one-semester practicum)

Student Concern

- Anxieties about orientation to the agency

- Feelings of vulnerability and self consciousness

- "What if I mess up? What if I don't know something?"

Expectations of Field Instructor

- Establish realistic, clear, specific goal

- Clarify and assess expectations (for both student and field instructor)

- Assess student knowledge, skills, etc.

- Orientation; weekly supervision

Disillusionment Stage: Weeks 5 - 7
(weeks 3 - 6 in one-semester practicum)

Student Concern

- Unexpected emotions:
  - Frustration/Anger
  - Confusion
  - Panic
  - Disappointment
- "This is not what I thought it would be" or "buyer's remorse"
- Student Questions:
  - Adequacy of skills
  - Breadth of demands
  - Relationship with clients
  - Values of organization

Expectations of Field Instructor

- Acknowledge gap between expectations and reality
- Normalize feelings and behaviors
- Encourage student to confront fears
- Check in, clarify and assess expectations in supervision
- Refer to ELA for guidance
- Provide critical feedback

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Confrontation Stage: Weeks 8 - 10
(weeks 6 – 8 in one-semester practicum)

Student Concern

- Student recommits or doesn't

- Need to get pass disillusionment

- Face issues/blocks

- Takes responsibility for learning

- Gain independence and confidence

Expectations of Field Instructor

- Supervision allows early identification of issues

- *Contact with ISI and OFE

- Regular supervision supports student learning

- Supervision allows open dialogue between FI and student for critical feedback to student

Competence Stage: Weeks 11 - 24
(weeks 9 – 14 in one-semester practicum)

Student Concern

- Clear sense of purpose
- High accomplishment
- Investment in work & complex assignments
- Supervision transitions
- "We vs. They"

Expectations of Field Instructor

- Affirms or validates strengths & areas for growth
- Increases complexity of assignments
- Assists student in developing coping strategies, time management, prioritization, etc.
- Use of self transitions
- Increased application of theory to practice
- Endorses student as part of the team

Culmination Stage: Weeks 25 - 30
(weeks 14 – 16 in one-semester)

Student Concern	Expectations of Field Instructor
• "The elephant in the room"	• Acknowledge & identify feelings – Parallel Process
• Case management	• Recognize unfinished business
• Termination with clients	• Evaluation
• Concerned about next steps	• Closure process for clients and agency

Termination

- Student Self-Evaluation

- Prepare for endings & practicum review

- Evaluation by Field Instructor

- Termination with clients and agency

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How to Use Supervision Time

- Please honor the commitment for one hour of individual supervision time weekly for each student.

- Logistics
  - The format can vary depending on the needs of the student and field instructor.
  - Should be scheduled in advance.
  - Setting should allow for privacy.

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Beginning Stage

- Orient the student to your organization.

- Outline the learning plan and developing the ELA.

- Build a relationship.

- Discuss learning styles and teaching styles.

Middle Stage

- Regular review of ELA and modify if necessary.

- Review activities completed and progress on projects.

- Discuss upcoming week and ensure understanding of tasks.

- Consider new strategies for learning.

- Review cases.

- Review daily logs, journals process recordings, case documentation and audio/videotapes.

Middle Stage

- Help student process feelings about situations encountered with clients or at the agency.

- Provide emotional support.

- Address issues of diversity.

- Provide feedback on student's progress, interventions, professional behavior, etc.

- Discuss issues related to values and ethics.

- Review articles, books or readings assigned.

- Role play or model techniques.

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Final Stage

- Explore thoughts and feelings with the student about ending the practicum.

- Work with the student around termination with clients.

- Review status of projects and plans for completion.

- Review learning experience and complete final evaluation forms.

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Group Supervision

- Group supervision can be an effective supplemental form of supervision for agencies that have multiple students.

- It **does not replace** the individual supervision hour.

- Appropriate activities might include:
  - Peer supervision and support
  - Case consultation
  - Educational presentations conducted by staff or students

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Evaluating Your Student

- What is evaluation?
  - Evaluation in social work field education is comparing a student's progress to established competencies for entry-level social work practice operationalized by behaviors and tasks outlined on the ELA.

- Behaviors and activities will vary depending on the student's level of learning.

- The ELA is the primary tool to monitor and assess progress.

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Evaluating Your Student: Informal vs. Formal

- Informal Evaluation
  - Should begin on day one.
  - Feedback should be frequent and ongoing.
  - Challenge students to take on increasing responsibility for self-assessment.

- Formal Evaluation
  - Detailed written review where student's performance is measured on competency areas.
  - Each university will provide evaluation forms.

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Giving Feedback

- Research suggests that students prefer supervisors who give ongoing and critical feedback.

- Effective feedback must be preceded by clear performance guidelines.

- The goal of feedback is learning.

Questions for Breakout Discussion:

Evaluating Your Student: Giving Feedback

- What personal experiences have you had giving and receiving feedback?

