

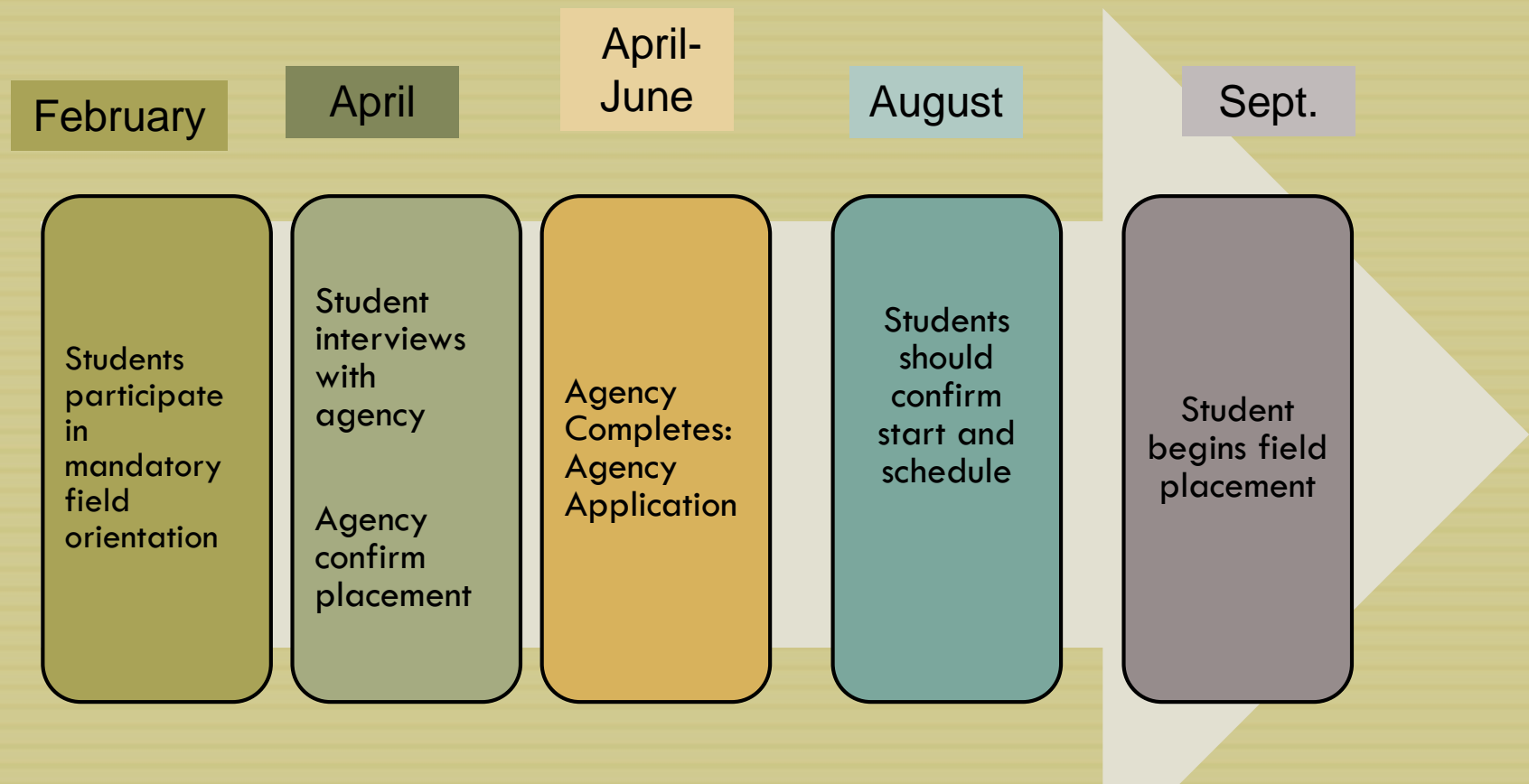


# Oakland University Social Work Program Field Instructor Orientation

# What is the Field Instructor Orientation?

- Field Instructor training is designed to provide agency-based field instructors with the specialized knowledge and skills necessary for effective field supervision.
- Training is recommended for any social work practitioner providing supervision to social work students.

# Field Education Process-Agency (Fall Start Date)



The Field Education Director is responsible for all placement assignments

# Why become a Field Instructor:

- As a field instructor, you have the opportunity to significantly influence the education and training of a future social worker. This influence extends well beyond the student—it will influence all of the student's future interactions with clients. Over a lifetime, that influence can spread to hundreds of people.
- The students you are supervising are the future of the social work profession. This means that you have the opportunity to play a role in shaping the future of social work practice and our profession

# Field Education Course Requirements

- 400 hours total
- 200 hours each semester
- September 1<sup>st</sup> is the official start date of the University, most students will begin their internships the week of Labor Day

