

Field Education Orientation

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Objectives

1. Analyze the roles of all individuals within the field education experience and their impact on student success.
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. Recall frameworks to handle high-impact situations in field, such as performance concerns, ethical issues, and critical incidents.

Field Education Structure

Roles

- Student
- Field Instructor
 - Off-site Field Instructor
- Preceptor
- Field Liaison
 - Site visits
- [Handbook](#)

Timesheets

- Timesheets (including supervision)
 - 50% client contact for MSW Clinical students
- Reviewed by Liaison at the end of each semester, or anytime in between

Leave Policy

- 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.
- Can't finish practicum early.

Supervising the Social Work Student

Framework

Framework- 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

Framework- Models of Instruction

- Working Alliance/Parallel Process (Shulman, 2006)
 - Supervisor interaction with the supervisee models the dynamics core to any helping relationship.
 - “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.”**

Framework- Trauma-Informed

- Safety
- Trustworthiness
- Choice, voice, and empowerment
- Collaboration and mutuality
- Peer support
- Cultural, historical, and gender humility

(SAMHSA, 2014)

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 to prepare for your student?

Tools- Preparation Tasks

- Assist with any agency requirements
- Email/announce to staff
- Review Field Education manual
- Identify possible activities/experiences for the student
- Prepare for orientation

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

Beginning/Engagement Phase

Assessing the Student

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

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

Assessing the Student

- Common Student Fears
 - Working with clients that are different from them
 - Not enough knowledge or competency- I won't be able to help people.
 - Making mistakes
 - Acclimating to a new environment
 - Is this the “right” kind of experience?

Assessing the Student

- Disability-related 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
 - Do not set these up informally without communicating with the Field Education Office
 - If you have a student with accommodations, AAAC will provide a letter regarding those accommodations.

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?
- Handout

Learning Contract

- 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)

Learning Contract

- Council on Social Work Education (CSWE) Competencies (Handout)
- Practice behaviors/Activities for each
- Will evaluate the student at mid-year and end of the year
- Sonia example
- [Samples](#)

Activity

- Individually, select two of the Competencies and write down possible activities for your student **that would enable you to evaluate the student on that Competency.**
- When instructed, get into groups of 2-4 and discuss what you came up with.

Working/Middle Phase

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.” KU student quote

In your groups, talk about what effective field instruction looks like, based on this quote and your own experiences in field.

Effective Field Instruction

- Treating the student like a professional- balance with being a student
- Clarifying the purpose of tasks
- 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 to me 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.”- KU student quote

In your groups, talk about how you might 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?

Effective Field Instruction

- Building a Relationship
 - 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)

Video

- Fostering Self Awareness, Reflection and Emotional Regulation
 - Fostering self-reflection while maintaining boundaries can be tricky. What are some strategies for this?
 - Thinking about the student's identities, how can those contribute to a student's response to the work? Or the student's response to you?

Supervision (AKA Instruction) 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.”- KU student quote

In your groups, what might be the difference between traditional supervisor/supervisee meetings and social worker/student meetings?

Supervision (AKA Instruction) Meetings

- 1-1.5 hours per week- scheduled time
- Consistent & agenda driven are the most successful
 - Agenda handout
- Individual/group supervision

Supervision (AKA Instruction) Meetings

- Focus on teaching/discussion
 - Practice skills
 - Cases, clients, projects
 - Personal strengths, limitations, areas for growth
 - Helping to process:
 - Ethical issues
 - Self-awareness and self-regulation
 - Linking theory to practice

Video

- Fostering Self Awareness, Reflection and Emotional Regulation
 - Thinking about the trauma-informed lens, what was done well here? What could have been done better?
 - How do you maintain boundaries in this scenario?

Video

- Linking Theory and Practice
 - What challenges have you struggled with when attempting to apply theory and research to practice?
 - How do you promote critical thinking in relation to applying research and theory to practice situations?
 - How do you assist students to consider diversity and structural issues as they attempt to apply theory and research to practice?

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

- End of year evaluation
- 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 EARLY- help the student prepare professionally and emotionally

Critical Conversations

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

Video

- Video (Providing Constructive Feedback in Sensitive Situations)
 - What was done well? Not so well?
 - Can you identify personal challenges that might make giving constructive feedback particularly difficult for you?
 - Can you identify any techniques that have been helpful when faced with having to provide difficult feedback?
 - Have you ever avoided giving constructive feedback? What were the repercussions?

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

Policies

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

Sexual Harassment/Discrimination

The University of Kansas prohibits discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, status as a veteran, sexual orientation, marital status, parental status, gender identity, gender expression and genetic information in the University's programs and activities.

The University of Kansas prohibits sexual harassment and is committed to preventing, correcting, and disciplining incidents of unlawful harassment, including sexual harassment and sexual assault.

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.”

Questions?

What questions do you have?

Thank you!

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