

USF SCHOOL OF SOCIAL WORK FIELD PROGRAMS

Field Instructor Training in a Box

(updated August 2019)



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 field manual, 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 a 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**



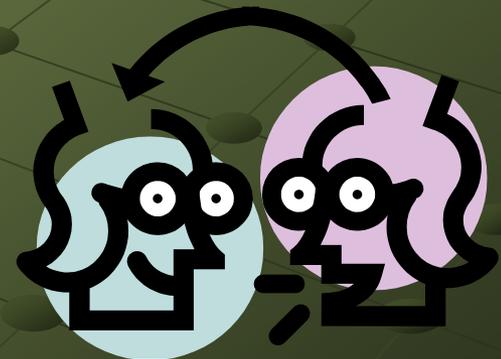
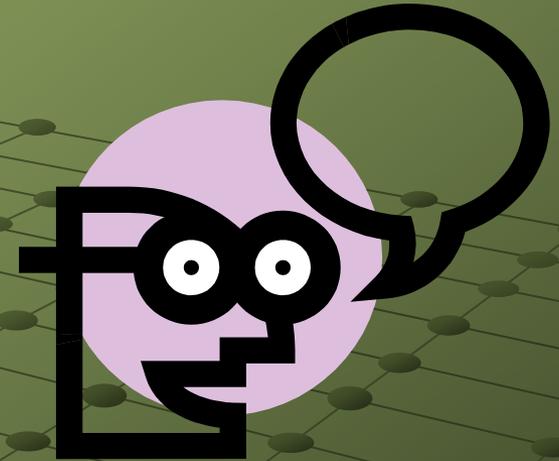
The Agency Field Instructor

- **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) 2015 EPAS

- Educational Policy and Accreditation Standards (EPAS)
- Concept: Build education around 9 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)

Nine EPAS Competencies

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice

Nine Competencies, cont.

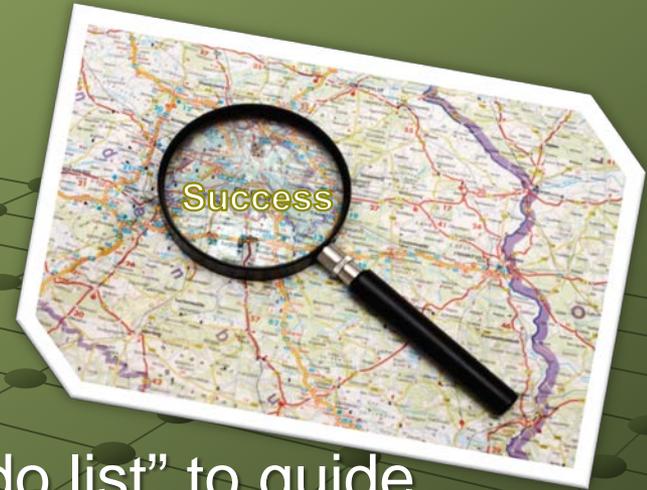
6. Engage with Individuals, Families, Groups, Organizations and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations and Communities
9. Evaluation Practice with Individuals, Families, Groups, Organizations and 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 9 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





Student Learning Plan, cont'd.

- 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* it's 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: Demonstrate Ethical and Professional Behavior

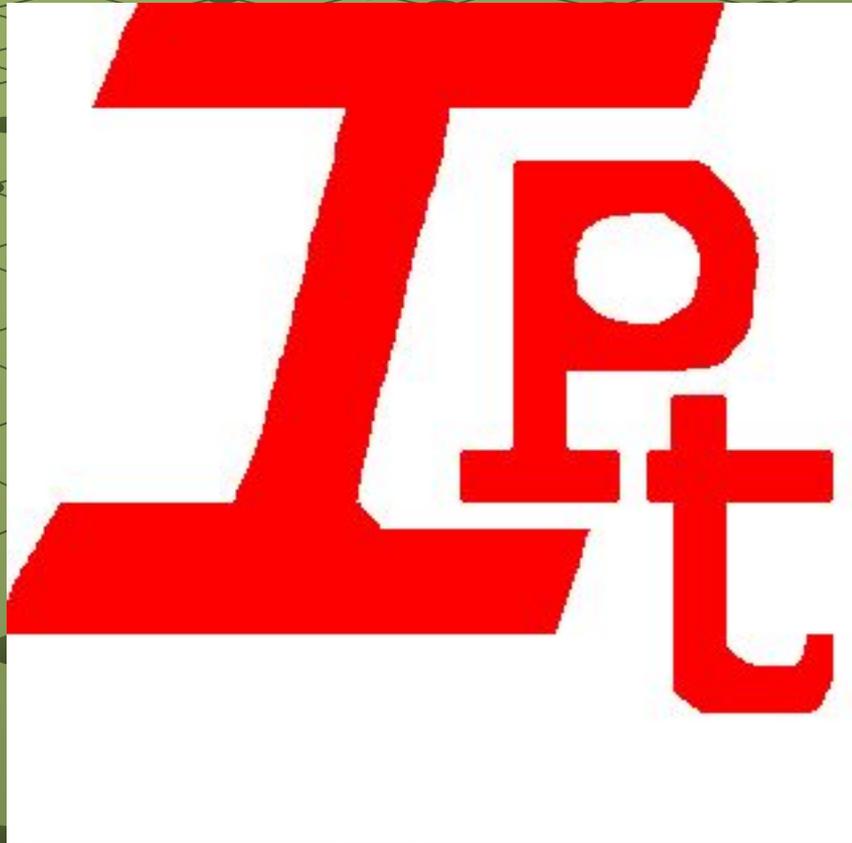
- Practice Behavior #1-(1.1) Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics as appropriate to context
- (Sample) Strategy-Discuss an ethical issue in that occurred in the agency and apply to Dolgoff Ethical Problem Solving Model come to a conclusion
- Sample) Measurement-evidenced by review by my Field Instructor (FI) by Week 10
- Practice Behavior #2- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
- (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

