Fall 2016 Mandel School Field Instructor & Task Supervisor Training

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

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Welcome!

Think Beyond
Today’s Objectives

• Provide a general orientation to Field Education within the context of the Mandel School curriculum

• Demonstrate the importance of the role of Field Instructors and Task Supervisors in the education of professional social workers

• Provide information to support the integration of social work theory and practice knowledge by students into organizational settings
Today’s Objectives

• Provide supervisory strategies that will support the professional development of Master’s level social work students

• Share practical information regarding our philosophy, forms, procedures and manual
What to Expect

• A relaxed atmosphere!

• Support from our Field Faculty

• Reciprocal learning
Introductions

Small Group Discussion:

• Spend a few moments reflecting on your own experiences as a social work student in your field placement.

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

• What impact did those positive experiences have on your growth as a student or future professional development?

• What aspects of your work with students are you most looking forward to?

• What are your primary questions or concerns regarding your role as Field Instructor or Task Supervisor?
An Overview of Competency-Based Curriculum
Master of Science in Social Administration

• MSSA = MSW ... Accredited by the Council on Social Work Education; Master’s degree in social work

• **Generalist Curriculum** (Foundation): Knowledge, skills, values essential for general social work practice; generally completed during the first year of the program
  
  ‒ Courses in methods, theory, policy, discrimination & inequality
  
  ‒ Two semesters of Field Education
Master of Science in Social Administration

• **Specialized Curriculum**
  – Direct Practice – Advanced Social Work Practice with Individuals, Families & Groups
    • Aging; Alcohol & Other Drugs*; Children, Youth and Families (School Social Work); Mental Health (adults/adolescents & children); Health
    • *AODA curriculum accredited by the Ohio Chemical Dependency Professionals Board

- **Community Practice for Social Change**
  • Aims to influence policy and practice within local, state, national & international domains
  • Emphasis on interventions with Groups, Organizations & Communities
Architecture of the MSSA Curriculum

Generalist Year
• 24 course credits, field seminar and 2 field periods (450 hours)

Specialized Year
• 36 course credits, 2 field periods (600 hours)
• Direct Practice (7 specialization choices)
• Community Practice for Social Change
A Focus on Skills and Skill-Building

Significant focus on skill-building within the MSSA Generalist & Specialized curriculum

- Labs in skills classes
- Small group exercises
- Case based learning
- Skill demonstrations on video
- Use of technology-enhanced classrooms
The Role of Field Education in Social Work Education at the Mandel School
MSASS Field Education Vision

To provide future and current social work practitioners the opportunity to fully integrate theoretical and practice knowledge in an educationally supportive environment that best serves individuals and families while building sustainable communities. This vision is predicated upon four strategies:

1. Research Informed Practice
2. Integration of Classroom & Field
3. Supportive Student Learning
4. Development & Support of Field Placement Settings/Relationships
Field Education: Creating Change Agents in Practice

• 20% of the MSSA course curriculum
• Field Education is the context through which our social work students:
  – **AQUIRE** a professional knowledge base
  – **INTEGRATE** the knowledge, skills, values and cognitive & affective processes that are central to our profession
  – **DEVELOP** a unique professional identity as a social worker
  – **REFLECT** a practice consistent with the values and ethics of the social work profession
Field Education: The Signature Pedagogy

The Council on Social Work Education has determined Field Education to be the Signature Pedagogy for the Social Work profession.

Signature Pedagogies are elements of instruction and socialization that teach future practitioners the fundamentals of professional work within their discipline.

Field Education integrates theories and concepts taught in the classroom into practice settings—it’s where students put their learning to work!
Field is the Bridge Between Classroom and Practice
Focus and Intention of Field Education

• The focus of Field Education is on the student’s continuous learning and development as a professional social worker

• An expressed educational purpose, that should be planned and assessed using the Learning Contract

• During each field period, students are expected to progressively advance their learning objectives & to acquire new knowledge and skills as a result of their placement experiences
Field Education Curriculum Overview

MSSA Generalist Year
- SASS 495 Field Seminar (Fall semester) 1 credit—Non Advanced Standing students
- SASS 601 Field Education I (Fall semester) 2 credits—Non Advanced Standing students
- SASS 602 Field Education II (Spring semester) 3 credits—Advanced Standing (BSW) students begin with 602 in the Fall.

