2014 Field Education Orientation for Field Instructors & Task Supervisors

Aug. 25th, Sept 17th & 26th
Scott A. Wilkes, JD, PhD
Director of Field Education

99 Years of Leadership in Social Justice
TODAY’S AGENDA

• Introduction Exercise
• MSASS Philosophy
• Curriculum Integration
• Roles and Responsibilities
• Policies and Procedures
• The Learning Contract
• Intern Placement Tracking
• Blackboard
TODAY’S OBJECTIVES

• Provide an orientation to Field Education in the context of the MSASS curriculum.

• Demonstrate the importance of your role as Field Instructor or Task Supervisor in the professional development of students.

• Share our philosophy, forms, procedures, and field manual.

• Familiarize you with the MSASS curriculum and how it is integrated with Field Education.

• Introduce the Intern Placement Tracking system and Blackboard.
INTRODUCTION EXERCISE

• Break into small groups of three or four.

• Reflect on your own experiences as a student in your first field placement.

• Recall some of the positive and negative qualities of your Field Instructor.

• What impact did those experiences have on you today as a professional?
MSASS Field Education Orientation

MSASS PHILOSOPHY
MSASS MISSION

• The Jack, Joseph and Morton Mandel School of Applied Social Sciences provides and integrates professional social work education, research, and service to promote social justice and empowerment in communities through social work practice locally, nationally, and internationally.
WHAT IS FIELD EDUCATION?

• Through collaborative partnerships with community-based agencies and organizations, it is the “signature pedagogy” of social work.

• It affords students opportunities to apply knowledge, skills and values from the classroom to professional practice sites structured to enhance opportunities for skill development.
FIELD EDUCATION PARTNERSHIP
Field Education Staff

• Director of Field Education:
  • Scott A. Wilkes, J.D. Ph.D.
• Administrative Assistant:
  • Henrietta Jones
• Field Faculty Advisors:
  • Full-Time Students:
    • Beth Brindo, LISW-S (Aging, CYF, MHC)
    • Kirsten Gail, LISW (CPSC, CYF)
    • Kathi Gant, LISW-S (AODA, MHA, MHC, Health)
    • Nancy Neuer, LISW-S (CYF, MHC, Health, SSW)
  • Intensive Weekend Students:
    • Lori Longs-Painter, LISW-S (All Concentrations)
  • On-Line Students
    • LaShon Sawyer, Ph.D. (Associate Director)
    • Jody Timko, LISW-S
    • Shanika Wilson, Ph.D.
BRIDGING ACADEMIA - PRACTICE

- As Field Instructors and Task Supervisors, we ask that you understand the mission and curriculum structure of MSASS and that you incorporate them into your teaching of our students.
THE EIGHT ABILITIES

1. Identify as a Reflective Professional Social Worker
2. Advocate for Social, Economic and Environmental Justice
3. Apply Social Work Practice Methods
4. Uphold Social Work Values and Ethics
5. Integrate Cultural, Economic and Global Diversity
6. Think Critically About Theory and Research Knowledge
7. Communicate Effectively
8. Develop as a Social Work Leader

Field Work
Other Learning Opportunities
Course Work
CSWE COMPETENCIES

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social And Economic Justice
4. Engage in Practice Informed Research and Research Informed Practice
5. Engage in Policy Practice
7. Assess Individuals, Families, Groups and Comm.
8. Intervene with Individuals, Families, Groups and Comm.
10. Develop as a Social Work Leader
FOUNDATION STUDENTS

• Students begin with Foundation level courses and start specialization courses in their second year.
  • First semester (SASS 601) = generalist foundation
  • Second semester (SASS 602) = advanced foundation
  • Third semester (SASS 603) = generalist specialization
  • Fourth semester (SASS 604) = advanced specialization

• Foundation placement first year – designed to build generalist practice skills.

• Specialization placement second year. Designed to build skills in area of specialization.
ADVANCED STANDING STUDENTS

• Advanced standing students have BSW.

• Go directly to Advanced level courses and the 602 field period.

• Generally can finish master’s degree in 12 or 18 months.
  • 12 month students - usually 1 placement for 3 semesters.
  • 18 month students - may have 2 placements for 3 semesters

• The placement must be designed to provide for increasingly advanced levels of practice and unique opportunity to achieve competence in developing professional autonomy.
PROFESSIONAL DEVELOPMENT

• Field Seminar:
  – Field Advisor as the Instructor;
  – Held only in the first semester;
  – Help students acclimate to their field placement; and
  – Emphasis on learning style, self-advocacy, ethics and professional development.