Cont'd: Examples of Learning Plan Practice Behaviors & Strategies (for BSW/MSW **Foundation** Learning Plan)

● Competency 2: Engage Diversity and Difference in practice

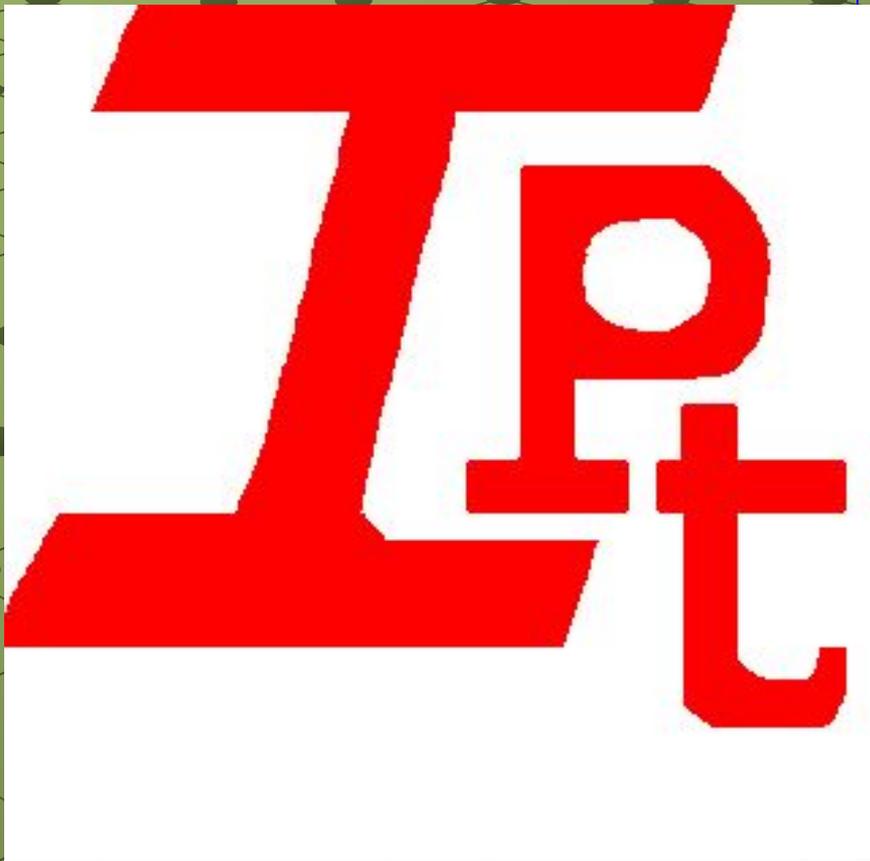
- Practice Behavior #1- (2.1) Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo and macro levels
- (Sample) Strategy- Research the culture of a client who identifies as different from myself and compile findings.
- (Sample) Measurement- Share my research findings with my field instructor and discuss how to use this knowledge in the interactions with my client by week 10.
- Practice Behavior #2- (2.2) Present myself as a learner and engage clients and constituencies as experts of their own experience
- (Sample) Strategy- Do an intake/assessment on a client who identifies and different from myself and make notes of things I learned about their diversity that I did not know previously
- (Sample) Measurement- Discuss findings with Field Instructor by week 6

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

Intern Placement Tracking



- 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
 - 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)

Dates by Week	Total Hours Practicum (weekly)	Individual Supervision
8/26-8/30	20	1
9/2-9/6	20	1
9/9-9/13	20	1
TOTAL	60	3

PLACEMENT PROCESS: WHAT YOU CAN EXPECT

Students complete and submit a field application to Field staff.

Students schedule an individual interview with the Director of Field (MSW) or BSW Field Coordinator (BSW) to review application and discuss field interest areas.

Based on interests, the Field Director/Field Coordinator contacts appropriate agencies for students and confirms placement availability. Students receive notification of a field placement agency/agencies and associated contact information to set up an interview.

Students contact the agency to schedule an interview (occurs during specific months of each semester).

Once an interview is completed, *field instructor contacts Field Director/Field Coordinator to provide feedback about interview and interest in having student placed.*

Following an interview, students complete and return an **Agency Interview Form** indicating their interest in placement at the agency.

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.)

Evaluation cont'd

- 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.



Evaluation, cont.

- ❖ 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



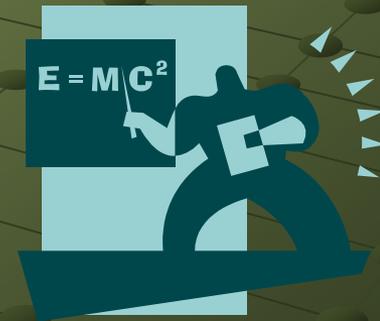
THE DEVELOPMENTAL STAGES OF SUPERVISION

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 manual

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 manual



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)



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.cbcs.usf.edu>

<http://socialwork.cbcs.usf.edu/fieldProgram>



Thank
You!