MSSA Specialist Year
- SASS 603 Field Education III –3 credits
- SASS 604 Field Education IV–3 credits

Non-Advanced Standing students complete a minimum of 1050 hours of Field Education, generally across four semesters.

Advanced Standing students complete a minimum of 900 hours of Field Education, generally across three semesters.
Field Education Curriculum Overview

<table>
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<th>Field Period</th>
<th>Field Hours</th>
<th>*PD Hours</th>
<th>Total Hours</th>
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<tr>
<td>604</td>
<td>288</td>
<td>12</td>
<td>300</td>
</tr>
</tbody>
</table>

What are Professional Development hours?
• Support the student’s development as a life-long learner
• Self-directed
• Examples: Conferences, colloquia, trainings, CEU events
• There are many PD opportunities each semester offered through the school
• Students receive a weekly e-newsletter with the information
• Approved internal PD events are also posted on the school calendar
Roles and Responsibilities in the Field Education Process
Mandel School Field Education Partnership Model

- Student (#1!)
- Field Instructor-Agency Based
- Task Supervisor-Agency Based
- Field Faculty Advisor-MSASS Faculty
Student Responsibilities

• Prepare an agenda for weekly field instruction
• Collaborate with the Field Instructor to develop the Learning Contract
• Proactively schedule a Field Conference each semester
• Communicate relevant Field Education due dates and timelines to Field Instructor/Task Supervisor
• Address any concerns, issues or problems in a professional manner
• Remain open to constructive feedback and engaged in the learning process
Student Responsibilities

Complete all requirements for each field period by the required due dates:

- Field Education Hours
- Monthly Time Sheets
- Field Conference
- Professional Development Hours
- Learning Contract & Evaluation
Field Faculty Advisor Role

• Field Faculty Advisors are generally assigned to students by agency—work as a team to best support students

• Teach the Field Seminar each Fall
  – Two hours every other week-FT, 3 class days-IW
  – Designed to support students in successfully acclimating to field
  – Emphasis on self-advocacy, Learning Contract, professionalism, ethics, self-reflection, & the development of a social work identity

• Serve as the primary point of contact between the school and field placement agencies
Field Faculty Advisor Role

During each field period:

• Participate in the Field Conference with student & Field Instructor/Task Supervisor
• Provide feedback regarding the Learning Contract & Evaluation
• Review Evaluations and assign grades for all field courses
• Provide resources and consultation regarding all aspects of the Field Education process
• Troubleshoot & address student issues
Student Placement Process

• Begins in June for Fall placements

• Students are assigned Field Faculty Advisors as soon as their acceptance into the program is confirmed

• Process continues throughout the summer as students are admitted

• Students are always encouraged to begin the placement process as soon as possible

• Interview process for second year placements will begin in late January
Field Instructor Role

- MSW or MSSA, two years post Master’s experience
- Licensure is not required
- Field Instructors are considered to be volunteer Adjunct Faculty of the school
- An important part of the student’s educational team— the instructor for each field course
- A critical resource in the student’s learning process & development
Field Instructor Role

• Orient the student to agency culture and functions

• Provide initial opportunities for the student to shadow and observe

• Assess the student’s strengths and growth areas in developing field assignments and agency responsibilities

• Maintain open dialogue with the student and Field Faculty Advisor
Orientation: Safety in the Field

• As part of the agency orientation, we strongly encourage all Field Instructors to insure that each student is provided with an overview of basic safety and emergency procedures

• Common safety concerns/questions include:
  – Transporting clients
  – Home visits
  – Dealing with aggressive clients
Field Instructor Role

• Work in partnership with the student to develop meaningful Field Education assignments, which are documented within the Learning Contract

• Provide a minimum of 60-90 minutes of dedicated field supervision each week

• This dedicated supervision time is an essential component of the student’s learning and is critical to the success of their field placement
Discussion

Thoughts/strategies to provide students with consistent, dedicated supervision time each week?
Field Instructor Role

• During each field period:
  – Actively contribute to the development of the Learning Contract
  – Participate in the Field Conference
  – Complete Field Evaluation within the Learning Contract in the Intern Placement Tracking system (IPT) by the required due date
  – Sign monthly student timesheets
Task Supervisor Role