• Professional Development:
  – Learning takes place in many different venues.
  – Student will be encouraged to seek out additional learning opportunities to help achieve competence in practice.
  – Expands student’s learning beyond their designated areas of concentration.
MSASS Field Education Orientation

ROLES AND RESPONSIBILITIES
ROLES & RESPONSIBILITIES

Student:

• Prepare an agenda for weekly field instruction.

• Collaborate with Field Instructor to complete the learning contract.

• Schedule a field conference for each field period.

• Perform all tasks & activities defined in the learning contract.

• Submit time sheets each month.

• Complete field hours and field evaluation by designated deadline.

• Address any concerns, issues or problems in a professional manner.
ROLES & RESPONSIBILITIES

Field Instructor/Task Supervisor:

• Orient student to agency culture and functions and provide opportunities for the student to shadow and observe.

• Assess the student’s strengths and growth areas in developing social work field assignments.

• Develop appropriate social work related assignments and tasks.

• Provide regularly scheduled field supervision to each student (min. 60-90 minutes each week).

• Collaborate in developing Learning Contract and participate in each Field Conference.

• Maintain open dialogue with Field Faculty Advisor.
ROLES & RESPONSIBILITIES

Field Faculty Advisor:

• Participate in Field Conference with student & Field Instructor during each field period.

• Facilitate & offer consultation in all aspects of the placement process.

• Review field evaluations and assign grades for field performance.

• Consult with Field Instructor regarding performance issues and when necessary, develop and implement remediation plans.
BALANCING YOUR ROLE

- Expertise,
- Professional Judgment,
- Insight,
- Initiative &
- Compassion

Appropriate Level of Investment, Time Management & Support

20
STUDENT ISSUES

- Academic Issues
- Non-Academic Issues
- Professional Issues
- Personal Issues

Student

- Emotional
- Spiritual
- Intellectual
- Cultural
- Social
- Physical
MSASS Field Education Orientation

POLICIES AND PROCEDURES
SAFETY IN THE FIELD

• We encourage all Field Instructors to ensure that each student is provided information on basic safety and emergency procedures during orientation to the agency. Safety issues include:
  – Public Transportation
  – On call policy
  – Transporting clients
  – Restraint training
  – Home visits
  – Dangerous clients
  – Safe Zone

[Image of the Safe Zone logo]
ACCOMMODATIONS

• The student may choose to receive a letter from the Office of Disability Resources.

• In order to receive accommodations, students must share the letter with the Field Advisor, Field Instructor and/or Task Supervisor as soon as possible.

• The Field Instructor and Field Advisor will collaborate to determine how best to support the students needs in the field setting.

• A written plan will be developed to specify how accommodations will be integrated in field education.

• Accommodations are not retroactive.
FIELD PLACEMENT DATES

• Incoming full-time students will begin their field placement September 15th.

• Returning second year students will begin their field placement August 25th.

• Incoming AS Intensive Weekend students will begin their field placement August 18th.

• Incoming NAS Intensive Weekend will begin their field placement December 8th.
FIELD HOURS (FT)

• All students will complete the following number of required hours.

• 601* 144 field hours + 6 PD hours = 150 total hours
• 602 288 field hours + 12 PD hours = 300 total hours
• 603 288 field hours + 12 PD hours = 300 total hours
• 604 288 field hours + 12 PD hours = 300 total hours

1050 Total Hours

* Students with advanced standing do not complete the 601 field period and complete only 900 hours of field.
SOCIAL WORK TRAINEE

- Approved by Ohio CSWMFT Licensing Board.

- SWT can be added to matrices as approved providers with appropriate supervision.

- Students apply online each semester and are responsible for assuring licensure status is up to date each semester.
MSASS Field Education Orientation

THE LEARNING CONTRACT
Prior to completing the learning contract, student should identify their learning goals.

The Field Instructor identifies assignments to meet learning goals through a mutual discussion.

The student translates assignments into measureable, realistic, achievable and attainable tasks.

The student uses the learning contract as a reference tool to measure progress and skill development.

The Field Instructor and student mutually evaluate the student's level of competency with respect to each ability.
FIELD CONFERENCE

• A formal meeting held between the student, Field Instructor and Field Advisor

• The primary responsibility of the student to schedule.

• Completed by the middle of the semester.

• Held for each field period.

• Review and discuss the learning contact and assignments.

• Discuss any other issues or concerns of the parties.
FIELD EVALUATION

• A meeting held between the student and Field Instructor

• Completed at the end of each field period.