# Social work course requirements and assignments

- During their internship students will be enrolled in:
- **SW 405**- Prepares students for generalist social work practice involving individuals, families, other groups. Emphasizes how to engage clients, assess needs, provide intervention, terminate intervention, evaluate outcomes.
- **SW 431**- Students present and analyze field experiences to develop capacity for self-awareness; development and appropriate application of social work knowledge, values, skills.
- **SW 406**- Prepares students for generalist social work practice involving task groups, organizations, communities. Focus on critical thinking about clients in context of larger environment; analyzing relevant interactions within groups, organizations, communities.
- **SW 433**- Weekly seminar held in conjunction with second semester of the social work internship. Capstone course in which students complete a major integrative paper and portfolio

# Why do field instructors need to know about effective supervision methods?

- Much empirical research has been conducted on field supervision, particularly concerning student satisfaction with the field experience and the behaviors of field instructors that influence this satisfaction, both positively and negatively;
- Research indicates that the quality of the field instruction is the most significant factor affecting the satisfaction with the field placement (Fortune & Abramson, 1993).
- Since field instructors are busy, even small changes can make a difference in effectiveness. Many of the elements discussed in this session involve only small changes.

# Four components of Effective Supervision

- The agency
- Tasks and assignments
- Supervisory skills
- Supervision meetings



# Elements Related to the Agency

- Making the student feel desired by the agency
- Including the student in agency functions and activities
- Treating the student like a professional
- Helping the student learn about the agency

# Elements Related to Tasks and Assignments

- Clarifying the purpose of assignments
- Providing detailed directions and instructions
- Working with the student to complete tasks
- Regularly reviewing the student's workload
- Providing a variety of learning activities
- Clarifying expectations for the student's performance
- Providing early opportunities for client contact

# Elements Related to Supervisory Skills

- Explaining your role and the role of the student
- Encouraging discussion of the student's concerns
- Helping the student link theory to practice
- Providing clear and consistent feedback
- Validating the student's feelings
- Reassuring students they can succeed
- Demonstrating that the student is valued as a person and as a colleague

# Elements Related to Supervision Meetings

- Holding regularly scheduled supervision meetings
- Being available outside of regular supervision times
- Providing a thorough discussion of the student's learning needs
- Reviewing and analyzing the student's cases or projects
- Providing consistent supervision throughout the placement

# What Do Students Want to Discuss During Supervision Meetings?

Research indicates that, during supervision sessions, elements associated with student satisfaction are primarily issues concerning students' practice experience (Gray et al., 1989).

These topics include:

- ▣ Practice skills used by students;
- ▣ Cases, clients, and projects;
- ▣ Ongoing performance issues;
- ▣ Personal strengths, limitations, and areas for associated with student satisfaction are primarily issues concerning students' practice growth

# What Can We Learn From This?

- ❑ Students want direct and practical information that is going to help them become ethical and effective social workers
- ❑ Student need to be ensured they are doing their task correctly
- ❑ Students want dedicated time with their supervisor to focus on their practice issues.
- ❑ Students want this time with their field instructor to focus on their practice, their work in the field, and areas that need improvement.

# Ineffective Supervisory Behaviors

- Supervision that is too directive -- students are not given opportunities to practice skills on their own or learning opportunities are limited;
- Lack of monitoring – failure to monitor the student's workload or failure to make arrangements for supervision during the field instructor's absence;
- Inappropriate use of the student – assigning tasks that do not meet the learning needs of the student or assigning tasks that are too difficult or too easy;
- Inadequate supervisory contact – meeting infrequently or allowing too little time to meet;
- Lack of information – failure to provide students with necessary information or instructions; failure to provide adequate feedback concerning their performance

# Phases of Supervision: Preliminary Phase: Tuning In

- Instructors need to assist students in understanding the supervisory relationship and expectations, and in negotiating ways to approach supervision.
  - ▣ Personal preparation for sessions (feelings, issues, concerns)
  - ▣ Flexibility necessary to reassess needs every time;
  - ▣ Responding to direct and indirect cues of self and others;
  - ▣ Prioritizing needs, setting agendas.



# Beginning Phase: Contracting

- Purpose and role of supervision; supervisor's and supervisee responsibilities;
- Learning about organizational mission, priorities, procedures, populations;
- Authority and how power is utilized; consequences of breach of protocols;
- Questions of limits and boundaries, wiggle room/flexibility vs. clear borders;
- Perceptions of obligations, expectations, esp. re help needed and offered;
- Job descriptions, staging and sequencing of learning; others to be involved;
- Use of language: avoiding stereotypes, jargon but professional terminologies;
- Discovering and building on strengths; agreeing on areas for growth;
- Learning new skills, unlearning unhelpful old behavior or ways of working.

# Middle Phase: Working

- Building empathic skills and relationships;
- Learning how to articulate and elaborate re client, organization, system, self;
- Improving skills in self-awareness and self-disclosure re deeper learning;
- Identifying obstacles to successful completion of tasks and processes;
- Learning how data is used to evaluate practice and inform organization;
- Reviewing theoretical knowledge as it informs practice;
- Moving from the general to the specific, and the specific to the general;
- Containment of anxiety and negative feelings in service of the client;
- Understanding the change process and the parallel process (mirroring clients);
- Challenging illusions, issues with authority, deepening the work;
- Evaluating, summarizing, identifying next steps.