- Contribute to the development of the Learning Contract
- Participate in the Field Conference
- Coordinate with the Field Instructor to provide daily support to the student
- Maintain open dialogue with the student and Field Faculty Advisor
- Sign monthly student timesheets
- Review, contribute to and sign Learning Contract/Evaluation in IPT
Supervisory Strategies to Support Student Development

• Consistent schedule for supervision/Field Instruction

• Assessing and understanding where students are in their professional development

• Use of reflection during supervision

• Providing support while also encouraging growth

• Understanding, discussing and collaborating around the Learning Contract
Student Concerns

• There is an administrative protocol for addressing student issues that occur within field placement settings.

• We ask that all Field Instructors and Task Supervisors remember your roles as educators as part of the student’s academic team.

• Contact/consultation with the Field Faculty Advisor is the first step
Student Accommodations

• Students may elect to receive a letter from the Office of Disability Resources

• Field Instructor and Field Faculty Advisor collaborate to determine how to best support the student’s needs within the field setting

• Written plan is developed to specify how accommodations will be integrated within Field Education

• Accommodations are not retroactive
Curriculum Integration in Field Education
The Ten Competencies

The core of both classroom and field education at the Mandel School. The MSSA curriculum is structured around the following ten competencies:

- Demonstrate Ethical & Professional Behavior
- Engage Diversity & Difference in Practice
- Advance Human Rights & Social, Economic and Environmental Justice
- Engage in Practice Informed Research & Research Informed Practice
- Engage in Policy Practice
- Engage with Individuals, Families, Groups, Organizations and Communities
- Assess Individuals, Families, Groups, Organizations and Communities
- Intervene with Individuals, Families, Groups, Organizations and Communities
- Evaluate Practice with Individuals, Groups, Organizations and Communities
- Develop as a Social Work Leader
The Ten Competencies

• Under each Competency, there are specific “Behaviors” that students at the Generalist and Specialized Levels must address

• Addressed within the Learning Contract

• As Field Instructors and Task Supervisors, we ask that you develop an awareness and understanding of the Competencies and incorporate the material into the student’s placement experiences through your instruction
Field Placement Agencies

• Should provide:
  – Both micro and macro learning opportunities
  – Learning & practice opportunities within each of the Ten Competencies at the Generalist and Specialized levels
  – Opportunities to develop competence at all stages of the social work process
Learning Contract Process

1. Student identifies learning goals
2. Field Instructor & student work together to identify assignments for each Learning Contract
3. Student then translates assignments into quantifiable objectives, documented within the Implementation Plans
4. Learning Contract should be used as both a guide and a reference tool to measure progress and skill development
5. Student and Field Instructor each evaluate the student’s progress within each area of Competency
Learning Contract Assignments

• Created based on each student’s unique learning goals

• Broad objectives that document what the student is seeking to learn or accomplish during each field period
  – Examples:
    • Learn to co-facilitate a group
    • Learn about sources of funding for the organization
    • Research and learn to apply an EBP
    • Learn how to conduct a community assessment

These objectives are then translated into Implementation Plans under the specific Competencies and Practice Behaviors
Learning Contract & Evaluation

- The Learning Contract is the primary assessment tool in Field Education

- Serves as the guide to the Field Education experience

- Outlines goals and expectations

- New Learning Contract is completed for each field course (SASS 601, 602, 603, 604)

- Generalist (601/602) and Specialized (603/604) Learning Contract documents
Learning Contract & Evaluation

• Each Learning Contract addresses the Ten Competencies

• The assignments that the student develops allow for the application of the Competencies in practice

• Assessment & evaluation by the Field Instructor and Field Faculty Advisor provide feedback on student progress within each area of Competency
Learning Contract & Evaluation

• Should be completed within the first 30-45 days of each field period

• All Practice Behaviors must be addressed for each Competency

• Each Learning Contract is electronically signed in IPT by the student, Field Instructor and Task Supervisor prior to submission at the conclusion of the semester
The Ten Competencies

Competency Area One: Demonstrate Ethical and Professional Behavior

Required Generalist Behavior

1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.

Sample Learning Contract Implementation Plan:
Review several models for ethical decision making. Select one and apply it to a case scenario within the field setting.

