Field Education Orientation

August 7, 2015

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Agenda

1. Introductions
2. Behavioral Health Scholarship information
3. Field Education Structure
4. Supervising the Social Work Student
5. Critical Conversations
Field Education Structure
Objectives

• Recall the basic structure and timeline of the field education experience.

• Analyze the roles of all individuals within the field education experience and their impact on student success.

• Identify the stages of the field experience (preparing, beginning/engagement, working/middle, ending).
KU School of Social Welfare

• Student levels
  • BSW Seniors- finished first year of coursework
  • MSW Foundation- beginning first year of coursework (if full time), or starting second year of coursework (if part time)
  • MSW Clinical/Social Work Administration & Advocacy (SWAAP)-
    Regular Advanced- completed first year of coursework and practicum as Foundation student
    OR
    Advanced Standing- completed BSW & one summer of coursework prior to practicum
KU School of Social Welfare

• Student levels- may see them “coded” in paperwork
  • BSW Seniors- 4
  • MSW Foundation- 1
  • MSW Clinical- 2
  • MSW SWAAP- 2-SWAAP
KU School of Social Welfare

• For more information about each degree and the coursework the student has taken or will take, click below:

Social Work Degrees
Roles: Field Education Office

• Match students with field agencies
• Assign a Field Liaison to each agency
• Orient/educate students, Field Instructors, & Field Liaisons
• Provide CEU opportunities and events
Roles: Student

- Overall responsibility for his/her own learning
- Provide the Field Office with practicum planning information
- Collaborate with the Field Office during the placement process
- Complete any agency requirements prior to beginning placement
- Developing the Learning Contract
- Complete assignments and meet due dates
Roles: Student

• Fully participate in learning opportunities in a professional manner

• If the student does not think his/her learning needs are being met:
  • Discuss with the Field Instructor
  • If Field Instructor is not responsive, discuss with the Field Liaison
  • If neither is responsive, discuss with the Associate Director or Director of Field Education
Roles: Field Agency

- Accept students without regard to age, sex, race, ethnicity, religion, or sexual orientation
- Provide a qualified Field Instructor
- Provide the Field Instructor with time & resources
- Provide the student with needed resources (i.e. space, training, etc.)
Roles: Field Instructor

• Qualifications:
  • To supervise BSW students: BSW degree and 2 years post-BSW degree experience
  • To supervise MSW students: MSW degree and 2 years post-MSW degree experience
  • Willingness to accept the role and responsibilities of being a Field Instructor
Roles: Field Instructor

- Overall responsibility for the student’s experience in the agency
- Student orientation to the agency
- Collaborate in development and implementation of the Learning Contract
- Weekly scheduled 1-1.5 hours of supervision
- Provide feedback to the student, including mid-semester evaluation and final evaluation
Roles: Field Instructor

• Coordinate student learning experiences
• Confer with the Field Liaison regarding planning, review and evaluation of the student’s field experience
• Inform the Field Liaison immediately of problems in the field placement
  • If necessary, collaborate on a written plan for student success
Roles: Preceptor

- Agency-identified staff member - formal role working with the student
- No specific qualifications
- Allow the student to observe, question, discuss, or participate in the Preceptor’s work
- Provides feedback on the student’s performance, both to the student and the Field Instructor
- Does not provide required supervision
Roles: Field Liaison

• Serve as the link between the School, the Agency, and the Student
• Initiate early contact with the Field Instructor and student
• Provide consultation and feedback on the Learning Contract
• Provide written feedback on all assignments completed by the student
Roles: Field Liaison

• Site visit- Visit the agency at least twice during the practicum year- min. once a semester
  • Activities the student is involved in
  • Hours and schedule, including supervision
  • Supervision meeting description
  • Articulating a safety plan
  • Concerns reported and steps
Roles: Field Liaison

- Respond to requests from Field Instructors and students for information and assistance
  - Assist in the resolution of field-related problems
  - New form- Agency Meeting Form
- Contact the student and Field Instructor at least once each month
- Assign end-of-semester grades to students
Activity- Roles

• You are the field instructor for a BSW student. About two months into the practicum, the student approaches you and says she is interested in working in a different area of the agency. She is currently shadowing and observing your work with foster families as kids are transitioned in and out of their homes. She tells you she would rather work directly with the kids who are in the residential program, a site she visited a few weeks ago, because she believes this is where her passion lies. She tells you she did not understand what the work would be in this role and regrets not saying something earlier, because she doesn’t feel like she will get what she needs in this practicum.

