Field Instructor Training in a Box (updated July 2016)
WELCOME!
Welcome to the Field Program at the USF School of Social Work!!

- The purpose of this “Training in a Box” is to introduce new and returning field instructors (those who may need a refresher) to the field program at USF and the role you will have with our BSW and/or MSW students. For the new field instructors, we also recommend that you register for an upcoming face-to-face Field Instructor Training which is typically offered in the Spring.

- USF has affiliation agreements with hundreds of agencies in the Tampa Bay region and surrounding counties, and we view our agency field instructors as our partners in providing the best social work education possible to our students.
Introduction

This training, in combination with the Field Manual should provide you with the information and tools needed to fulfill your responsibilities as an agency field instructor for USF social work students.

Please review this power-point presentation, as well as the relevant field manual(s), and do not hesitate to contact us at any time to answer your questions or address any concerns you have.

Teri Simpson (MSW field questions) – terisimpson@usf.edu – 813.974.6728

Lori Rogovin (BSW field questions) – lrogovin@usf.edu – 813.974.4946
BSW Field Program Overview

The BSW degree is a Generalist Program (compared to the MSW degree which is a clinical program at USF)

460 Total Field Hours are completed in student’s last undergraduate semester (32 hrs per week for one 15-week semester)

A minimum of one hour per week of face-to-face supervision is required with agency-assigned field instructor (who has MSW or BSW degree)

Students also take classes on Fridays (including a 3-hour field seminar class) on campus which require other assignments plus students write their final integrative paper which is discussed in the field seminar class
MSW Full-Time Field Program Overview

MSW Program – Full-Time

- Clinical
- 20 hours per week for three semesters =300 hours per semester (900 total field hours)
- Advanced Standing students (completed BSW already) enter field in the third semester for 20 hours per week (600 total field hours)
- A minimum of one hour per week of face-to-face supervision required with agency-assigned field instructor (who has an MSW)
- Students may “bank” up to 36 hours toward the next semester (with field instructor permission)
What Makes the MSW Part-time Program Different than the Full-time Program?

- P/T MSW - 10 hours per week in their internship every semester (including summers)
- Most of the students work full-time jobs (often in human services field so they may bring some relevant experience)
- Often need weekend and evening hours to complete internships
- Part-time students may “bank” up to 20 hours to use the following semester (with field instructor permission)
- Supervision requirement:
  - one hour every two weeks
  - liaison visit is every other semester (in the odd semester field faculty will call to see how students are doing and will visit if needed)
It’s A Team Effort!

- **AGENCY FIELD INSTRUCTOR** (and other agency staff who may be interacting with student)

- **USF FIELD OFFICE**

- **SEMINAR INSTRUCTOR / FIELD LIAISON**
The Agency Field Instructor

YOU - the person with the Social Work Degree and social work experience who has been trained by the USF School of Social Work. You will be ultimately responsible for supervising and evaluating the skills of our student.
USF Seminar Instructor/Field Liaison

**Seminar Instructor**- Teaches the field seminar class at USF where students’ talk about their placements and practice their skills.

**Field Liaison**- Comes to your agency site to meet with you and your student mid-semester. (For BSW students, the mid-term evaluation must be completed by the field instructor and reviewed with the student prior to this visit.)

The seminar instructor and field liaison are usually the same person.
Holidays, Breaks, and Vacations

- Fall and Winter semesters are each 15 weeks (summer semesters are 10 weeks long, but this would only apply to part-time MSW students. There are not field placements during the summer semester for BSW students.)
- Students are not required to go to their field placements during holidays observed by USF.
- Agencies may supersede this rule, but schedules should be discussed early in the semester with the student.
- Any missed practicum hours (for any reason) must be made up as agreed upon with field instructor.
USF Holidays

- Labor Day
- Veteran’s Day
- Thanksgiving and day after
- MLK Jr. Day
- USF Spring Break (Agency schedule takes precedence)
- Memorial Day
- 4th of July
Keeping Track of Practicum Hours

For both BSW and MSW students a single community agency placement for the entire practicum is utilized.

Students are required to record all required hours including supervision hours on their log in the field (IPT) data base.

