Field Education Orientation

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Agenda

1. Introductions
2. Field Education Structure
3. Supervising the Social Work Student
4. 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
  • MSW Foundation- beginning first year of coursework (if full time), or starting second year of coursework (if part time)
  • MSW Clinical/Macro-
    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

• 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
• Student
• Field Instructor
  • Off-site Field Instructor
• Preceptor
• Field Liaison
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

• 2017-18 Academic Year Start & End Dates
  Fall 2017- August 21st-December 7th
  Spring 2018- January 2nd-April 20th
Required Hours

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

• MSW Clinical
  24 hours per week for 15 weeks each semester
  720 total hours
  Modified plan option

• All levels- 8 hour day if possible
Required Hours

• MSW Foundation

  50% of time must be spent on direct practice.

  - May include client work, advocacy, case staffings, etc.

  - “Client” is defined by the agency

• MSW Clinical

  50% of time must be spent working directly with clients.
Student Expectations

• Learning Contract - **Due Oct. 2\(^{nd}\) (Revision due Jan. 22\(^{nd}\))**
  - Each level (BSW, MSW Foundation, MSW Clinical, MSW Macro) has specific Competencies & Practice Behaviors
  - Activities to address each Competency
Student Expectations

• Professional Writing Samples- one per semester-
  Due Nov. 6\textsuperscript{th} and Mar. 5\textsuperscript{th}

• Examples

• All identifying client information should be changed/redacted
Student Expectations

• Time logs (including supervision)

• Pull up in Sonia

• Reviewed at the end of each semester, or anytime in between
Student Expectations

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

What are you planning and/or have you done for student orientation?
Tools- Preparation Tasks

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

(Ellison, M.L. & Winkler, C., 2015)
Tools- Preparation Tasks

• Email/announce to staff
• Review Field Education manual
• Identify possible activities/experiences for the student

(Ellison, M.L. & Winkler, C., 2015)
Tools- Creating a Manual

- Organizational chart
- Agency procedures
- Map of the agency
- Paperwork / timesheet procedures
- Confidentiality guidelines
- Ethics
- Community agencies/resources

- Agency contact information and staff phone numbers
- Sample release of information forms
- Sample of other forms
- Other helpful resources for working with the agency client population
- Local restaurants etc. for out of town students
Beginning/Engagement Phase
Assessing Student Development

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

• How have you experienced this with students in the past?

(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)
Orientation

• Things to include:
  • Safety/Risk Management policies/procedures (within the first two weeks)

• Should include:
  • Security of belongings
  • Safety issues with clients specific to client population and service setting
  • Safety within the agency building and in the office
  • Safety during home visits or other travel outside of the office
  • Health precautions and protocols
Plan for Learning

• Consider opportunities to:
  • Observe others and debrief
  • Practice social work (client work, policy, research, etc)
  • Being observed in practice
  • Engage in reflective dialogues linking theory and practice
  • Receiving feedback and coaching

(Bogo, 2015)
Video & Learning contract

Video- University of Toronto, 2015

http://socialwork.utoronto.ca/practicum/addressing-challenges-in-supervision/

Sonia form- SMART activities
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 Instruction

• 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 Instruction

• 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 Instruction

• 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?
Effective Field Instruction

“... my field instructor did an awesome job in helping me develop my professional writing skills, esp. with client notes; ethical decision-making at the clinical level, with reference to the Code; clinical toolbox with specific interventions and resources; skills in case conceptualization to use an overarching understanding of each case/client to guide treatment approaches; ability to engage in difficult client situations/conversations through role play and discussion; and diagnostic skills. She also regularly maintained an open mind and a posture of availability during supervision that really allowed me to feel comfortable asking challenging questions. She had a very busy schedule of her own, but she never made me feel like a burden for advocating for my own supervision time or learning experience.” 2016-17 student quote
Effective Field Instruction

• Treating the student like a professional- balance with being a student (Treating a student professionally)
• Clarifying the purpose of assignments
• Providing detailed directions and instructions
• Regularly reviewing the student’s workload
• Providing early opportunities for client contact

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

“She was supportive and provided guidance in everything I did, while also allowing me to explore and learn on my own. She provided many opportunities to work with different types of clients, staff members, and helped me gain exposure to different agencies.” - 2016-17 student quote

How do you build a relationship with the student?
Effective Field Instruction

• Building a Relationship
  • Explaining your role and the role of the student
  • Consider your identities (race, ethnicity, gender identity, sexual orientation, etc)
    • How might the dynamics influenced by these identities impact building a relationship with the student?
    • How might a student’s identities impact their experience?
  • Encouraging discussion of the student’s concerns
    • Students may struggle with this- why?
    • What can the Field Instructor do to encourage open communication?

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

• Building a Relationship
  • 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 Instruction

• Building a Relationship
  • 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)
Supervision Meetings

“My field instructor met with me regularly and for more time than was required. She gave meaningful feedback and provided guidance while still allowing me to make my own decisions. She made time for me outside of our supervision meetings whenever needed and always made herself available to me.” 2016-17 student quote
Supervision Meetings

“He was able to staff cases with me that I was unsure of and gave clear examples. He was able to challenge my thinking with ethical dilemmas. He was supportive of me bringing in questions. He found examples of how to apply the things I was learning with my practicum.” -2016-17 Student quote
Supervision Meetings

• 1-1.5 hours per week- scheduled time
• Consistent & agenda driven are the most successful
• Individual/group supervision
• Focus on teaching/discussion
  • Practice skills
  • Cases, clients, projects
  • Personal strengths, limitations, areas for growth
  • Helping the student link theory to practice
    • Field instructors may struggle with this- why?
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:
Video

University of Toronto

http://socialwork.utoronto.ca/practicum/addressing-challenges-in-supervision/

What did she do well?

What might you have done differently?

What if this student were a BSW- how might the supervision look different?
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

How do you/will you address termination with your student?
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 the Field Instructor

• Evaluating the Student
  • Will evaluate on the same Competencies/Practice Behaviors from the Learning Contract
  • Mid-year (December)
    • Reflect on student performance as they work on the activities written in the Learning Contract
    • Use the mid-year evaluation to assess if there are Competencies/Practice Behaviors that need additional work on the student’s part
  • End of year (April)
    • Reflect on student performance as they completed the activities written in the Learning Contract
    • Must be rated on ALL practice behaviors
Endings

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

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

• For students who need disability related accommodations, must be verified with KU’s Academic Achievement and Access Center (AAAC)- refer to Director Jennie Marsh

• If you have a student with accommodations, AAAC will provide a letter regarding those accommodations.
Safety & Critical Incidents
Safety Policy

• Review all safety/risk management policies and procedures with the student(s) at least once per semester, or more often if needed.
• Discuss assessing and handling risk in the field should be incorporated into supervision meetings.
• Students should not be required to complete assignments that make them feel physically unsafe.
Safety Policy

• Students should not be required to start unaccompanied home visits without appropriate training and shadowing of an experienced worker. The student and field instructor should have a plan in place for home visits that assures the field instructor or preceptor is aware of the details of the visit, and the field instructor or preceptor should have the student’s cell phone number.
• Students should not be left to staff an office or see clients without other staff present in the building.
• Report critical incidents immediately, in accordance with the Critical Incident policy.
Critical Incident 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
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

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.”
Discussion

What questions do you have?
Thank you!

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References


References