1. In this scenario, what is your next step?
2. What would the field liaison’s role be in this scenario?
Timeline

• 2015-16 Academic Year Start & End Dates
  Fall 2015- August 24th-December 10th
  Spring 2016- January 4th-April 22nd
Required Hours

• BSW/MSW Foundation
  16 hours per week for 15 weeks each semester
  480 total hours

• MSW Clinical/MSW Social Work Administration & Advocacy (SWAAP)
  24 hours per week for 15 weeks each semester
  720 total hours

• All levels- 8 hour day if possible
Required Hours

- BSW/MSW Foundation/MSW Clinical
  50% of time must be spent on direct practice assignments

- Examples
Student Expectations

- Learning Contract
  - Each level (BSW, MSW Foundation, MSW Clinical, MSW Advocacy & Administration) has specific Competencies & Practice Behaviors
  - Activities to address each Competency
Student Expectations

• Professional Writing Samples- one per semester
• Examples
• All identifying client information should be changed/redacted
Student Expectations

• Time logs and supervision logs

• Due by the end of each semester
Student Expectations

• Leave policy- # of hours equivalent to weekly requirement in family/sick leave
  BSW/MSW Foundation- 16 hrs/semester
  MSW Clinical/MSW SWAAP- 24 hrs/semester

• Students can complete hours on KU breaks, but not required.
For More Information

• KU School of Social Welfare Field Education page

• KU School of Social Welfare Home page

• Becoming a Successful Field Instructor- Social Work Today (2012)
Supervising the Social Work Student
Objectives

1. Identify the necessary elements of student orientation to the agency.
2. Assess current student phase of development in the field education process.
3. Construct sample field activities within the learning contract that utilize multiple adult learning methods.
4. Analyze traits of effective field supervisors.
5. Create a sample agenda for a field supervision meeting.
Phases of the Field Experience

1. Preparing
2. Beginning/Engagement
3. Middle/Working
4. Ending
Preparing Phase
Tools- Preparation Tasks

• Develop orientation plan
  • Who?
  • What?
  • When?
  • Where?

• Prep supplies, manual, keys, etc.

• Email/announce to staff

• Review Field Education manual

• Identify possible activities/experiences for the student

(Ellison, M.L. & Winkler, C., 2015)
Beginning/Engagement Phase
Assessing Student Development

• Stage model approach (Deal, 2002)
  • Synthesized five student development stage models into one model.
  • Assess student’s current developmental stage/characteristics and respond in accordance with that stage.
Assessing Student Development

• Stage 1: Anticipation
• Stage 2: Disillusionment & Confronting Reality
• Stage 3: Competence & Mastery
• Stage 4: Closure & Termination

(Cochran, S.F. & Hanley, M.M., 1999)
Orientation

• Benefits students and field instructors:
  • Decreases student anxiety and sets the tone for placement
  • Structure for the first days
  • Risk management

• What have you or would you include in orientation?
Orientation

• Things to include:
  • Review of policies/procedures
  • Introduce to staff and site
  • Discuss expectations
  • Discuss who can fill in when Field Instructor is absent
  • Review agency programs/services

(Ellison, M.L. & Winkler, C., 2015)
Orientation

• Things to include:
  • Review documentation procedures
  • Discuss learning opportunities and student’s interest
  • Discuss “how to’s” (obtain supplies, make calls, etc)
  • Shadowing workers
  • Safety planning

(Ellison, M.L. & Winkler, C., 2015)
Learning Contract

• Should include SMART activities (Specific, Measurable, Achievable, Relevant, and Time-bound)

• Student has the responsibility for the Learning Contract, but will need extensive input from you
Learning Contract

• Council on Social Work Education Accreditation requires measurement of established Core Competencies & correlating Practice Behaviors.

• These competencies and practice behaviors for each level form the core of the Learning Contract.