You can access this database with your own log-in information (details provided later). Your electronic signature will lock the hours log when complete at the end of semester.
Field Problems and Resolution

- Performance in field is a critical indicator of readiness for professional practice.
- Concerns arising in field must be addressed early and feedback given to students needs to occur regularly.
- Concerns can be raised by students, Field Instructors (FI), or Field Liaisons/Seminar Instructors.
Problem Solving Process

- Critical to collaboration between USF and the field agency
- The foundation for resolving concerns and challenges in the field
- Essential skill for our students
- Please become familiar with the Problem Solving Process in the Field manual
Council on Social Work Education (CSWE) 2008 EPAS

Educational Policy and Accreditation Standards (EPAS)

Concept: Build education around 10 basic competencies we expect Social Workers to have when they graduate from a CSWE-accredited program.

Competencies are comprised of measurable practice behaviors (in the MSW program, they become more clinically rigorous as the student progresses each semester).

http://socialwork.cbcs.usf.edu/_assets/docs/EPAS.pdf
Ten EPAS Competencies

1. Identify as a professional social worker and conduct oneself accordingly
2. Apply social work ethical principles to guide professional practice
3. Apply critical thinking to inform and communicate professional judgments
4. Engage diversity and difference in practice
Ten Competencies, cont.

5. Advance human rights and social and economic justice
6. Engage in research-informed practice and practice-informed research
7. Apply knowledge of human behavior and the social environment
Ten Competencies, cont.

8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services

9. Respond to contexts that shape practice

10. Engages, assesses, intervenes, and evaluates with individuals, families, groups, organizations, and communities
Student Learning Plan

The Learning Plan is a tool to help students make the best of their field experience.

The tool should serve as a “road map” to guide the student’s learning experience—please review progress at each supervision meeting and work with students to develop initially.

It also serves as a document to monitor and evaluate the student’s progress during the semester in attaining the expected practice behaviors as they build their competencies.
Student Learning Plan (refer to document in Field Handbook)

- Based on the 10 EPAS Competencies and corresponding Practice Behaviors
- A tool to help students make the best of their field experience
- The tool serves as a “road map” or “to do list” to guide the student’s learning experience
- It also serves as a document to monitor and evaluate the student’s progress during weekly supervision meetings to ensure progress on Practice Behaviors as students build and expand upon their competencies.
- It needs to be completed and reviewed by the field instructor early in the field placement and must be available to review at the field liaison visit.
The competencies and the practice behaviors for the learning plan have already been written and are included in the Learning Plan form. The strategies and measurements left blank on the form are meant to operationalize the practice behaviors. Working with the field instructor, the student will write a strategy to accomplish each Practice Behavior and describe how they will measure its accomplishment. The strategies should be individualized according to agency’s methods of providing service, coupled with the student’s in-class learning.
Examples of Learning Plan Practice Behaviors & Strategies
(for BSW/MSW Foundation Learning Plan)

Competency 1: Identify as a professional social worker and conduct oneself accordingly

- **Practice Behavior #1-(1.1)** Advocate for client access to services
  - **(Sample) Strategy**-Create a community resource list for client use
  - **(Sample) Measurement**-evidenced by review by my Field Instructor (FI) during weeks 1 – 15

- **Practice Behavior #2- (1.2)** Practice personal reflection and self-correction to assure continual professional development
  - **(Sample) Strategy**-Identify personal biases, weaknesses, and concerns and include on agenda to discuss during supervision session with FI
  - **(Sample) Measurement**-Discussion during weekly meeting with my Field Instructor by week 6
Competency 2: Apply Social Work Ethical Principals to guide professional practice.

- Practice Behavior #1- (2.1) Recognize and manage personal values in a way that allows professional values to guide practice
- (Sample) Strategy- Review intake/assessment/treatment plan and progress notes with FI in search of biases or possible transference/counter transference issues
- (Sample) Measurement- Complete by week 12
- Practice Behavior #2-(2.2) Make ethical decisions by applying the standards of the NASW Code of Ethics
- (Sample) Strategy- Study agency practice and policy manuals and compare with the NASW Code of Ethics
- (Sample) Measurement- Discuss findings with Field Instructor by week 4
Examples of Learning Plan Strategies and Measurements (from MSW Advanced Clinical Learning Plan)

Competency 2: Apply Social Work Ethical Principals to guide professional practice

- **Practice Behavior #1-(2.1)** Apply ethical decision making skills to issues specific to clinical social work.