• Student must describe what they’ve learned for each task.

• Evidence of integration completed by Student and Field Instructor for each ability.

• A numerical rating completed by Student and Field Instructor.

• A cumulative rating given for each ability and total rating for the entire Learning Contract.

• Comments on student progress completed by Field Instructor.
### RATINGS FOR EACH TASK

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Demonstrates High Level of Competence</td>
</tr>
<tr>
<td>3</td>
<td>Demonstrates Competence</td>
</tr>
<tr>
<td>2</td>
<td>Developing or beginning to perform at the foundation/advanced level. Some activities are managed in a competent manner. The student has not demonstrated consistent levels of performance of relevant knowledge, skills and abilities. Additional training may be necessary.</td>
</tr>
<tr>
<td>1</td>
<td>Demonstrates competent performance at the foundation/advanced level. Activities are managed in a competent manner and the student exhibits appropriate levels of relevant knowledge, skills and abilities.</td>
</tr>
<tr>
<td>0</td>
<td>Does Not Demonstrate Competence</td>
</tr>
</tbody>
</table>

The Modal Rating: **2 or 3**
MSASS Field Education Orientation

Intern Placement Tracking
IPT SYSTEM

• The *Intern Placement Tracking* system (IPT) is a web-based data management system that will allow MSASS to manage student, field instructor and agency data to better facilitate the students’ placement matching process.

• It will also allow the student and field Instructor to *view and complete the learning contract* without the use of any specific software.
APPLICATION PROCESS

To be completed by Agency Liaison or lead Field Instructor

To be completed by all Field Instructor and Task Supervisors
GETTING STARTED

Steps to IPT login:

1. Activate CWRU Affiliate ID
   - User ID: abc123
   - Last Name
   - First Name
   - Activation Code:

2. IPT Default Login:
   - Organization: msass
   - User Name: ABC 1234D
   - Password: ipt

We strongly suggest using your CWRU affiliate ID as your IPT login.
Go to www.runipt.com.
To login, use the default login information provided for you in the letter.

Create a new user name and password using your CWRU affiliate ID.
Important Messages and Announcements

Learning Contracts Due
The learning contract for the Fall 2014 semester will be due December 4th.

Field Instructor Training Dates:
Training will be held from 9:00am-12:15pm or 1:30pm to 4:45pm on the following dates.
August 25, 2014
September 8, 2014
September 17, 2014
September 19, 2014
September 26, 2014
Field Instructors need only register for one session.
Free CEU's will be provided.
FIELD INSTRUCTOR DETAIL PAGE
Agency Detail: Mandel Behavioral Health Center

Agency: Mandel Behavioral Health Center
Street Address: 12345 Field Placement Way
City, State, Zip: Cleveland, OH 44118
Phone: (216)555-5555
Fax: (216)555-5552
County: Cuyahoga
Contact: Henrietta Jones
Contact Phone: (216)555-5553
Email: hj@mbh.org
Primary Specializations: Mental Health-Adult, Alcohol and Drug
Available Departments: Residential, Outpatient Treatment, Intake, School-Based
Multiple Locations: Yes
Additional Agency Locations: Canton, Lorain, Ashkhabad
AgencyAuspicies: Public, Private, Nonprofit, For-Profit

Save
## FORMS AND DOCUMENTS

<table>
<thead>
<tr>
<th>Holds Completed Forms</th>
<th>Online Forms List For: Henrietta Jones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Template</td>
<td>Batch Name</td>
</tr>
<tr>
<td>No form batches to display.</td>
<td></td>
</tr>
</tbody>
</table>

Learning contracts for assigned students will appear in this box. Click view to open.
THE LEARNING CONTRACT

SASS 603
FIELD EDUCATION
STUDENT LEARNING CONTRACT AND EVALUATION

The Learning Contract/Evaluation will be completed accurately and in its entirety and submitted to the Field Education Department for assessment and review by the date of 12/18/14. Failure to do so may result in a grade of “No Pass.”