• Should correlate activities with each competency, not necessarily each practice behavior
### Competency 1: Identify as a professional social worker and conduct oneself accordingly.

<table>
<thead>
<tr>
<th>Mid-year evaluation (1-5)</th>
<th>Final evaluation (1-5)</th>
<th>KUSSW Foundation Level Practice Behaviors</th>
<th>Activities Related to this Competency:</th>
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<td>Advocate for client access to the services of social work.</td>
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<td>Practice personal reflection and self-correction to assure continual professional development.</td>
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<td>Demonstrate professional demeanor in behavior, appearance, and communication.</td>
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**Mid-year comments:**

**Final comments:**
## Competency 1: Identify as a professional social worker and conduct oneself accordingly.

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<td>Advocate for client access to the services of social work.</td>
<td>• Be prepared with a list of concerns/cases to discuss in supervision meetings.</td>
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<tr>
<td></td>
<td></td>
<td>Practice personal reflection and self-correction to assure continual professional development.</td>
<td>• Dress in accordance with other social workers in the agency.</td>
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<tr>
<td></td>
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<td>Attend to professional roles &amp; boundaries.</td>
<td>• Phone, text, or e-mail appropriate staff and clients when I will be late or need to miss practicum.</td>
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<tr>
<td></td>
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<td>Demonstrate professional demeanor in behavior, appearance, and communication.</td>
<td>• Become familiar with agency and community resources related to aging and disabilities.</td>
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<td></td>
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<td>Engage in career-long learning.</td>
<td>• Visit at least 6 long term care agencies/communities, which are not limited to, but should include hospice, geriatric behavioral health unit, nursing facility, assisted living residence, adult day center, and HUD senior independent housing. These visits may occur in conjunction with client work.</td>
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<tr>
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<td>Use supervision and consultation.</td>
<td>• Enter client notes into agency database within 48 hours of seeing a client. Periodically have an MSW staff member review and provide feedback on my documentation.</td>
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<td>• Attend Dementia Symposium offered jointly by the KU Alzheimer's Center and the Alzheimer’s Association-Heart of America Chapter.</td>
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### Mid-year comments:

### Final comments:
Activity

• Individually, consider the following practice behaviors and write a possible activity for each:
  • Apply strategies of ethical reasoning to arrive at principled decisions. (Competency 2)
  • Use research evidence to inform practice. (Competency 6)
  • Assess client strengths and limitations. (Competency 10 Assess)
• When instructed, get into groups of 2-4 and discuss what you came up with
Working/Middle Phase
Models of Supervision

• Task-centered approach (Caspi & Reid, 1998)
  • Emphasizes structure- “well-defined series of activities for the achievement of practice objectives”.
  • Develop practice skills and achieve goals.
  • Provides direction, outline expectations, frame for accountability.
  • Reduces anxiety by emphasizing clarity and concrete strategies.

• Learning Contract lends itself well to this approach
Models of Supervision

• Working Alliance/Parallel Process (Shulman, 2006)
  • The working relationship itself is how the supervisor and supervisee influence each other.

  • “More is caught than taught”

  • “Whether we like it or not, whether we are aware of it or not, our supervisees learn more about practice from the way we work with them than from what we say about their actual practice.”
Models of Supervision

• Working Alliance/Parallel Process (Shulman, 2006)
  • Underlying principles:
  • Core dynamics for any “helping” relationship.
  • Variables that impact supervision, i.e. people, location, etc- but the skills used are the same.
  • Parallel Process- supervisor interaction with the supervisee models the dynamics core to any helping relationship.
Think back to when you were a student. What do you think students want from their field instructor? What worked and didn’t work for you?
Activity—Effective Field Supervision

• 4 groups- Important elements of supervision related to:
  • Agency
  • Tasks and assignments in practicum
  • Supervisory skills
  • Supervision meetings

(University of Washington School of Social Work, 2008)
Effective Field Supervision

• Elements related to the agency
  • Making the student feel desired by the agency
  • Including the student in agency functions/activities
  • Treating the student like a professional
  • Helping the student learn about the agency

(University of Washington School of Social Work, 2008)
Effective Field Supervision