  - **(Sample) Strategy** Discuss ethical issues that arise during weekly interdisciplinary team meetings to gather input from colleagues.

  - **(Sample) Measurement** Discuss suggestions with FI at supervision throughout semester.

- **Practice Behavior #2- (2.2)** Employ strategies of ethical reasoning to address the use of technology in clinical practice and its impact on client rights.

  - **(Sample) Strategy** Study agency privacy policies (i.e., HIPAA) and practices concerning confidentiality of electronic case notes with FI.

  - **(Sample) Measurement** Include directional notes in weekly log prior to entering first case note, by Week 4.
Intern Placement Tracking

- Online Field Data Management system
- Most forms and evaluations (NOT BSW mid-semester evaluation) are completed on IPT
- Hours Log and final evaluations are completed online
- Each student and each Field Instructor have their own Log-in access
- Electronic signatures, password protected
- Keep your personal data up-to-date in system and you can add photo
To obtain your default password call the Social Work Field Office at 813-974-7710 or email ywallace@usf.edu

If you have questions regarding the IPT system, contact the Field Office Program Assistant using above contact (you may also ask your student for help)

To access IPT system:

- [www.runipt.com](http://www.runipt.com)

organization name: usfsw

User Name (assigned by Field Office)

Password (default password assigned, then you can choose)
# HOURS LOG-IN IPT

**EXAMPLE FOR FULL-TIME MSW STUDENT (BSW STUDENT WOULD ENTER 32 HOURS INSTEAD OF 20)**

<table>
<thead>
<tr>
<th>Dates by Week</th>
<th>Total Hours Practicum (weekly)</th>
<th>Individual Supervision</th>
<th>Field Instructor Initials</th>
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<tr>
<td>8/26-8/30</td>
<td>20</td>
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<td>9/2-9/6</td>
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<tr>
<td>9/9-9/13</td>
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<td>1</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>60</strong></td>
<td><strong>3</strong></td>
<td><strong>TLS</strong></td>
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</table>
SUPERVISION.....
A WAY OF GIVING BACK
Integration of Theory Into Practice

Skills students should be able to demonstrate:

- Demonstrate basic assessment and problem-formulation skills using the bio-psychosocial model
- Demonstrate effective communication (verbal, nonverbal and written)
- Use the problem solving method with goal directed intervention
- Demonstrate knowledge of human behavior and social environment as it effects the client system
- Demonstrate integration of academics into field learning
  - i.e. demonstration of using the theories to guide the interventions, case planning and treatment with individuals, families and groups
- For MSW’s initial use of the DSM V diagnostic formulation
Goals of Supervision

- To facilitate professional competence and ensure that clients receive effective services
- To help students recognize own strengths and areas of improvement as well as those of clients
- To model use of interpersonal process in helping relationship
- To model appropriate boundaries
- To help student increase self-awareness and depersonalize reactions
- To help student own and work through his/her emotional responses to clients
- To help students deal with limitations of agency services
Additional Goals of Supervision

- To help students understand their role in evidence-based social work practice, defined as: “the conscientious, explicit and judicious use of current best evidence in making decisions about the care of individual clients” (Sackett, Richardson, Rosenberg, & Haynes, 1997).

- The evidence-based social work practitioner is:
  - Committed to a process of lifelong learning.
  - Conducts on-going assessment and evaluation.
  - Is an objective and efficient consumer of research and evidence.
  - Concerned about the most effective way to assist clients.
Cont’d: Additional Goals of Supervision

To help students recognize the and understand the connections between research and practice

- Both are essential components in our field
- Research strengthens and advances the field of social work and allows us to better serve our clients
- There is often a great divide between the two. Field instructors have key role in bridging this divide
Evaluation
(refer to documents in Field Manuals)

The Foundation and Advanced Clinical Evaluation Instruments have been developed to measure student progress on developing their competencies (in Field Manual).

Student performance and progress in the field placement are reviewed at mid-semester during the liaison visit and at the end of the semester.