<table>
<thead>
<tr>
<th>603</th>
<th>Sign by all parties at time of conference</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONFERENCE WITH FIELD FACULTY ADVISOR</td>
<td></td>
</tr>
<tr>
<td>Student: (Student - name): Jane Spartan Jun 24, 2014</td>
<td></td>
</tr>
<tr>
<td>Field Instructor: (Field Instructor - name): Conference with Advisor</td>
<td></td>
</tr>
<tr>
<td>Task Supervisor (if applicable)(Task Supervisor - name):</td>
<td></td>
</tr>
<tr>
<td>Field Faculty Advisor (Faculty Advisor - name):</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STUDENT INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name: Jane Spartan</td>
</tr>
<tr>
<td>ID: 100200</td>
</tr>
<tr>
<td>Best Contact Number: (216)555-5553</td>
</tr>
<tr>
<td>Email: <a href="mailto:jane.spartan@case.edu">jane.spartan@case.edu</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FIELD PLACEMENT INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSASS Field Faculty Advisor: Beth Brando</td>
</tr>
<tr>
<td>Agency: Mandel Behavioral Health Center</td>
</tr>
<tr>
<td>Agency Code: X123</td>
</tr>
<tr>
<td>Agency Contact #: (216)555-5551</td>
</tr>
<tr>
<td>Telephone: (216)555-5555</td>
</tr>
<tr>
<td>Fax: (216)555-5552</td>
</tr>
<tr>
<td>Address: 12345 Field Placement Way</td>
</tr>
<tr>
<td>City: Cleveland</td>
</tr>
<tr>
<td>State: OH</td>
</tr>
<tr>
<td>Zip Code: 44118</td>
</tr>
<tr>
<td>Field Instructor: Henrietta Jones</td>
</tr>
</tbody>
</table>

THE LEARNING CONTRACT

All sections to be completed by the student.
Don’t forget to save your work in the text box and in the document, itself.

Text can be edited any time prior to final submission of the document.
### EVALUATION RATING

#### IDENTIFY AS A REFLECTIVE PROFESSIONAL SOCIAL WORKER – 603

<table>
<thead>
<tr>
<th>4</th>
<th>Demonstrates high levels of competence</th>
<th>2</th>
<th>Developing competence</th>
<th>0</th>
<th>Does not demonstrate competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Demonstrates competence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### TASKS:

1. Utilizes strengths, weaknesses in order to comply with the mission and values of the organizational structure.

   **Rating:** 3

   **Implementation Plan:**
   - I will seek feedback from field instructor and co-workers on areas that I am doing well and areas that I need to improve. I will identify areas and tasks to improve and implement strategies to address weaknesses.

2. Recognizes the contributions of skills, knowledge, values and resources through professional collaboration.

   **Rating:** 3

   **Implementation Plan:**
   - I will introduce myself to the organization and schedule interviews with Program Directors to learn about the range of services offered by the agency.

3. Understands individual biases and vulnerabilities with a reflective awareness of their impact on practice.

   **Rating:** 3

   **Implementation Plan:**
   - I recognize that I have never worked with a delinquent teen population. There are certain assumptions I have made about their behavior. I will gain greater awareness of these biases and assumptions while working with clients.

4. Seeks and utilizes appropriate supervision and consultation to enhance social work practice.

   **Rating:** 3

   **Implementation Plan:**
   - I will ensure I meet with the supervisor regularly to discuss my progress. I will maintain an open mind during supervision.

5. Respects the mutual impact of the change process on workers and clients.

   **Rating:** 3

   **Implementation Plan:**
   - During the treatment planning process, I will allow the family to define their own goals before I make any recommendations for treatment. I will also review the treatment process every 30 days based upon the agency protocol.

#### RATING

<table>
<thead>
<tr>
<th>Student</th>
<th>Field Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
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<td>3</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

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**The rating scale is provided for you in a drop down box.**

**The Field Instructor ratings can only be accessed by the Field Instructor.**
NARRATIVE RATING

The rating scale is provided for you in a drop down box.

Click the edit text icon to enter a narrative assessment of the student’s performance with respect to the ability.

<table>
<thead>
<tr>
<th>TO BE COMPLETED BY STUDENT AT END OF THE FIELD PERIOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>THIS ability relates to the development of my professional identity, more specifically how I use myself in practice. By examining my strengths and growth areas, I will be more cognizant of myself. The assignment most applicable to this ability is the direct practice with clients. It allowed me to better understand my level of anxiety when working with individuals and groups. I feel clients look to me for answers and I struggle not knowing how to respond. I want to be more helpful but realize I don’t yet have the knowledge or skills to help in a way that is most useful to my clients. An example of this occurred when I attempted to develop a girls group and found it to be much more difficult than I originally thought.</td>
</tr>
<tr>
<td>ABILITY OVERALL RATING (AVERAGE OF STUDENT TASK RATINGS)</td>
</tr>
<tr>
<td>IDENTIFY AS A REFLECTIVE PROFESSIONAL SOCIAL WORKER</td>
</tr>
<tr>
<td>• Assess the student’s performance with respect to this ability</td>
</tr>
<tr>
<td>TO BE COMPLETED BY FIELD INSTRUCTOR AT END OF THE FIELD PERIOD</td>
</tr>
<tr>
<td>ABILITY OVERALL RATING (AVERAGE OF FIELD INSTRUCTOR TASK RATINGS)</td>
</tr>
<tr>
<td>IDENTIFY AS A REFLECTIVE PROFESSIONAL SOCIAL WORKER</td>
</tr>
<tr>
<td>•</td>
</tr>
</tbody>
</table>