- Elements related to tasks and assignments
  - Clarifying the purpose of assignments
  - Providing detailed directions and instructions
  - Working with the student to complete tasks
  - Regularly reviewing the student’s workload

(University of Washington School of Social Work, 2008)
Effective Field Supervision

• Elements related to tasks and assignments
  • Providing a variety of learning activities
    • Discuss how the student likes to learn, but recognize that all adult learners learn best when utilizing a variety of learning tools (visual, auditory, experiential, etc)
  • Clarifying expectations for the student’s performance
  • Providing early opportunities for client contact

(University of Washington School of Social Work, 2008)
Effective Field Supervision

• Elements related to Supervisory Skills
  • Explaining your role and the role of the student
  • Encouraging discussion of the student’s concerns
    • Students may struggle with this- why?
    • What can the Field Instructor do to encourage open communication?
  • Helping the student link theory to practice
    • Field instructors may struggle with this- why?

(University of Washington School of Social Work, 2008)
Effective Field Supervision

• Elements related to Supervisory Skills
  • Providing clear and consistent feedback
    • Asking the student for his/her impressions before providing your feedback
    • “Criticism that is not balanced with positive feedback, or that is provided in an unsupportive and authoritarian manner and without advanced preparation or specific suggestions for change, is unlikely to be helpful or lead to positive growth.” (Knight, 2015).
  • Need specific examples of behaviors
  • Validating the student’s feelings

(University of Washington School of Social Work, 2008)
Effective Field Supervision

• Elements related to Supervisory Skills
  • Reassuring students they can succeed
    “She made me feel like I could actually do this work, when I wasn’t sure I could.”- Student quote
  • Demonstrating that the student is valued as a person and as a colleague
    • How do we demonstrate this?

(University of Washington School of Social Work, 2008)
Effective Field Supervision

• Elements related to Supervision meetings
  • Hold regularly scheduled supervision meetings
  • Being available outside of regular supervision times
  • Providing a thorough discussion of the student’s learning needs
  • Reviewing and analyzing the student’s cases or projects
  • Providing consistent supervision throughout the placement

(University of Washington School of Social Work, 2008)
Supervision Meetings

• Consistent & agenda driven are the most successful
• Focus on teaching/discussion
  • Practice skills
  • Cases, clients, projects
  • Personal strengths, limitations, areas for growth
Supervision Meetings

• Agenda can include:
  • Areas for discussion- continuing/new
    • Cases
    • Projects
    • Schedule
  • Assignments for class
  • Planning for the next week

• Tool: Sample agenda
  • Adapted from Wayne State University Student-Field Instructor Supervision Agenda
Student & Field Instructor Supervision Agenda
Date: Tuesday August 13th
Time: 10:00am-11:00am
Attendees: Student, Field Instructor, Preceptor (optional attendance/when appropriate)

I. Observation of IEP (15 minutes)
   a. I observed my first IEP Thursday with the Johnson family and I would like to discuss it.

II. Connection of classroom and field placement (20 minutes)
   a. Last week in class we discussed rapport building with client. When do you know what you are doing is building a rapport vs. interviewing vs. prying?

III. Open discussion (15 minutes)

IV. Plan for next meeting (10 minutes)
   a. Date and time: Tuesday August 20th 10:00am-11:00am
   b. Relevant Topics:
      i. Discuss writing sample
      ii. Schedule Liaison site visit
      iii. Discuss midterm evaluation
Sample agenda

Summary on status of assigned cases/tasks:

New issues the student wants to discuss:

New issues the Field instructor wants to discuss:

Assigned tasks to be completed by next week:
Activity

You are the field instructor for a clinical student who has been seeing clients on her own for about three weeks. You know she has seen new clients this week and had a very brief conversation with your student about who they were: an adult female dealing with depression, an adult male who was court ordered to seek anger management counseling, and a family (Mom, Dad, and adolescent daughter) dealing with the daughter’s behaviors, including running away and drinking alcohol. Other things going on include:

A few weeks ago the student had asked you for guidance on how to approach another worker at the agency about something the worker had said in a meeting that bothered the student.

You know the revision of the learning contract was due last week but you haven’t seen it or talked with the student about it.