- How will you use those experiences to inform your decisions about how and when to give feedback to your students?

Evaluating Your Student: Giving Feedback

Suggestions for offering feedback

Feedback should be:

- Balanced
- Useful
- Relevant
- Reciprocal
- Timely

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Giving Feedback

Pitfalls in assessing performance

- **The halo effect**—tendency to rate the student the same in all areas based on performance in a few areas.
- **The attraction to average**—the tendency to give everyone the same rating despite performance differences.
- **The leniency bias**—assigning an inflated rating
- **The strictness bias**—tendency to rate everyone on the low side.

What to Do If Problems Arise

Field instructors may encounter a number of "challenges" when dealing with students in field placements.

- Poor writing

- Tardiness

- Frequent absences

- Unprofessional presentation of self

- Issues outside of practicum

- Mental health issues

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Steps to Address Issues

- Gather and document information regarding the problematic behavior.
- Present the information to the student in a timely fashion.
- Develop a plan to address the behavior.
- Allow the student time to address the issue and provide feedback about progress.

What to do if Problems Arise

- If the problem persists **document** this in writing. Indicate to the student the consequences of continued behavior.

- **Contact the Faculty Liaison/Faculty Advisor or the Office of Field Education** and forward a copy of the documentation.

- If the issue is so severe that immediate dismissal is warranted, contact the Office of Field Education for direction about how to proceed.

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What to do if Problems Arise

WE ARE HERE TO HELP AND SUPPORT YOU!!

Faculty Field Liaisons and the Office of Field Education faculty and staff are available for consultation with Field Instructors and students when problematic situations arise.

PLEASE DO NOT HESITATE TO CONTACT US!

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Please enjoy a 15-minute break!

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Educational Requirements and Program Features

Collaborative Brochure

- quick reference for all programs

- located on the Collaborative website – "Resources" tab

- www.fieldedu.com

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School	Degree	Approximate enrollment	Credit Hours Required	Advanced Standing	Concurrent Seminar Requirements	Grading System	Field Instructor Requirements	Practicum Hour Requirements
Fontbonne	BSW	60	120	n/a	Both semesters	P/F	• 3 years post-BSW or 2 years post-MSW • 1 year at agency • Accept accelerated degrees	• 2 semesters • 240 hours each • 4 credits each
SLU	BSSW	80	120	n/a	Both semesters	S/U	• 2 years post-MSW • 1 year in position	• 2 semesters • 240 hours each • 6 credits each
SLU	MSW	170	48* *differs for dual degree programs, more hours required	Up to 15	Foundation and first semester of Concentration	S/U	• 2 years post-MSW • 1 year in position	**Foundation** • 1 semester • 300 hrs. • 3 credits **Concentration** • 2 semesters • 300 hours each • 3 credits each
UMSL	BSW	190	120	n/a	Both semesters, 2 credits each	S/U	3 years post-BSW or 2 years post-MSW	• 2 semesters • 240 hours each • 4 credits each
UMSL	MSW	140	60	Up to 24	Foundation only, 2 credits	S/U	2 years post-MSW	**Foundation** • 1 semester • 300 hrs. • 4 credits **Concentration** • 2 semesters • 300 hours each • 3 credits each
Brown School	MSW	400	60	Up to 19 credits and evidence-based practice course	Foundation only, 1 credit	P/F Pass w/ Distinction	• 2 years post-MSW • 1 year in position *Related Masters allowed for Concentration	**Foundation** • 1 -2 semesters • 360 hrs. • 3 credits **Concentration** • 2 semesters • 600 hours • 5 credits each

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Educational Requirements and Program Features

Practicum Process Similarities

- Student-driven structured model for practicum site selection/*"self-selection"*

  – **Ownership of learning** = motivated, engaged, connectedness, personal investment
  – **Professional development skills** = research, selection, contact, resume creation

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Educational Requirements and Program Features

Interviewing Process - *How to Make a Good Match*

- Provide a consistent interview process and modality
- Provide a description of agency culture
- Evaluate interpersonal skills and work experience
- Discuss scheduling expectations/requirements
- Discuss practicum learning opportunities and activities

See handout "Office of Field Education Practicum Interview Tips"

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Educational Requirements and Program Features

Integrative Seminars

- In-class opportunity for students to process practicum experience

- Focus on problem-solving and learning

- Application of theory in practice setting

- Practice ethical responsibilities to colleagues

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Today's Panelists

Jenny Deutsch, MSW, LCSW
Field Instructor
Crisis Intervention Clinician
Faculty Field Liaison

Melissa Douglas, MSW, LCSW
Field Instructor
Associate Director
Saint Louis University Counseling Center

Libby Trammell, MSW, LCSW
Field Instructor
Volunteer Service Link Coordinator
Healing Action

Sira Diop, MSW Candidate
University of Missouri– St. Louis