Department of Field Education
SUMMARY RATING/SIGNATURES

OVERALL RATING OF STUDENT’S COMPETENCY FOR 603

<table>
<thead>
<tr>
<th>ABILITIES</th>
<th>OVERALL RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDENTIFY AS A REFLECTIVE PROFESSIONAL SOCIAL</td>
<td>2.80 1.60</td>
</tr>
<tr>
<td>WORKER</td>
<td></td>
</tr>
<tr>
<td>ADVOCATE FOR SOCIAL, ECONOMIC AND ENVIRONMENTAL</td>
<td>3.00 3.00</td>
</tr>
<tr>
<td>JUSTICE</td>
<td></td>
</tr>
<tr>
<td>APPLY SOCIAL WORK METHODS</td>
<td>2.67 3.00</td>
</tr>
<tr>
<td>UPHOLD SOCIAL WORK VALUES AND ETHICS</td>
<td>2.60 2.40</td>
</tr>
<tr>
<td>INTEGRATE CULTURAL, ECONOMIC, AND GLOBAL DIVERSITY</td>
<td>3.75 3.75</td>
</tr>
<tr>
<td>THINK CRITICALLY ABOUT THEORY AND RESEARCH KNOWLEDGE</td>
<td>3.25 2.75</td>
</tr>
<tr>
<td>COMMUNICATE EFFECTIVELY</td>
<td>2.60 2.80</td>
</tr>
<tr>
<td>DEVELOP AS A SOCIAL WORK LEADER</td>
<td>2.25 2.25</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2.87 2.69</td>
</tr>
</tbody>
</table>

Student Comments:
Overall, I learned a great deal from this field placement. I began the year nervous and concerned that I would be able to effectively work with clients. With the help of my field instructor, I now believe I have the skills to function independently.

Field Instructor Comments:
Jane did a great job this semester. She beginning to develop the skills to function independently as a social worker. In her final semester, she will be expected to carry a larger caseload and co-facilitate two groups. I anticipate she will excel in these responsibilities.

Signature of Field Instructor: ([Student - name]): Click to sign Completed Document
Signature of Student: ([Field Instructor - name]):
Signature of Task Supervisor (if applicable): ([Task Supervisor - name]):
Signature of Field Faculty: ([Faculty Advisor - name]):

Note: You must click on the SAVE button to save any information entered or changed on this page before closing or printing the page, or your information will be lost.
MSASS Field Education Orientation

Blackboard
FIELD EDUCATION BLACKBOARD

• The MSASS Feld Education Office has developed a Field Instruction Blackboard site for Field Instructors and Task Supervisors.

• Using the same CWRU network affiliate ID, Field Instructors can gain access to the Field Instructor Blackboard site.

• This site contains resources and information to support the integration of learning during weekly supervision.
BLACKBOARD ACCESS

- [www.case.edu](http://www.case.edu)
- Click the blackboard link under the “QUICKLINKS” heading.
- Two fields are required:
  - User Name
  - Password
GETTING STARTED

• To get started click on the “How to Use this Site” tab. It will provide information and instructions on how best to utilize the site.
• It contains sections titled:
  – Welcome;
  – About This Site; and
  – Getting Started
FIELD INSTRUCTOR RESOURCES

- The Blackboard includes General Field Education Resources tab. These folders contain information that is pertinent to all field instructors.

- The subsequent tabs are concentration specific.
CONTENT STRUCTURE

- The blackboard site is organized by concentration.

- Within each concentration you will find the same general format of folders:
  - Articles
  - Web-based Resources
  - Related Course Syllabi
  - Field Supervision
  - Statistical Data
OTHER BLACKBOARD FEATURES

• Email Communication
• Discussion Boards
• Field Instructor Feedback
• Additional Resources
• Sharing Information
• Networking
• Events Calendar
For your commitment and willingness to provide our students with an exceptional field education experience.