(The classroom seminar instructor also evaluates student progress through written assignments and timely submission of required Field paperwork.)
The BSW Field Instructor completes a mid-semester evaluation in hard copy by Week 7 for review at the liaison visit. (This evaluation is in the same format as the final evaluation.)

The MSW Field Instructor does not complete a written evaluation at this time.

The Field Evaluation Instruments are designed to provide an interactive process for the student and Field Instructor to review the student’s progress, areas of strength, and areas for continued growth which have been discussed during weekly supervision.

Evaluations are completed by the Field Instructor and reviewed and discussed with the student.
On the Final Evaluation the student must have a score of at least 3 (and there cannot be any “NO” marked) on every practice behavior to pass field. If the Field Instructor or the student anticipate that this cannot be achieved, an action plan should be developed before or at the liaison visit to address any concerns.

The final evaluation is considered complete only when accompanied by a signed hours log available on the IPT web-based data management system; both require electronic signatures by the FI.

It is the student’s responsibility to alert the Field Instructor that the due date for the evaluation is approaching.
THE DEVELOPMENTAL STAGES OF SUPERVISION

Each stage requires a different supervisory environment as the student moves towards competency.
Stage One
In The Beginning

Dominant role of supervisor: Teacher

Supervision Environment

- Provide structure to keep anxiety low
- Provide feedback
- Focus on tasks and goals
- Provide support and encouragement
- Help students understand boundaries
- Teach and make sure students understand agency policies and procedures
Stage 2
Intermediate

- Dominant role of supervisor: Counsel

Supervision Environment:

- Allow for critical evaluation of FI suggestions
  - Allow for supervisory relationship to become less hierarchical in order to accommodate for ambivalence between dependency vs. autonomy; improved skills and student focus on clients
  - Continue providing support and encouragement
Stage 3
Advanced

Dominant role of supervisor: Consultant

Supervision environment:

- Help guide their transition from student to professional as their awareness of self and other improves, they are able to be with client, yet not be drawn in
- Support and encourage their
  - Autonomy and self-confidence
  - allow for case accountability
Ensuring the Integration of Theory and Practice

How can the field instructor facilitate this?

- Have students present case facts
- Help students identify feelings, thoughts, and assumptions related to their experience with clients
- Help students identify applicable concepts, methods, and examples from classroom learning and ask questions about their field seminar assignments
- Help students identify and label his/her practice behavior from the learning
- Ask interns for examples of engaging in skills like empathy, probing, reframing
- Discuss boundaries and how, when, and if to use self disclosure
Your Commitment

In Summary

- Create the Learning Plan together with student within the first few weeks – then review the progress at each supervision meeting.
- Be faithful in maintaining supervisory meeting schedule (suggest student bring agenda to meetings and be accessible, available, and responsive to students, even if it means checking in by phone or email.
- Discuss and address concerns early.
- Be willing to confront and evaluate honestly.
- Be on the job when the student is and/or be in regular contact with staff who are working with students.
- Become familiar with the Problem Solving Process in the field manuals.
Your Commitment Cont.

- Provide positive and constructive feedback
- Become familiar with the IPT database system early in the semester and enter all of the information requested on the field instructor screen.
- Help prepare a corrective action plan if needed and guide student to accomplish plan
- Complete hard copy of Mid-term Evaluation (for BSW students) and meet with student and Field Liaison for mid-semester visit
- Prepare final evaluation at end of semester and electronically sign and submit hours log on IPT database
- Keep your personal IPT data up to date
- Read and be familiar with content of field manuals
Remember...

- USF faculty members are here to support you and offer guidance when you need it.
- Your feedback about the program is always welcome.
- THANK YOU for choosing to work with our students; we value your partnership and leadership in the field.
- For every 300 hours you have a student, you earn a waiver for 6 credit hours at any State University in Florida (good for 3 years)

Gracias
THANK YOU FOR YOUR INTEREST IN BEING A PARTNER WITH THE USF SCHOOL OF SOCIAL WORK IN EDUCATING OUR FUTURE SOCIAL WORKERS!!!

THANK YOU!!

http://socialwork.cbcss.usf.edu

http://socialwork.cbcss.usf.edu/fieldProgram