# End Phase: Termination

As students approach the end of each quarter, particularly in the final quarter of their practicum, Instructors should include ample opportunity for review and reflection, including planning for subsequent quarters or ongoing learning in new settings.

- ❑ Reviewing assumptions and realities about teaching and learning;
- ❑ Reviewing progress and performance;
- ❑ Clarifying skills development and abilities;
- ❑ Clarifying processes for transitioning clients;
- ❑ Saying goodbyes and modeling healthy exits/transitions;
- ❑ Evaluations, future learning goals, and positive reinforcement;
- ❑ Celebrations and rituals to mark milestones.

# Learning Plan

- Students are required to complete a learning plan with your guidance and feedback
- The learning plan is a working document that is “road map” of the goals and tasks the student hopes to be involved in during their internship
- You will be provided with a sample list of activities and tasks that fulfill the various competencies required by CSWE(Council on Social Work Education)
- The learning plan is completed near the beginning of the Fall semester and will include goals for both Fall and Winter semesters.

# Field Evaluations:

- Evaluation and monitoring performance is ongoing
- Occur during 1-1 supervision sessions
- Address areas of concern where the student is underperforming in a practice behavior
- The grades should reflect the student's achievement in terms of completion of the tasks and assignments as stated in the Learning Plan and their demonstration of competence in the objectives for field as measured in the Evaluation of Student Performance in Field Form.
- All field evaluations are conducted online. At the end of each semester your faculty liaison will send you the link to submit your field evaluation.

Satisfactory = Represents work which frequently exceeds expectations:

- is always alert, active and makes original and pertinent contributions and shows evidence of a well-developed critical attitude and sound judgment
- is prompt, neat in assignments
- gives evidence of superior aptitude, high originality and great ability to grasp and organize the subject matter of the course and apply it to other fields and to the problems of daily life.
- frequently exceeds average requirements
- is usually alert and active, showing some critical attitude and good judgment
- exercises noticeable care in working on assignments and gives evidence of doing independent reading and research
- is willing to accept feedback and criticism.

# Monitor unsatisfactory behavior

Designates work which frequently does not meet expectations and or consistently fails to meet expectations. It implies that the student:

- usually does the minimum requirements and merely grasps the basic material
- occasionally misunderstands the assignments and may be careless in preparation of them
- is willing but slow to comply with instruction and correction
- seldom or never participates in discussion
- has shown inappropriate behavior on a number of occasions as it relates to clients and/or staff
- has been approached about their difficulty in grasping essential ethical questions
- has difficulty understanding “boundary issues” with clients, etc.
- has difficulty taking initiative and/or working independently.
- often has difficulty carrying learning from one situation to another.

# Addressing Issues in Field Education

## Level 3

- Meeting is attended by student, field director, program director
- Decide if student will continue on in the program

## Level 2

- Meeting is attended by field liaison, student, field instructor, & field director
- Discuss reasons why level 1 plan was not successful
- Decide if student will remain at the agency or will

## Level 1

- Meeting is attended by field liaison, student, & field instructor
- Development of a written action plan outlining who will do what differently, time frames and signed by all



# Responsibilities of the Field

## Instructors:

- The responsibilities of the Field Instructor are to:  
Submit the necessary paperwork required for approval as an agency/Field Instructor;
- Attend the Field Instructor's orientation meeting and become familiar with the Program's curriculum and field education program;
- Interview and approve the student for placement at the agency.

# Responsibilities of the Field

## Instructors:

- Orient student to the agency, its policies and procedures;
- Facilitate the integration of the student in to the agency;
- Assist in the development and implementation of the student's Learning Plan;
- Design and implement learning experiences that meet the objectives of the program and the student's professional goals;

# Responsibilities of the Field

## Instructors:

- Provide regular and consistent field instruction supervision with the student (**a minimum of one hour weekly**)
- Consult formally with the Field Faculty liaison at scheduled agency visits and informally as the need arises;
- Inform the Field Faculty Liaison should any concerns about student performance in field arise.

# Responsibilities of the Field

## Instructors:

- Regularly evaluate the student's field work performance and provide ongoing feedback to the student; and
- Complete the evaluation forms at the end of each term, consulting with the Field Faculty Liaison in recommending a final grade

# Important Information Driving Policy

- In some agencies students are required to use their own vehicles in the performance of field practicum duties. In other agencies, they may choose to use their own car.
- In either situation, students should be aware that the driver of the vehicle has the responsibility in the extent of personal injury or property damage and that the responsibility is distinct from that of the agency or the University.

# Driving Policy Cont.

- Students who use a private vehicle in the performance of field practicum duties are advised to check with their insurance agency or some other knowledgeable source of advice to determine if the student has appropriate insurance coverage.
- **Students are not permitted to transport clients.**

# Oakland University's Self Care Competency

- Our program has a strong focus on self care. We understand that practicing self-care is an integral part of professional development and a healthy work identity. Use of effective supervision is also a tool we promote to students as a mode of self care.

# Thank You!

- We value each and every community partnership and are grateful for your time and dedication to prepare our students to become competent social workers.