Last week, your direct supervisor abruptly left the agency and there are rumors flying about why.

• What would you include in the agenda for this week’s supervision?
• What would you expect the student to include?
Ending Phase
Endings

• With the Field Instructor
  “The manner in which the field instructor ends with the student sets the stage for and models how the student will terminate with clients.” (Knight, 2015)

• Giving feedback
  • Balanced
  • Specific examples, both positive and challenging

• Requesting feedback- If possible, let the student know how you will use their feedback
Endings

• With clients
  • Students often avoid discussing planned endings (Knight, 2015)
  • Bring it up- help the student prepare professionally and emotionally
Critical Conversations
Objectives

1. Recall frameworks to handle high-impact situations in field, such as performance concerns, ethical issues, and critical incidents.

2. Formulate responses to supervision scenarios involving conflict and ethical dilemmas.
Dealing with Performance Concerns
Process

• Field Instructor should inform the student of the concerns.
  • How is this done effectively?
• Ask students for honest self-reflection
• Balancing with strengths/positive feedback
• Don’t “stockpile”
• Ask for feedback
Process

• If the concerns are not improving or resolved, the Field Instructor should communicate immediately with the Field Liaison.

• Work together (student, Liaison and Field Instructor) to create a plan with the end goal of student success.

• Liaison should remain actively involved as the plan is implemented.

• Handbook provides more detail
Ethics
Ethical Challenges

Decision-making model (NASW, 1995)

1. Determine whether there is an ethical issue and/or dilemma.
2. Identify the key values and principles involved.
3. Rank the values or ethical principles which—in your professional judgement—are most relevant to the issue or dilemma.
4. Develop an action plan that is consistent with the ethical priorities that have been determined as central to the dilemma.
   • Includes discussion—confer with colleagues/clients, etc. as appropriate
5. Implement your plan, utilizing the most appropriate skills and competencies.
6. Reflect on the outcome of this ethical decision making process.
Ethical Challenges

• Practice Issues with Clients
  • Confidentiality
    • “Office talk” in open areas
    • Disclosing to others without a need to know
    • Files
    • When to make a report

• Boundaries with clients
  • Nature of professional relationships
  • Self-disclosure

(Presley, 2002)
Ethical Challenges

• Ethical Challenges in the Service Delivery System
  • Questionable ethics with other staff
    • Understanding the difference between stress relief and attitudes/values that harm clients

• Service delivery issues
  • Service limitations by funders, insurance, etc.
  • Diagnosing
  • Confidentiality of records between agencies

(Presley, 2002)
Ethical Challenges

• Ethical Issues re: the relationship between the School, Field Instructor, and Student
  • Boundaries between the Field Instructor & Student
    • Relationships- socialization
    • Adequate supervision time
  • Communication with the School
    • What to communicate to the Liaison and when
    • What the School communicates to the agency
• Social Media issues

(Presley, 2002)
Ethical Challenges

• Ethical Issues re: the relationship between the School, Field Instructor, and Student
  • Family Educational Rights & Privacy Act (FERPA)
  
  From the Field Instructor Agreement Form, 2015:
  “Protect the confidentiality of student records as dictated by the Family Educational Rights and Privacy Act (FERPA) and not release or disclose records regarding the student (other than to the University) without prior written consent of the student or where required by law.”

(Presley, 2002)
Critical Incidents
Definition

• Injury to the student and/or client under the immediate care/supervision of the student
• Threat of violence to a student by a client or agency staff
• Abusive behavior by the student towards a client or agency staff
• Law violation by the student
• Any event that could have a profound impact on the student
Critical Incidents- Student

• In the event of a critical incident, the student should:
  • Obtain medical attention, if needed
  • Immediately notify his/her field instructor of the incident
  • Establish with the field instructor if further action (law enforcement involvement, etc) is needed
  • Contact the Field Liaison and/or the Director of Field Education within 24 hours of the incident and report:
    • What happened
    • Who was involved
    • Where/when it happened
Critical Incidents- Field Instructor

• The Field Instructor should:
  • Contact with Field Liaison and/or the Director of Field Education within 24 hours of the incident to report what happened, including how the agency is handling the incident.

• More information in the Handbook
Thank you!

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References


References