Required Generalist Behavior

2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

Sample Learning Contract Implementation Plan:
Utilize personal self-care and self-regulation techniques to help effectively manage a challenging professional interaction. Reflect upon the use of these strategies during supervision.
Competency Area Four: Engage in Practice-informed Research and Research-informed Practice

Required Generalist Behavior

1. Use and translate research findings to inform and improve practice, policy, and service delivery

Sample Learning Contract Implementation Plan:
Research several evidence based practice models. Select a model that is relevant to the populations served by the organization. Present findings during supervision and discuss how the model could be best applied to practice.
Competency Area Five: Engage in Policy Practice

Required Generalist Behavior

1. Assess how social welfare and economic policies impact the delivery of and access to social services

Sample Learning Contract Implementation Plan:

Independently research two policies that have or will influence service delivery or access within the organization. Reflect upon and discuss how this has/may influence agency consumers, and the potential impacts on individuals, families or communities.
## Field Education Survey Results

### Competency Area Seven-Generalist Practice Behavior #1

- To what extent are students in your agency provided with opportunities to **collect and organize data, and apply critical thinking to interpret information from:**

### 77 Total Responses

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</tr>
<tr>
<td>Communities</td>
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Field Education Survey Results

Competency Seven-Generalist Practice Behavior #2

- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs and challenges within:

77 Total Responses

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92% 82% 71% 44% 47%

Individual Family Group Organization Community
Field Education Survey Results

Level of Intervention

- Individual: 92%
- Family: 82%
- Group: 71%
- Organization: 44%
- Community: 47%
Field Education Survey Results

What does our survey data tell us?
We hope to provide more ideas and strategies to help identify:

• Increased Generalist opportunities for students at the Group, Organization & Community Levels of Intervention

• Strategies to identify increased learning opportunities within the areas of Policy Practice, Advancing Human Rights & Social Justice & Engaging in Research Informed Practice/Practice Informed Research
Intern Placement Tracking System

- Field Instructor/Task Supervisor application completed
- Affiliate account email sent—must be activated
- IPT access letter is then sent by email
- Log into IPT to access your page and your student’s information
- [www.runipt.com](http://www.runipt.com)
- All Learning Contracts are issued through IPT
The Field Conference

• Student is responsible for scheduling each field period

• Learning Contract should be developed by the Field Conference date

• Review and discuss the Learning Contract, assignments and student progress

• Address questions, provide support and consultation
Evaluation in Field Education

- Completed within the Learning at the conclusion of each field period
- Student describes what they’ve learned for each Practice Behavior
- Numerical ratings are given for each Behavior by both the student and Field Instructor
- Rating averages are then calculated by Competency and translated into an overall rating
- New this year: One narrative summary section completed by both student and Field Instructor
Field Education Grading Process

- Grades are assigned each field period by the Field Faculty Advisor
- Grades are based on:
  - Student self-assessment
  - Successful completion of Learning Contract & assignments, required field and Professional Development hours, submission of all time logs and required documentation by the course due date
  - Due dates are outlined within the course syllabi and the Field Education Calendar
Field Education Grading Process

• Assigned Grades:
  – **PASS**: Meets or exceeds expectations in all aspects of Field Education
  – **NO PASS**: Does not meet expectations for Field Education
  – **INCOMPLETE**: May be appropriate when a student is unable to meet course requirements due to extenuating circumstances or field performance is of sufficient concern to warrant a remediation plan
Tracking Field Hours

• Students are responsible for completing ALL required field/PD hours for each course

• Time logs signed by the student, Field Instructor and Task Supervisor (as applicable) must be submitted monthly

• Any hours missed by the student due to illness, vacation, agency closures etc. must be made up

• Full time students may bank hours for the subsequent field period, in accordance with policy
Social Work Trainee

• Approved by the Ohio CSWMFT Board

• Students apply online and are responsible for assuring licensure status is up to date

• Each semester, the Field Education Department sends a list of enrolled students directly to the Board

• Not a requirement of the school—varies by placement agency
The Field Education Curriculum

Field Education Website  http://msass.case.edu/fieldeedu/

• Professional Development Log
• Time Sheet
• Field Education Calendars
• 2016-2017 Field Education Manual
• Student and Field Instructor IPT tutorial